

THE IMPLEMENTATION OF ISLAMIC RELIGIOUS EDUCATION AT PUBLIC SCHOOLS IN BANGKOK CITY

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Abstract-*The purpose of this research is to study and study the management of Islamic education in Bangkok and government schools as well as to formulate recommendations and implementation of Islamic education. The main contributors in this study consisted of 3 interviewees, school teachers Klong Nueng (Kaewnimit) and other government school teachers. Qualitative informants and sources are the head of PAI. And Islamic education teachers in many government schools in Bangkok have mixed research designs using exploratory design models. And content analysis for qualitative data. In the implementation of the Bangkok government school Islamic education curriculum, the overall picture is at a good level. And the implementation of Islamic education from the head of PAI and PAI teachers, there is no difference and work experience.*

Suggestions and guidelines for the implementation of Islamic education in government schools in the metropolitan area of Bangkok

- 1) Preparation there must be coaching for the head of the academic field and PAI teachers in the field of recruitment of teachers who have immediately completed Islamic education teaching Islamic education*
- 2) planning for curriculum implementation and implementation of all parties involved in the management of Islamic education. The curriculum must be planned and sustainable. So that the curriculum can be adjusted to the curriculum structure, both subject matter and study time*
- 3) Implementing the implementation of the Islamic education curriculum the teacher must provide instruction. In accordance with the course structure Teaching integrated course content And using various techniques Use interesting materials Media for the teaching and learning process.) Supervision, monitoring, and evaluation. Within the school, a supervisory committee should be appointed. Joint planning for the supervision of Islamic education. Set of supervision to summarize and report the results of supervision to related parties and the community. And let the agencies carry out their duties in the field*

Keywords: Implementation of Islamic Religious Education, Public Schools (Thailand)

Abstrak-*Tujuan dari penelitian ini adalah untuk mengkaji dan mengkaji manajemen pendidikan Islam di Bangkok dan sekolah pemerintah serta merumuskan rekomendasi dan pelaksanaan pendidikan Islam. Kontributor utama dalam penelitian ini terdiri dari 3 narasumber, guru sekolah Klong Nueng (Kaewnimit) dan guru sekolah negeri lainnya. Narasumber dan informan kualitatif adalah kepala PAI. Dan guru pendidikan Islam di banyak sekolah negeri di Bangkok memiliki desain penelitian campuran menggunakan model desain eksplorasi. Dan analisis isi untuk data kualitatif. Dalam implementasi kurikulum pendidikan Islam sekolah negeri Bangkok, gambaran keseluruhan berada pada level yang baik. Dan pelaksanaan pendidikan Islam dari kepala PAI dan guru PAI, tidak ada perbedaan dan pengalaman kerja. Saran dan pedoman penyelenggaraan pendidikan Islam di sekolah negeri di wilayah metropolitan Bangkok 1) Persiapan harus ada pembinaan bagi kepala bidang akademik dan guru PAI di bidang rekrutmen guru yang sudah segera menyelesaikan pendidikan Islam pengajaran Agama Islam pendidikan 2) perencanaan implementasi kurikulum dan implementasi semua pihak yang terlibat dalam pengelolaan pendidikan Islam. Kurikulum harus direncanakan dengan jelas dan berkelanjutan. Agar kurikulum dapat disesuaikan dengan struktur kurikulum, baik materi pelajaran maupun waktu pembelajaran 3) Pelaksana implementasi kurikulum pendidikan Islam guru harus memberikan pengajaran. Sesuai dengan struktur kursus Mengajar isi kursus terintegrasi Dan menggunakan berbagai teknik Gunakan media materi yang menarik untuk proses belajar mengajar.) Pengawasan, pemantauan, dan evaluasi. Di dalam sekolah, komite pengawas harus ditunjuk. Perencanaan bersama untuk supervisi pendidikan Islam. Kumpulan pengawasan untuk meringkas dan melaporkan hasil pengawasan kepada pihak terkait dan masyarakat. Dan biarlah instansi tersebut menjalankan tugasnya di bidang pendidikan Islam untuk ikut serta memantau pengelolaan pendidikan Islam secara berkelanjutan*

Kata Kunci: Pelaksanaan Pendidikan Agama Islam, Sekolah Umum (Thailand)

A. Background Problem

Thailand is a constitutional monarchy led by King Rama X, King Vajiralongkorn Bodindradebayavarangkun, as head of state and Prime Minister, currently Prayut Chan-o-cha, as head of government. Thailand is divided into 77 government regions (provinces) known as changwats and 2 (two) Special Regions of Bangkok and Pattaya. Provinces are further divided into a number of districts (equivalent to districts) and sub-districts (equivalent to kecamatan). The population of Thailand is mostly composed of Thai tribes and a number of ethnic minorities such as Chinese, Akha, Lisu, Karen, Hmong, mountainous tribes in northern Thailand, and Malays in southern Thailand and central Thailand.

