

Information and Communication Technology among Excellent Islamic Education Teachers in Selangor Malaysia

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Abstract

The development of technology in the era of the borderless world has grown rapidly in the entire field of human life, including in the field of education. The rapid development in science and technology led to the dissemination of information and knowledge through classroom also changed. Teachers as educators cannot refrain from directly involved in all activities related to information technology. These challenges provide an opportunity for educators to modify the teaching and learning process to become more active and more student-centred. This study draws to this issue by investigating the knowledge, skills, and the use of ICT and attitudes of Excellent Islamic Education teachers towards ICT. The participants were 70 Excellent Islamic Education teachers in Selangor, Malaysia. Data is collected using a questionnaire and the findings are analysed by using SPSS software 19.0. The results of the descriptive analysis involving the mean and standard deviation indicate that the knowledge and teachers' attitudes towards ICT to be at the high level. While the skills and the use of ICT among the teachers at a moderate level. The result also revealed that there is a significant relationship between ICT knowledge and teachers' attitude towards ICT. However, the strength of the relationship is very weak. There is also a significant relationship between ICT skills and teachers' attitude towards ICT and the strength of the relationship is also weak. Finding also shows there is a significant relationship between the use of ICT and teachers' attitude and the strength of the relationship is at moderate level. In conclusion, the use of ICT in teaching and learning of Excellent Islamic Education teachers is very important to determine the objectives achieved. Excellent teachers should consider that ICT only act as a complement, additional tools or aids to teachers who play the key role in delivering information using teaching methods that are more dynamic and efficient; rather than take the place or role of the teacher.

Keyword: knowledge, skill, the use of ICT, attitude, excellent Islamic education teachers

1. Introduction

Now day information and communication technology (ICT) is used in almost all aspects of life, and its influence is expected to bring a greater impact on the world in the future. This situation allows all countries, including Malaysia, to seize the opportunity to have a source of knowledge in order to keep pace with the modernization of the world. The information age has created a knowledge society, knowledge workers and knowledge economy (Deraman, 2003). Today, ICT has been developing and growing rapidly and deeply into the various aspects of community life including education. Development of this electronic technology has put an enormous challenge to educators, especially to Islamic Education teachers, as major changes have to be made to their knowledge, attitude and practices (Mahmud, Ismail, Mohd.-Yasin, Mustapha, & Din, 2006).

Teachers' roles in the era of ICT are experiencing a process of transformation as they play a major role in bringing changes into the classroom. According to teachers play important roles in the process of educating students in the school as well as involve directly in determining the students' qualities (Ismail, Lian, & Mahmud, 2004), and due to the technology, they need to review their pedagogy and method in teaching. Technology has a very important role and should be given serious attention by all parties. Teaching and learning using technology will become more fluent, time and energy saving as well as resources saving financially. Technology also prevents boredom not only among students, but also to teachers themselves in teaching and learning process. It also help students get the maximum impart of learning within the minimum period (Tamuri, 2006).

According to Ismail, Rahman, and Isa (2006), teachers who refuse to adapt technology and still using traditional

teaching methods can cause disadvantage to the field of education. Various studies related to ICT in education found that the using of ICT in schools is still low and less encouraging (Ab. Rahim & Mohamed, 1999; Cuban, Kirkpatrick, & Peck, 2001; Rosnaini et al., 2006). Research by Ely (1999) and Zhao, Pugh, Sheldon, and Byers (2002) have found that the knowledge and skills of technology as one of the factors that facilitate the integration of technology in the classroom. A study conducted by Ali, Nor, Hamzah, and Alwi (2002) showed that teachers' knowledge related to the use of ICT as a mandatory requirement for ICT integration in smart school. Thus in the ICT and globalization era, teachers need to have the knowledge and skills to integrate ICT effectively in teaching and learning process.

Most of the main reason why ICT are not implemented in teaching and learning process not because of technical factors, but more due to the human factor. One factor that reflects poorly on the use of IT is due to lack of trained teachers in the field of ICT (Hassan, 2003; Razak & Awaluddin, 2006). According to Mahamod and Solah (2008), the weakness in mastering computers and ICT infrastructure will complicate the process of teaching and learning. Therefore, knowledge, skills and attitude towards ICT is very essential in improving teaching and learning in the classroom. Thus, ICT-related professional training should be given to teachers to make them as teachers who are skilled and highly skilled in this field (Yin, 2000).