Thailand's current education system is based on education reforms regulated under the 1999 National Education Law. Significant changes from these education reforms lie in uniform policy implementation, the flexibility of policy implementation, decentralization, quality assurance, quality improvement training. teachers at all levels and resource mobilization. These important changes include:

1. Expansion of compulsory education to junior secondary education and free education to senior secondary education.
2. Reform of the curriculum for basic education, vocational education, and higher education, which are based on the needs of the community
3. Establishment of the Office for National Education Standards and Quality Assessment (ONESQA), which is responsible for external quality control.

Education is very important for humans as individuals and as social creatures. There are official educational institutions that develop human resources towards a more integrated and advanced system in all areas of life.¹

Currently, there are 2 types of implementation of Islamic religious education at the public primary school level. The first characteristic is that it requires Muslim students. To learn Islamic religious education through the subject of social, religious, and cultural education with the aim that students have knowledge, understanding, and obey the principles of faith, practice, and morality that can be applied correctly, with an allocation of 1-2 hours per week. The second characteristic is deep Islamic religious education in which students will receive learning

¹Murtadha Muthahari, *The Concept of Islamic Education*, (Jakarta: Iqra Kurnia Gemilang, 2005).90

Islamic religious education together with general subjects according to the core curriculum of basic education and Islamic religious education in 2008, i.e. there are an additional 8-10 hours per week to study Islamic education. . Parallel education management will be used in public schools at both the SD and secondary education (SMP) and (SMA) levels which are standard and of interest from the community. Education in general and religious subjects can be used to study at a higher level. ²

Implementation of Islamic education for public schools in Bangkok (Thailand). Due to differences in social contexts, religious identities and beliefs such as Buddhism, Islam, Christianity, are the most influential on education in the area. And some have Muslim communities in Bangkok and public schools that have modified the way of education by adding religious activities and launching more intense Islamic education courses to meet the needs of the Muslim community and to achieve the most benefit for students.

Along with the existence of Muslims in Bangkok (Thailand), Islamic education has also emerged and developed in areas that are mostly occupied by Muslims. Islamic education grows and develops, especially in the Muslim community in Bangkok and the suburbs there are the busiest mosques, namely districts: Nong Chok, Minburi, Suanluang, Prawet, and in other suburbs with Islamic education. Islamic education institutions in the form of Islamic boarding schools exist and are open. Very many private schools have Islamic education. However, very few public schools have Islamic education. ³

Currently, there are 2 types of implementation of Islamic education at the public primary school level. The first characteristic is that it requires Muslim students. To learn Islamic education through the subject of social, religious, and cultural education with the aim that students have knowledge, understanding, and obey the principles of faith, practice, and morality that can be applied correctly, with an allocation of 1-2 hours per week. The second characteristic is deep Islamic education in which students will receive learning Islamic education together with general subjects according to the core curriculum of basic education and Islamic education in 2008, i.e. there are an additional 8-10 hours per week to study Islamic education. Parallel education management

²Islamic Studies Curriculum Book according to the Core of Basic Education Curriculum 2008. 2

³Nittaya masyor, *Administration of the Islamic Religious Sciences Curriculum*, (In Tasana, dministrators and primary school educators in the Muslim community 2002). 1

will be used in public schools at both the SD and secondary education (SMP) and (SMA) levels which are standard and of interest from the community. Education in general and religious subjects can be used to study at a higher level. ⁴

In the past, the implementation of Islamic education at state schools has built the trust of parents and society. However, they still face problems in various ways. In teaching and learning courses, curriculum management there are many limitations of educational resources, therefore it is necessary to make rules for Islamic education in public schools in several places. At present, it is impossible to produce quality lessons. And having the desired characteristics as determined by the program as a result, the teaching and learning process of Islamic education in public schools is not as successful as expected. ⁵

From the background of the problems and realities above, the authors are interested in conducting research with the title “ THE IMPLEMENTATION OF ISLAMIC RELIGIOUS EDUCATION AT PUBLIC SCHOOLS IN BANGKOK CITY “

B. Research Methods

The purpose of this study is to research the implementation of the Islamic education curriculum in public schools in Bangkok. Researchers have carried out research in 3 stages, the following is what researchers did.

1. Study qualitative data collection documents by interview, quality data summary analysis, design and development of online questionnaire tools (google Form)
2. Qualitative data storage, Qualitative data analytical summary, Interpret qualitative research findings
3. Process quality and prerequisite data, Offer formula management guidelines.

The research method chapter consists of a research plan, research tools, data collection, data analysis.

⁴Ministry of Education, *Islamic Education Curriculum Book 2008*, based on the central education curriculum. (Bangkok: pim Manum Agricultural Cooperative Thailand Ltd, 2008), 2

⁵Nittaya Masyoh, *Islamic Studies Program in the Opinion of Management and Teachers of Islamic Primary Schools in Muslim Communities*, (Chachoengsao: Province2002), 1

1. Research Plan

Survey pattern, a research tool development model, divided into 3 steps, namely Step 1 studying qualitative data from document study and interviews with related parties. when qualitative results are obtained, they are used as guidelines for defining and constructing tools. Step 2 uses the online questionnaire created to conduct research. To analyze the perspectives of those involved in implementing the curriculum. Step 3 of data processing obtained from interviews and surveys from online questionnaires after that, the implementation of Islamic education carried out by researchers is presented as shown in the following figure.

- Step 1 Study research papers and interviews to create research tools.

The purpose of this study was to analyze data on the views of the head of Islamic Education and Islamic Studies teachers in terms of guidelines for the implementation of Islamic education programs. Learning by studying research documents and interviewing stakeholders with interviews are used to interview structure and educational interviews to build and develop tools that will be used to collect data with the questionnaire in step 2 with further research.

- Step 2 Qualitative research using the survey method.
The main contributor to this study is a group of people involved in the implementation of Islamic education public schools in Bangkok areas including the head of PAI and a PAI teacher using the entire population in the study.
- Step 3 The curriculum management recommendation process is obtained from interviews and online questionnaires
Researchers took the information obtained from interviews. And the suggestions from the questionnaire in section 3 to process the data then show the guidelines for implementing Islamic education.⁶

2. Research Tools

- a. The instrument used in qualitative research

Researchers have made interviews from education to carry out the implementation of Islamic education public schools in Bangkok. There are 4 fields, namely

- 1) Preparation for the implementation of Islamic education
- 2) Planning for the implementation of the Islamic education

⁶Ratana Buason. *Research and development of educational innovations*, (Type 2. Nakhon Sawan 2011), 56-57

- curriculum
- 3) Implement management of the implementation of the Islamic education curriculum
 - 4) Supervision, monitoring, and evaluation

The qualitative research tool is the interview form of the Head of Islamic Education and a PAI teacher who is carrying out PAI program assignments in public schools, interviews to find out as much information as possible about Islamic education, which the interview tool is divided into 2 parts: Part 1 Information about the general condition of people the interviewed features add words Part 2 Information about the implementation of Islamic education public schools in Bangkok securities are 4 areas: 1) Preparation for implementing the Islamic education curriculum, 2) planning for the implementation of the Islamic education curriculum 3) management of the implementation of Islamic education 4) supervision, supervision, monitoring, and evaluation. ⁷

- b. The instrument used in qualitative research

The tool used to collect qualitative research data is an online questionnaire created by the researcher. It was obtained from the analysis of information, interviews, and the perspective of an intensive Islamic education teacher. Its contents about the implementation of the Islamic education curriculum, the implementation of Islamic education on this issue, are divided into 3 parts as follows

Part 1 is a questionnaire about general information from respondents. There is a type of online questionnaire with only one option that asks about the name of the school, the number of students and the PAI teacher, and the percentage (%) of students who are Muslim,

Part 2 is a questionnaire on the implementation of the Islamic education curriculum. In public schools in Bangkok.

Part 3 is an open questionnaire for respondents to provide suggestions. And find guidelines for the administration of the Islamic education curriculum in public schools in Bangkok. ⁸

⁷Ratana Buason, *Qualitative research study*, (4th edition). Bangkok: publisher. (Chulalongkorn University 2013), 109

⁸Ratana Buason, *Combined Methods for Research and Assessment*. (Bangkok: V. Print 1991), 76

c. Methods for creating qualitative research tools

In making a qualitative research tool for data collection purposes, the researcher makes an interview form according to the following steps:

- 1) Studying research papers related to researchers developing interviews.
- 2) Prepare a semi-structured interview or semi-standardized interview by defining the scope of questions to cover the content of the Islamic education curriculum. intensive education in public schools in Bangkok and its areas in 4 areas: 1) preparation for implementing the Islamic education curriculum; 2) planning the implementation of the Islamic education curriculum; 3) Implementing the implementation of the Islamic education curriculum and 4) supervision, supervision, monitoring, and evaluation. Then bring in an advisor to verify the correctness and provide suggestions for improvement⁹
- 3) Bring the interview. let's improve then ask a teacher adviser to determine the truth and provide suggestions for improvement to make it more complete
- 4) Researcher revises tool quality again to ensure the integrity of defects found from sample responses.
- 5) Conduct correct and complete interviews for further research purposes.

d. Methods for creating quantitative research tools

Construction of quantitative research tools, the researcher made an online questionnaire about the implementation of Islamic education in Bangkok public schools and its securities with the following procedure:

- 1) Studying and analyzing information about management perspectives. The head of PAI and a PAI teacher on the implementation of Islamic education and studying lecture documents, concepts, principles, theories, and research work related to the implementation of Islamic education to guide the making of questionnaires
- 2) Studying the patterns and methods of making online questionnaires and research papers. Then a questionnaire was made to cover the contents of the Islamic education program.