Looking at the above problems, the use of ICT among teachers is the major factor in the world of ICT, especially in educational institutions. No doubt, there are a variety of views, perceptions and evaluations of development and the importance of IT. Therefore, this study aims to investigate the knowledge, skill, the use of ICT and teachers' attitude toward ICT among excellent Islamic Education teachers. It also aims to identify the relationship between knowledge, skills and the use of ICT towards attitudes among excellent Islamic Education teachers.

1.1 The Concept of Excellent Islamic Education Teacher

According to Chambers Dictionary 20th, excellence means "to be superior, to have good qualities in high degree". One's said to have excellent personalities if he is a "rational, competent, shrewd, enterprising, ambitious, courage, broadminded and cheerful". In particular, we can conclude that excellence is when a person is able to enhance its ability to the maximum level measured by him or by a group or age group (Ibrahim, 2002).

According to the Circular of JNS.500/345 Jld.6 dated January 6, 1997 in Ibrahim (2007), the concept of excellent teachers has been defined as special, dedicated and motivated teachers who have the skills and expertise in the field of their work, as the result from various knowledge and experience throughout the period of their service (School Inspectorate, 1997). Ibrahim and Azman (2007) stated excellent teachers do their best to develop moral character as well as academic performance and co-curricular activities of their students. The teachers have been evaluated their expertise and excellence by The School Inspectorate through five aspect i.e. personal, knowledge and skills, work, communication and potential excellence. Excellent teachers must practice excellent work culture. Excellent work culture that emphasizes ways of thinking and acting quality, effective, productive and consistent by the teachers to be the best model for other teachers. These excellent teachers not only can serve as examples even have properties that can be exemplified. They produce quality work with sincerity and trust; always consider the best, innovative and creative in performing their daily work just to produce effective teaching and learning (Ibrahim & Azman, 2007).

1.2 Learning Theories Related to ICT

Learning theories of behaviourism, cognitivist and constructivism are theories that relevant to this study. Based on the theory of constructivism, learning is a process of knowledge construction. This theory derived from view of behavioural changes to the study of human cognitive on how they learn and acquire knowledge, which emphasizes on mental representation (Maddux & Johnson, 2005). According to Skinner's behaviourism learning theory (1974), learning occurs when a person reacts to a stimulus and then is reinforced. While cognitivist theory emphasized that learning is a process of information received, processed and stored in one's thoughts. Information regarded as objects that can be transferred to the student. According to behaviourism and cognitivist theories, teachers act as information providers and they must ensure that students have a prior knowledge. Hence, all plans are made in accordance with the sequence of activities to achieve the learning objectives.

Constructivism is a theory of teaching approaches based on how people learn. Most researchers believe each individual develop their own knowledge and not only receive it from others. Individuals based on existing knowledge and experience actively construct knowledge. In this process, students will adapt it with existing knowledge to build new knowledge in mind. In other words, this theory emphasizes critical thinking, problem solving, authentic learning experiences and knowledge developed through social interaction. Through these learning theories, teachers act as a facilitator in the process of conducting teaching and learning using ICT as a

tool (Salleh, 2011).

Therefore, the Islamic Education teachers need to identify the needs and interests of students and thus providing an active learning environment. Through constructivism, students are responsible in determining the learning ahead. Teacher has to facilitate the process of learning to be more enjoyable when ICT is used as a teaching aid. Students are no longer learning by memorization the facts but toward a meaningful and student-centred learning through activities such as collaborative projects and assignments, problem solving and the development of talent and creativity (Salleh, 2011).

1.3 Information and Communication Technology

ICT can play various roles in any field of education. In the process of Islamic education, ICT can be used as administrative tools, research tools, as well as media or source of teaching and learning. Therefore, in general this component can be adopted by ICT to enable the effectiveness in teaching Islamic Education as well as to attract students (Sudin & Mohd.-Noh, 2003).