⁹Ratana Buason, *Qualitative research study*, (4th edition), (bangkok: publisher. chulalongkorn university 2013), 109

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- 3) Bringing the online questionnaire made to the thesis supervisor. To consider the truth and make recommendations in order to revise the online questionnaire to be more complete
- 4) Bring a revised online questionnaire to education specialists to consider its completeness and accuracy.
- 5) Bring back the revised online questionnaire to the thesis supervisor. To determine the accuracy of filling out the questionnaire
- 6) Bring an online questionnaire approved by the thesis supervisor to try it. With educational institutions that provide Islamic education such as schools
- 7) Repair tools
- 8) Continue to create complete tools for data collection. ¹⁰

3. Data Collection

- a. Collecting qualitative research data, the researcher takes the following actions:
 - 1) Contact online to the school teacher where data was collected, then the researcher sent recommendations from the online interview and questionnaire. To school teachers where information will be collected for cooperation in gathering information, interview forms as well as documentation all online
 - 2) Recommendations for interviews were sent. Send it to school teachers who want to collect information
 - 3) Online interview with the head of Islamic Education and a PAI teacher. The researcher then collected data by recording the results of the online interview himself.
- b. Collecting qualitative research data, the researcher takes the following actions:
 - 1) Contact online to the school teacher where data was collected, then the researcher sent recommendations from the online questionnaire. To school teachers where information will be collected for cooperation in gathering information, interview forms as well as documentation all online
 - 2) Sent online questionnaire recommendations sent to school teachers who offer Islamic lessons. To the head of PAI to ask for cooperation in answering the online questionnaire by

¹⁰Ratana Buason, *Combined Methods for Research and Assessment*, (Bangkok: V. Print 1991), 101

- setting the time to receive the online questionnaire by himself
- 3) Researchers use survey results from informants. Analyze data for research studies

4. Data Analysis

a. Qualitative research

To collect interview data with content analysis from interviews then the contents are synthesized. In the Islamic education program, it has the following stages:

- 1) In online interviews, notes are taken and pasted to capture details of the interviewee's information in order to obtain clear and accurate information
- 2) Analyze in detail the information obtained from recording and transcription.
- 3) Then check the correctness of the three-wire data. Both the content, the location, the time when the information was completed the researchers had brought information about conducting Islamic education.
- 4) Separate the information obtained into categories to make it easier to summarize each.
- 5) Bring learning outcomes and develop tools for use in collections
- 6) Data collection is done by using online questionnaires in further quantitative research.
- 7) The research results obtained are summarized and arranged into narrative text.

Combined with the words of several speakers to emphasize the meaning of the word firmly and reliably and first for further discussion

b. Quantitative research

The researcher checked the validity of the questionnaire. And process data using a computer calculation program (Google Drive)

- 1) Take the online questionnaire that has been collected. Check its integrity.
- 2) Analyze the respondents' general information. By looking for the frequency (Frequency) and the percentage (Percentage) and presented in a table.

- 3) Analyze the opinions of the head of PAI and PAI teachers about the implementation of Islamic education in public schools in Bangkok.

C. Theoretical Framework

Research researchers are concerned with conducting the curriculum, which consists of the preparation and preparation of school curriculum content. Course planning carries out learning and teacher management courses in accordance with curriculum supervision, supervision, monitoring and evaluation, and promotion of developing Islamic education management processes and general courses such as Lukman Nooyamad has conducted research on “Implementing the 2008 Islamic education curriculum School 1, Region 1, Naifan School, Bangkok. The findings can be summarized as follows.

1. Recommended guidelines for implementing the 2008 Islamic education curriculum, according to the project. Finding the most common problem, namely the supervision and follow-up of curriculum implementation, there are no supervisors and educational institutions that are clearly responsible for the supervision of Islamic education. As well as assessing student achievement after graduating at the highest level the solution to this problem is Must have an education supervisor and an Islamic education center to take care of Islamic education as a whole in all provinces and have an organization that is a business and has a budget ready at the ministerial level to oversee Islamic education. systematically and responsibly for the whole country¹¹
Sumaiyah Saleh has conducted research on the actual and expected role in the teachers and learning of speakers of Islamic education. In Bangkok primary schools. The results show that
 - a. Actual role in teacher and learning of Islamic education speakers in Bangkok primary schools. Overall, this is at secondary level. And when considering every aspect found that it exists at all moderate levels Except for high level teachers and learning activities.
 - b. Expected role in teacher and learning of Islamic education speakers In Bangkok primary schools as a whole and at every level, at a high level
 - c. Comparison of actual and expected roles in learning and

¹¹Lukman Nuyamat, *Problems in Implementing the 2008 Islamic Education curriculum*, (2014),75

teachers of Islamic education speakers in Bangkok primary schools by age, gender, educational level and teacher experience. Where the whole picture and every aspect is no different

- d. Comments and suggestions mean that the Islamic education curriculum should be adjusted to suit the needs of students and age-appropriate. The organization of teachers and learning activities must be diverse. There is remedial teaching for students who have problems. Stakeholders must support Islamic religious learning media in Thailand. For schools, they must measure and evaluate according to actual conditions and must provide training in the development of teacher and learning for speakers of Islamic education.¹²

Muhammadnase zama has done research. About the conditions and problems of teacher and learning in Islamic education in a public school that offers two courses. Jung Pathum Thani research results show that the teachers and learning conditions of Islamic education are in accordance with the opinions of PAI teachers at high levels. And when considering every aspect it is found that the conditions of teaching and learning in Islamic education are in accordance with the opinions of Islamic education teachers, teachers planning, teacher media at the secondary level as well as the teachers process and measurement and evaluation at high levels and the problems of teachers and learning Islamic education in accordance with the opinion. PAI teachers as a whole and at each level at the intermediate level. Problems and ways to solve problems in teacher and learning Islamic education. It was found that the most common problems were teachers and learning media. There is not enough budget to produce various media and modern.¹³

Adnan Ali Ka Nae has conducted research on the problems and needs of Islamic education teachers in the management of Islamic education in public schools in accordance with the development project for Islamic education and teacher at the primary and secondary levels in Pathum Thani province.

¹²Sumaiyah Saleh, *The Actual Role and Expected Role in the Education Management of Speakers of Islamic Education*, (2007), 89

¹³Muhammadnase Zama, *Status and Problems of Teaching and Learning in Islamic Education in Public Schools*, (2008). 41

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- 1) The problem of Islamic education teachers in managing Islamic education in public schools is in accordance with the development project of Islamic education and teacher at the primary and secondary levels in Pathum Thani Province. In general, this is at the secondary level. And when considering every aspect it is found that the problem of teachers and learning Islamic education in public schools is according to the opinion of the teacher of Islamic education programs and the implementation of teachers and learning activities and measurement and evaluation at the secondary level as well as learning media at high levels.
- 2) Comparison of the level of problem of Islamic education teachers in managing Islamic education in public schools according to the teacher and learning development project of Islamic education at the primary and secondary levels in Pathum Thani province according to age, educational background, experience, and overall different variables. different overall
- 3) The need for Islamic education teachers in Islamic education teacher organizations in public schools in accordance with the Islamic education teacher development project at the primary and secondary levels in Pathum Thani province is as follows Regarding curriculum and curriculum implementation, what is most needed is intensive training for teacher understanding and development in teachers and learning activities there are many requests. Implementing new techniques in teaching and learning management of instructional and instructional media is in great demand. Need adequate media and innovation for the organization of teacher and learning activities. Evaluations and evaluations are in great demand. Standard teaching and evaluation guidelines for teachers and learning at all levels of education.¹⁴

D. Result and Discussion

1. **The results of research data from interviews (online) about The implementation of Islamic curriculum in Islamic public schools Bangkok city, are as follows:**

¹⁴Adnan Alikanae, *Problems and Needs of Islamic Educators in the Management of Islamic Education in Public schools*, (2010), 72

a. Preparation for the implementation of the Islamic curriculum

General description of the preparation of an Islamic education program using the implementation of the Islamic education curriculum. In the first stage there is a training course. For PAI teachers and the Ministry of Education, has prepared a 2008 Islamic Basic Education curriculum book for use in the teaching and learning process with international standards throughout Thailand. The implementation of teaching and learning management runs smoothly. Help promote and support the teaching and learning process of Islamic education so that it is effective, learning places or classrooms have a certain level of standardization. But there are still some schools, teachers teach at the same time at various levels, some schools are short of PAI teachers. Teachers are few, not according to the number of students. Schools that offer Islamic lessons are not all PAI teachers regulated in the fields they teach, such as graduates in marketing, accounting, political science, which some teachers cannot be good role models in all fields for their students. Most schools have a building of worship. Or some schools are located next to mosques and schools that teach Islamic education are mostly tied to the Muslim community. 50% Muslim population or more

Results of interviews with the chairman of PAI. And a PAI teacher Organizes the implementation of an Islamic education curriculum at a Khlongnueng (Kaewnimit) school, an overall picture of the preparation of an Islamic education program at the initial stage of the introduction of teaching Islamic education. Experiencing various problems, therefore there was a meeting of the board of directors of school teachers to take the quiz of the needs of parents in the community, then to follow the school's Islamic education program. In addition, there are receiving PAI teacher training for the implementation of Islamic education.

During the first phase of the Islamic education program has organized training workshops providing knowledge about the Islamic education curriculum. The head of the academic subject and the teachers are knowledgeable about the curriculum very well. Because it has passed the training. But today teachers who have experience in exams will be promoted to the school colleges to accept new teachers. Some teachers do not have knowledge about the implementation of Islamic education. Because he didn't finish the branch of Islamic education and didn't attend any training

courses, so I didn't understand the course clearly. In accordance with these informants

After that there was a take the implementation of the Islamic education curriculum adopted to the Ministry of Education work has made a 2008 Islamic basic education curriculum book for use in the teaching and learning process with international standards throughout Thailand. Management of teaching and learning runs smoothly. Help promote and support an effective Islamic teaching and learning process.