As stated earlier, level of knowledge in the implementation of ICT among teachers are different. It depends on one's experience and the exposure given to the teacher. For educators who have a good level of computer literacy, they could build a website for education. Whereas having a low level of computer literacy, teachers will have problems in using the web as a medium of teaching. The level of computer literacy is important because educators will act as a facilitator in the process of learning by using the website as a medium of instruction. With regard to the study of computer and internet knowledge, Harvey and Wilson (1985) found that respondents who have ICT's knowledge would have positive attitudes toward computers. The finding also showed that a person's knowledge of ICT will encouraged him to apply ICT in teaching and learning at schools. Therefore, teachers who have a high level of ICT skills, also have positive attitude toward the use of ICT in teaching and learning (Muhammad & Wahab, 2010; Andin, Abdullah, & Ali, 2010) and they do not have serious problems to use computers in their teaching process (Johan & Dinyati, 2011; Tasir & Lim, 2010).

Hence, teachers must have skills in instructional design to teach using ICT. It can help teachers planning the construction and using an appropriate media. Teachers need to modify traditional teaching methods to suit the method of teaching using ICT such as media presentations, MS Power Point, MS Word, MS Excel and LCD projector. According to Means (1994), ICT also include video presentations, CD and CD-ROM, the use of e-mail discussion group (e-group) and teleconferencing (video conferencing). According to Yusoff (2008), the use of computers has led to the use of the website extensively in teaching and learning in schools and other educational institutions. Thus, the teaching process will become more interesting and fun because the combination of multimedia elements such as text, graphics, audio, video and animation. These elements will be able to stimulate and strengthen students' memory to learn the contents of teaching Islamic education with better understanding. A combination of various media in technology allows interaction do either one-way or more. The versatility of the ICT is beneficial because one can watch television, listen to radio, communicate or send a message using the internet that is connected to the computer. Thus, the rapid changes taking place in society today led to the approach to teaching and learning in Islamic education should be in line with the developments (Jasmi & Tamuri, 2007).

1.4 Resources of ICT in Teaching Islamic Education

There are a variety of ICT resources that can be applied by teachers such as internet, video and media. The following are resources of ICT often used in teaching Islamic Education. According to Tamuri et al. (2004), internet provides opportunities for teaching and learning process and challenged the minds of teachers and students. Communication in education occurs between students with students, teachers with students, teachers or students with teaching materials and teachers with teachers. He added that the internet is an effective teaching aids to impart lessons to students in every subject. For example, teachers can use the Islamic websites www.al-Islam.com/artikels, www.e-zakat.com.my, www.epondok.com.my and others as teaching aids for teaching topics in Islamic Education. Through these websites, students learn knowledge service in conformity with Islamic institutions in Malaysia. Teachers can also provide advanced assignments by asking students to use the services provided on the website. As stated by Hussin, Rasul, and Abd Rauf (2013), the use of the internet and websites, not only providing convenience to students, even to the teacher to prepare teaching materials and supervising activities performed by students in the learning process. Web usage is a step that must be implemented, utilized to the extent possible in order to enhance the effectiveness of teaching. Therefore, Islamic Education teachers must be willing to adapt and to explore how the knowledge is valuable in their respective areas of expertise to make the Islamic Education as a subject that is interesting and appealing to students.

Other ICT resources that can be used by teachers were video. According to Tamuri et al. (2004), the video has

received increasing attention in the teaching and learning process. Video is a method of disseminating information which is most video capable of carrying elements similar to the real situation or “realism”. It is also able to attract the attention and emotions of users (Harun & Tasir, 2001). The use of video recording as a teaching aid is important and should be applied by teachers in the teaching and learning process. Indeed it is undeniable that the use of video recording is more interesting and effective learning because it can convey information to students who are less fluent, reflect a continuous movement, enabling students to analyse the events that are important or complicated, can choose a skill without real experience and more exciting as it combines audio and visual. It also has a mixture of music, acting and dialogue that leaves a positive impact on students.

Multimedia is the integration of sound, music, animation, text, sound, video and graphics produced by the computer-based technologies. It is more attractive compared to television and videocassette (Harun and Tasir, 2001). Early stage, radio, television, newspaper, slide projector, chart poster, video tapes and other known as multimedia when used together. Multimedia technology’s development has resulted in the changing of multimedia’s definition. Public now define multimedia as a combination of various types of media that communicate directly with the use of computer technology (Ngah & Samsudin, 2004).