“Preparation for the implementation of Islamic education curriculum. All teachers already have a good understanding of the curriculum. But newcomers should study and study courses and understand yourself. Because during this period there is no training for new teachers. (Head of PAI Adul Mahamad)¹⁵

“Since 4 years being taught in the field of Islam, I have not trained myself in the implementation of Islamic education. Making teaching materials for teaching techniques, then studying the implementation of Islamic education and understanding yourself. Observe from others and ask the teachers with knowledge and experience because when the organization trains recitation teachers the local area will select training representatives to develop teachers. However, when the trained teacher does not apply the knowledge gained. Meet to clarify that other people have been informed. Because of this, other people do not develop themselves and know about it. “(Teacher PAI Abdulloh Thanamrak)¹⁶

And it was found that the school accepts Islamic religious teachers who do not meet the academic discipline being taught, for example Marketing Accounting for Islamic Education. Some teachers can be good role models in everything for students. In accordance with these informants

“The school has organized Islamic education. However, the teacher did not complete the study directly. In total there are

¹⁵Interview with Head of PAI Adul Mahamad on 21 August 2020 st 16.30 a.m

¹⁶Interview with Teacher PAI Abdulloh Thanamrak on 2 September 2020 st 10.30

9 teachers, 5 graduates from Islamic education, 4 graduates from other fields. “(Teacher PAI Abdullatif Midam)¹⁷

“The school has received personnel to teach religion. Having qualifications determined by regulations Have a certificate of Islamic religious education competence However, there are teachers who do not directly pass Islamic education, graduate in other fields, and register to become Islamic educators. With the consideration of the chairman of PAI “(Teacher PAI Abdullah Thanamrak)¹⁸

Several schools in the area have large students. The number of teachers does not match the number of students, the ratio of 1 teacher / 40 students, where schools have submitted proposals to the regions to ask for more PAI teachers to study, but there are no new teachers yet. In the implementation of teaching and learning, Islamic education cannot be directly regulated according to the field of study. Because the teacher did not directly complete the branch of Guru with advanced qualifications of 7 Mutawazitoh and above to become a teacher of Islamic education in public schools. (Head of PAI Adul Mahamad)¹⁹

b. Planning and implementing the Islamic curriculum

The description of planning the implementation of the Islamic education curriculum found that the subjects were arranged to suit the readiness of the teacher. The existence of teaching management in accordance with the specified curriculum. Although the course content is abundant. Even though students do not have basic Arabic, basic Arabic must be taught to students before entering course content. Some subjects have plans for implementing Islamic education to carry out the course. Even though the fundamentals of the students are different, the arrangement of the school environment and activities is in accordance with the implementation of Islamic education and according to Islamic principles because they are in a cultural society whose activities must be in accordance with Islam. In managing the implementation of Islamic education, school managers and teachers plan learning management. As well as conducting consultations and exchanging

¹⁷Interview with Teacher PAI Abdullatif Midam on 3 September 2020 st 11.30 a.m

¹⁸Interview with Teacher PAI Abdulloh Thanamrak on 2 September 2020 st 10.30 a.m

¹⁹Interview with Head of PAI Adul Mahamad on 21 August 2020 st 16.30 a.m

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experiences with each other with the teacher. When the semester begins, students are analyzed for joint development and the teacher has provided training and study visits to develop themselves effectively in the field, of course, preparations for learning plans and course materials, therefore the teacher can manage the process learn to teach to achieve goals. And in curriculum implementation, parents, communities, administrators, teachers and students from all sectors attend planning meetings to find ways to develop an implementation of an Islamic religious education curriculum. To develop the management of Islamic education and schools, it has been planned systematically and continuously because PAI learns very intensely to have job stability.

Results of interviews with PAI chief executives and PAI teachers. Organizing Islamic curriculum in public schools in Bangkok and its metropolitan surroundings, comprehensive planning for the implementation of Islamic education in schools today.

“Adjusting the learning time and learning is not in accordance with the curriculum structure of 8 disciplines, it must be set 8 hours per wee.” (teacher PAI Abdullah Thanamrak)²⁰

“The school plans to plan the curriculum in line with the actual implementation of the curriculum.” (teacher PAI Abdullatif Midam)

Several schools have ongoing curriculum planning counseling meetings. Before practicing the course as the informant said

“In planning the implementation of the Islamic education curriculum, there is an ongoing process with consultation meetings or curriculum planning and lesson plans. Please know that PAI teachers help each other”. (Head of PAI Adul Mahamad)²¹

The school is planning a curriculum. And training Transferring knowledge to teachers on the side of the road Preparing lesson plans So that teachers understand the curriculum Can plan the teaching and learning process according to the curriculum structure.