Internet, multimedia and video are an advanced technology, which is capable of changing the system of distribution of information, particularly in the teaching and learning process. The uniqueness of this technology is its interactive capability. Hence, two-way communication between users and multimedia applications can be established.

2. Method

2.1 Research Design

In order to contribute knowledge on ICT among Excellent Islamic Education teachers, this research employed a survey research design as survey can be used to measure opinions, attitudes and behaviours (Ary, Jacobs, & Razavieh, 2006). As stated by Kerlinger (1986), if the aim of a research is to investigate the influence of independent variables to the dependent variables, thus a survey method is the most appropriate method. In this research, the survey method was used to gain quantitative data about knowledge, skills, attitudes and the use of ICT among Excellent Islamic Education teachers.

2.2 Sample and Implementation

The total population of Excellent Islamic Education teachers in the state of Selangor, Malaysia is 100 (KPM, 2011). This study involved 70 Excellent Islamic Education teachers as 30 teachers were used as samples for pilot study. The number of populations is used as the number of samples as the total number of population of Excellent Islamic Education teachers is not many (Suharsimi, 2005).

Researcher has applied for approval from the Director of Educational Planning and Policy Research, Ministry of Education, the Director of the State Education Department and head of Islamic and Moral Education Sector before the questionnaires were distributed to the respondents. Questionnaires that have been distributed were given one month to be answered by the respondent. Each questionnaires received, was reviewed whether each respondent has answered all items to measure knowledge, skills, and attitudes towards the use of ICT. Thus, the process of data analysis was carried out in order to obtain the information from the study.

2.3 Research Instrument

A questionnaire was used in collecting the data. The questionnaire was developed by adopting and adapting questionnaire used by Yahya (2006). The researcher used 5-point Likert scale to obtain information of the knowledge (15 items), skills (12 items), use of ICT (18 items) and attitude towards ICT (11 items) from Excellent Islamic Education teachers. A pilot study was conducted prior to the survey to test and validate the questionnaire. Cronbach’s alpha was used to measure the reliability. The alpha coefficient showed a high reliability of the items for knowledge ($A=0.96$), skill ($A=0.95$), the use of ICT ($A=0.95$) and teachers attitude ($A=0.92$) as alpha coefficient of 0.60 or higher were considered to be acceptable (Hair, Black, Babin, Anderson, & Tatha, 2006).

3. Result

3.1 Respondents’ Background

Table 1 show a total of 19 (27.1%), male respondents was involved in this study while the number of female respondents was 51 (72.9%). The findings also show that 40 teachers (57.1%) were teaching in the cities while 30 (42.9%) teachers were teaching in the rural areas. Based on experience, 9 of them (12.9%) with less than 10

years of experience, a total of 46 (65.7%) had experience from 10 to 20 years and a total of 15 (21.4%) were experienced teacher for more than 20 years. Based on the use of computers per a week, finding shows a total of 30 (42.9%) teachers used computers less than 3 hours per week, 18 (25.7%) of them used computers 3 to 6 hours a week and 22 (31.4%) teachers use computers for more than 6 hours per week.

Table 1. Respondents' background

Respondents' Background	f	%
<i>Gender</i>		
Male	19	27.1
Female	51	72.9
<i>School Location</i>		
City	40	57.1
Rural	30	42.9
<i>Teaching Experience</i>		
Less than 10 years	9	12.9
10 to 20 years	46	65.7
More than 20 years	15	21.4
<i>Use of Computer per week</i>		
Less than 3 hour	30	42.9
3 to 6 hour	18	25.7
More than 6 hour	22	31.4
Total	70	100

3.2 ICT Knowledge among Excellent Islamic Education Teachers

A descriptive analysis involving the mean and standard deviation was conducted to determine the level of ICT knowledge among Excellent Islamic Education teachers. Table 2 below illustrates findings on the ICT knowledge among them. Finding showed that of the total 15 items, 9 items were at a high level of knowledge, while the remaining 6 items were moderate. The items are sequenced by the highest to the lowest mean values. The mean value with the highest score is word processing (MS Word) (mean = 4.24 and sd = 0.73). While items with the lowest mean is the use of social communications such as Twitter (mean = 2:51 and sd = 1.18). Overall, teachers indicated that their ICT knowledge is at high level with mean 3.69.

Table 2. Level of ICT knowledge among teachers

Item	N=70		
	Mean	SD	Level
1 Word processing (MS Word)	4.24	0.73	H
2 Basic operations such as computer screen (monitor, LCD), Central Processing Unit (CPU), keyboard and touch pad (mouse)	4.07	0.67	H
3 Advanced operations such as printers, modem, hard disk	4.00	0.71	H
4 use of the Internet	3.99	0.79	H
5 Search information on-line using search engines	3.97	0.76	H
6 Electronic presentations (MS Power Point)	3.97	0.72	H
7 File Management	3.90	0.72	H
8 Electronic mail (e-mail)	3.87	0.82	H

9	Produce teaching aids using a computer	3.80	0.75	H
10	Education Portal	3.64	0.78	M
11	Using the CD-ROM as a teaching aid	3.61	0.80	M
12	Social communication such as Facebook	3.61	0.91	M
13	Space communication such as Yahoo Messenger	3.23	1.18	M
14	Websites such as Blog	2.96	1.09	M
15	Social communication such as Twitter	2.51	1.18	M
	Overall	3.69	0.58	H

H=high, M=Moderate, L=Low.

3.3 ICT Skill among Excellent Islamic Education Teachers

Table 3 below shows the analysis to answer questions on ICT skill among Excellent Islamic Education teacher. The study shows that out of 12 items, 7 items have a high level of ICT skill with a mean score value exceeding 3.76. While the other 5 items have moderate mean score level in range of 2.51 to 3.66. The items that showed the highest mean score level of ICT skill is write report, letter or document using Microsoft Word (mean = 4.41 and sd = 0.63). While items with the lowest mean is produce Multimedia software (mean = 2.74 and sd = 1.00). The overall of ICT skills among teachers is at a moderate level (mean = 3.66 and sd = 0.63).

Table 3. Level of ICT skills among teachers

Item	N=70			
	Mean	SD	Level	
1	Write reports, letter or documents (Microsoft Word)	4.41	0.63	H
2	Print documents / pictures	4.20	0.65	H
3	Sending messages via electronic mail (E-mail)	3.91	0.78	H
4	Using computer as teaching aid	3.84	0.67	H
5	Produce slide presentations for teaching & learning	3.77	0.82	H
6	Download the document / image	3.76	0.97	H
7	Scan document or picture	3.76	0.94	H
8	Search information on the World Wide Web (WWW)	3.66	0.93	M
9	Prepare a worksheet (Microsoft Excel etc.)	3.54	0.87	M
10	Create and edit graphics (Microsoft Paint, Adobe Photoshop etc.)	3.16	1.04	M
11	Write and display documents for WWW	3.13	1.01	M
12	Produce multimedia software	2.74	1.00	M
	Overall	3.66	0.63	M

H=high, M=Moderate, L=Low.

3.4 The Use of ICT among Excellent Islamic Education Teachers

Table 4 below illustrates findings on the ICT use among the teachers. Finding showed that of the total 18 items, only 3 items were at a high level of use, while 14 items were moderate and 1 item was at low level. Items that have highest mean are using a computer / laptop to prepare Islamic Education Annual Plan (mean = 4.40 and sd = 0.94), browsing (Netscape, Internet Explorer) to search information for teaching materials (mean = 3.79 and sd = 0.832) and download information from the Internet to be used as teaching materials (mean=3.74, sd=3.75). While item with the lowest mean is distributing academic records using the website to students (mean = 2.01 and sd = 1.08). The overall of ICT use among teachers is at a moderate level (mean = 3.16 and sd = 0.69).