²⁰Interview with Teacher PAI Abdulloh Thanamrak on 2 September 2020 st 10.30 a.m

²¹Interview with Head of PAI Adul Mahamad on 21 August 2020 st 16.30 a.m

“Planning and implementing the curriculum. Documents related to the PAI curriculum are not a problem because teachers have been trained on the curriculum and the preparation of teaching plans. But the current period There is no training in the curriculum and teaching plans. Which Islamic teachers have organized training courses Making lesson plans for new teachers to come “(Head of PAI Adul Mahamad)²²

c. Implementation of the Islamic curriculum

An overview of the implementation of the Islamic curriculum. The teacher organizes learning in accordance with the structure of the Islamic religious education curriculum. Has created a curriculum plan for each subject and in teaching and learning management and educational materials for Islamic education Innovative media related to Islamic education Includes several schools, academic institutions that are conducive to learning Mission formation and community facilities are involved in helping Carry out various activities related to Islamic education

Results of interviews with the management of the Head of Islamic Education and Teachers of Islamic Education Bangkok and Metropolitan Public Schools. An overview of the current implementation of the Islamic curriculum in schools as an informant.

“The teaching and learning arrangement is in accordance with the curriculum structure of 8 disciplines, it must be set 8 hours per week.” (Head of PAI Adul Mahamad)²³

“Receiving an assignment to teach the language, which is the basis for teaching students. Have taught according to standards Course indicators for students Achieve as much achievement as possible in Islamic education “(Teacher PAI Abdullah Thanamrak)²⁴

Schools that teach Islamic education work together with family, community and those closest to them in promoting morals in accordance with Islamic principles. And the teacher did the

²²Interview with Head of PAI Adul Mahamad on 21 August 2020 st 16.30 a.m

²³Interview with Head of PAI Adul Mahamad on 21 August 2020 st 16.30 a.m

²⁴Interview with Teacher PAI Abdulloh Thanamrak on 2 September 2020 st 10.30

teaching with the teaching plan and was prepared to teach sharing experiences used to develop themselves and students further according to the informant.

“The school fosters students to follow Islamic principles and practices, and how to dress makes students aware of the importance of religion. Cooperation from all sectors in promoting ethical morality according to Islamic principles” (Teacher PAI Abdullatif Midam)²⁵

“My school has limited teachers. There are only 9 PAI teachers in the school, but the students have a thousand more. Cause PAI teachers have more teaching time than other teachers” (Head of PAI Adul Mahamad)²⁶

d. Supervision, monitoring and evaluation

Overview Supervision, monitoring and evaluation in schools, there is an appointment of the Islamic Supervisory Board. Clear supervisory work planning Supervision of work plans / projects in schools Have tools for supervision and various supervisory techniques. Board of Trustees supervise, teach, supervise and evaluate at all levels of the academy, I have advised teachers to further develop themselves.

The results of interviews with the head of Islamic Education and Islamic Education teachers for the implementation of the Islamic education curriculum. What is the current overall picture of supervision, supervision, monitoring and evaluation in Bangkok and surrounding public schools? As said by the informants

“Supervision, follow-up and performance evaluation. The head of the working group has been directly supervised Most of the fellow teachers supervise themselves And the supervision of continuous supervision” (Teacher PAI Abdullah Thanamrak)²⁷

“Teachers are able to develop assessment results for themselves, with supervision, monitoring and evaluation,

²⁵Interview with Teacher PAI Abdullatif Midam on 3 September 2020 st 11.30 a.m

²⁶Interview with Head of PAI Adul Mahamad on 21 August 2020 st 16.30 a.m

²⁷Interview with Teacher PAI Abdulloh Thanamrak on 2 September 2020 st 10.30 a.m

thus enabling teachers to develop themselves". (Head of PAI Adul Mahamad)²⁸

"Supervision, supervision, monitoring and evaluation of the use of the Islamic education curriculum. Many subject teachers. More teaching time than other teachers, as a shortage of Islamic Education teachers" (teacher PAI Abdullatif Midam)²⁹

The data were analyzed from the online questionnaire, there were schools that answered the online questionnaire for the 5 schools selected by the researcher. it has roughly all the public schools in Bangkok and its Surroundings with a total of 100 schools that teach Islamic education.