Table 4. The use of ICT among teachers

Item	N=70		
	Mean	SD	Level
1 Using a computer / laptop to prepare Islamic Education Annual Plan	4.40	0.94	H
2 Using Internet browsing (Netscape, Internet Explorer) searching materials for teaching and learning	3.79	0.83	H
3 Download information from the Internet to be used as teaching materials	3.74	0.75	H
4 Using ICT to facilitate the complicated topic of Islamic Education	3.54	0.93	M
5 Produce teaching aids (such as Microsoft Power Point)	3.51	0.91	M
6 Teaching Islamic Education using Computer Aided Instruction (CAI)	3.46	1.02	M
7 Using ICT to plan enrichment activities	3.39	0.99	M
8 Using ICT to plan remedial activities	3.31	1.02	M
9 Using CD issued by Educational Technology Division	3.23	1.07	M
10 Using ICT to provide students' assignments	3.17	1.12	M
11 Plan a weekly/daily lesson plan using word processing packages (MS Word)	3.16	1.70	M
12 Using CD issued by The Curriculum Development Centre	3.07	1.13	M
13 Using CD prepared by private sector	3.07	1.12	M
14 Using e-materials from the Ministry of Education	2.84	1.10	M
15 Providing an email address to the students as a reference on academic problems	2.47	1.23	M
16 Facilitate discussion, Q&A session etc via Facebook	2.41	1.21	M
17 Using the Web as a medium to convey information to students	2.39	1.24	M
18 Distribute academic records using the website to students	2.01	1.08	L
Overall	3.16	0.69	M

H=high, M=Moderate, L=Low.

3.5 Excellent Islamic Education Teachers' Attitude towards ICT

Descriptive analysis involving the mean and standard deviations were conducted to determine teachers' attitudes toward ICT. Findings are show in table 5 below.

Table 5. Teachers' attitudes toward ICT

Item	N=70		
	Mean	SD	Level
1 ICT stimulate students' interest in teaching and learning process	4.60	0.52	H
2 I do not feel it's too late to learn about ICT	4.53	0.53	H
3 The use of ICT stimulate my interest in my work	4.51	0.61	H
4 I enjoy learning things related to ICT	4.50	0.53	H
5 I think the use of ICT can help me learn new skills	4.43	0.53	H
6 ICT can help out to manage my work	4.39	0.71	H
7 ICT is a time-saving in preparing my work	4.39	0.71	H
8 I am fortunate to be a capable in ICT	4.34	0.68	H

9	Feel comfortable using ICT in teaching and learning	4.27	0.72	H
10	Use of ICT in teaching and learning reduce my workload	4.17	0.72	H
11	Feeling threatened by the use of ICT	3.86	0.84	H
	Overall	4.36	0.45	H

H=high, M=Moderate, L=Low.

Table 5 shows the analysis to answer questions on teachers' attitude towards ICT. The study shows that all items have a high level of attitude with a mean score value exceeding 3.86. Item with the highest mean is ICT stimulate students' interest in teaching and learning (mean = 4.60 and sd= 0.52). The overall mean shows that the attitude towards ICT among teachers is at the high level (mean = 4.36 and sp = 0.45).

3.6 Relationship between Knowledge, Skills and the Use of ICT, and Teachers' Attitude

Pearson correlation analysis was conducted to identify the relationship between knowledge, skills and the use of ICT, and teachers' attitude towards ICT. Pearson correlation analysis results as shown in Table 6 below.

Table 6. Relationship between knowledge, skills and the use of ICT on teachers' attitudes

Variables	Attitude		
	r	Sig.	Interpretation
Knowledge	0.29	0.02	Very weak
Skill	0.32	0.01	Weak
Use of ICT	0.60	0.00	Moderate

Table 6 shows that there is a significant relationship between ICT knowledge and teachers' attitude towards ICT with $r = 0.29$ and $\text{sig} = 0.02$ ($p < 0.05$) but the strength of the relationship is very weak. There is also a significant relationship between ICT skills and teachers' attitude towards ICT with $r = 0.33$ and $\text{sig} = 0.01$ ($p < 0.05$). Strength of the relationship is weak. Finding also shows there is a significant relationship between the use of ICT and the attitude with $r = 0.6$ and $\text{sig} = 0.000$ ($p < 0.05$). Strength of the relationship is moderate.

4. Discussion

Descriptive analysis showed that the levels of ICT knowledge of Excellent Islamic Education teachers are at high level. This gives the impression that Excellent Islamic Education teachers have a good knowledge of information technology and communications. The findings indicate that teachers have high knowledge in terms of word processing (MS Word) and basic computer operations such as computer screen (monitor, LCD), a central processing unit (CPU), keyboard and touch pad (mouse). Even so, there are still knowledge teachers need to be further improved, especially in terms of the use of social communications or media such as Twitter, Yahoo Messenger and Blog. The finding reflects that Excellent Islamic Education teachers are still lacking of the knowledge on using the website as a social media to communicate or convey information to their students. This result is in line with the statement of Meerah (2003) that Islamic Education teachers have limited access and knowledge on finding information using the website as well as they are not emphasized on using the web in teaching and learning process. One of the factors that cause this situation is that teachers do not have enough time to learn how to use technology due to their workload. The negative impact of this situation is the teachers do not use technology in the classroom. This statement is supported by Che (2000) saying that even though teachers' attitudes towards the use of technology are positive, but still their skills in using ICT are moderate caused by a lot of workload.

This study also shows that information and communication technology skills among Excellent Islamic Education teachers at a moderate level. This suggests that many teachers still lack skills in using information and communication technology. This finding is consistent with study by Hassan and Kamisah (2010) that computer and technology skills among teachers are at a moderate level. However, teachers also have high skills, especially in writing reports, letters or documents (Microsoft Word) and print (print) document / picture. This is probably due to the use of Internet and computer mediated communication has become more familiar to most teachers, especially young teachers. This statement is in line with the opinion of Mahmud, Ismail & Ibrahim (2011) that

most teachers are skilled in using particular applications such as spreadsheet, electronic presentation and the internet. Therefore, the use of technology should be improved in line with technological expertise available to teachers as well as to maximize the advantages of technology to make teaching and learning more effective and fun.

Data analysis showed that the use of information and communication among teachers at a moderate level. This indicates that teachers are not fully using the technology in activities carried out during the teaching and learning process. The results showed that the lowest mean in using the technology and communications is distributing lesson notes using the website to the students, using the website as a tool to circulate information to students and create discussion, Q&A session, via Facebook. However, teachers often use the computer / laptop to prepare Islamic Education Annual Plan and internet browsing (Netscape, Internet Explorer) to download information for teaching materials. This shows that teachers have their own initiatives to improve their knowledge and skills related to ICT in using the internet for teaching and learning purposes at school. As described by Andin et al., (2010), most teachers are using computers to prepare lesson notes, and they used computers in teaching and learning in the classroom. Teachers also have their own initiatives to improve their knowledge and skills related to ICT. The finding is consistent with research conducted by Hasan and Kamisah (2010) that the use of computers and ICT among teachers is at a moderate level. They stated that one of the factors that cause lack of the use of ICT is time constraints.

Result of this study also showed that Excellent Islamic Education teachers' attitudes towards ICT are at the high level. It has seemed that teachers have a positive attitude towards information and communication technology. Teachers stated that using ICT stimulates students' interest in learning and it is not too late for them to learn more about ICT. The finding is consistent with study conducted by Tasir and Lim (2010) that teachers have a positive attitude towards the use of information and communication technology in teaching and learning. The results showed that the attitude towards information and communication technology at the high level, but the use of ICT and teachers' skill at a moderate level. This may be due accessibility to technology in schools is not yet sufficient to meet the needs of teachers to use ICT in teaching and learning process. Tasir and Lim (2010) stated that limited use of information and communication technology has an impact on teacher skills.

Pearson correlation analysis showed that there was a significant relationship between knowledge, skill and the use of ICT, and teachers' attitude towards information and communication technology. The finding is consistent with study done by Ghani, Siarap, and Mustafa (2006). They found that there was a significant relationship between the use of information and communication technology with the attitude. The finding also reflect that attitude affect the use of information and communication technology in teaching and learning. This finding is also in line with research conducted Rahman and Kamari (2011) that there is a positive relationship between technological knowledge and technological skills among teachers and the attitude towards information and communication technology. Therefore, this study illustrates the need for Excellent Islamic Education teachers to enhance their knowledge and skills in information and communication technology because indirectly its initiates positive attitude in using the technology.

5. Conclusion

Teachers' awareness of the importance of ICT as an innovation towards improving the quality of teaching and learning Islamic Education must be improved. Excellent Islamic Education teacher must put on efforts to apply ICT in teaching and learning process as it could improve the efficiency and effectiveness of learning outcomes. Using ICT, Excellent Islamic Education teachers can surf information on teaching materials to distribute it to the students effectively. Through the use of ICT as a teaching tool, the process of teaching and learning will be more interesting and effective. In addition, the effect of the use of ICT is to make the process of teaching and learning more effective and to create a fun learning environment. With the initiation of ICT, teachers can diversify their teaching methods and even can improve the quality of teaching by using various facilities available in ICT.

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