2. Table 5 the number of schools answering the online questionnaire on the implementation of Islamic education.

School name	Is located in No.	District	Districts	Province	Starting Islamic education years
Khlongnueng (Kaewnimit)	40 Khlong Luang	Khlong Nueng	Khlong Luang	Pathum Thani	1997
Lumpinee Chanupatham	Lumpini	Lumpini	Phra Nakhon Si Ayutthaya	Phra Nakhon Si Ayutthaya	2007
Islam With-alay Haeg prathesthiy	23 Pracha Uthit	Thung Khru	Thung Khru	Bangkok	2004
Nong Chok Pittayanusorn	31/1 Moo 9 Mitmaitri	Nong Chok	Nong Chok	Bangkok	2007
Suraos Saikongdin	241 Rat Uthit	Saensaep	Minburi	Bangkok	2007

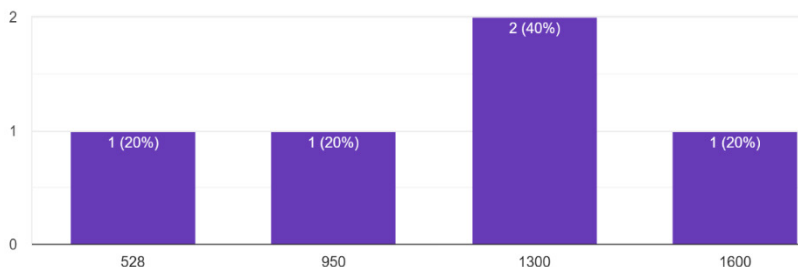
Researchers selected 5 schools that have Islamic education implementation in Bangkok and surrounding public schools as part of the research.

²⁸Interview with Head of PAI Adul Mahamad on 21 August 2020 st 16.30 a.m

²⁹Interview with Head of PAI Adul Mahamad on 21 August 2020 st 16.30 a.m

3. Images 1 Total number of students in each school in 2020 respectively

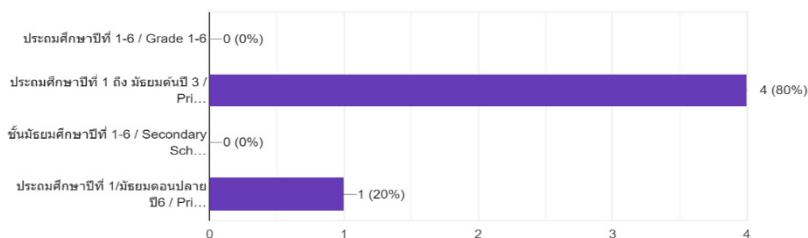
มีจำนวนนักเรียน ในปี 2020 ปรมาณ / Number of students in the year 2020
คำตอบ 5 ข้อ



- Khlong Nueng School (Kaewnimit) has 950 students
- Lumpinee Chanupatham School has 528 students
- Islamic withalay haeg prathesthiy school has 1600 students
- Nongchok Pittayanusorn School has 1300 students
- Surao Saikongdin School has 1300 students

4. Images 2 The courses offered by each school

ระดับชั้นที่จัดการเรียนอิสลามศึกษา / The level of education in Islamic studies
คำตอบ 5 ข้อ



- Khlongnueng School (Kaewnimit) Courses offering basic education 1 to secondary education 3 (SD / SMP3)
- Lumpinee Chanupatham School: Courses offering primary education 1 to secondary education 3 (SD / SMP3)

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- c. Islamic Withyalay Haegprathesthiy School Courses offering basic education 1 to secondary education 6 (SD / SMA6)
- d. Nongchok Pittayanusorn School: Courses offering basic education 1 to secondary education 3 (SD / SMP3)
- e. Surao Saikongdin School which offers basic education 1 to secondary education 3 (SD / SMP3)

Islamic education subjects the core of basic education requires students to learn the following content:

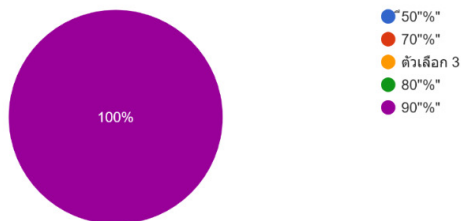
- 1) Al-Qur'an
- 2) Al-Hadits
- 3) Al-Aqidah
- 4) Al-Fiqh
- 5) At-Tarikh
- 6) Al-Ahklak
- 7) Arabic
- 8) Supplement Malay / Arabic

Islamic education subjects in Bangkok and public schools where optional subjects are mostly optional will teach Arabic, while Malay language subjects have schools that choose to be very small, but there are also schools that teach for example Khlong Nueng School (Kaewnimit) which is a one of the schools selected by the researcher in the study.

5. Images 3 The percentage (%) of students who are Muslim in the school mentioned above:

เปอร์เซ็นต์นักเรียนที่นับถือศาสนาอิสลามประมาณ "%"/Percentage of students who adhere to Islam, form "%".

ค่าตอบ 5 ข้อ



Khlongnueng School (Kaewnimit) has 90% Muslim students

Lumpinee Chanupatham School has 90% Muslim students

Islamic with yalay haeg prathesthiy Schoo has 90% Islamic students

Nongchok Pittayanusorn School has 90% Muslim students

Surao Saikongdin School has 90% Muslim students

Islam is the second most popular religion in Thailand after Buddhism. Thai Muslims live all over the country. Most of them live in the southern border area. In areas in and around Bangkok, there will be moderate numbers of Muslims. Most Muslims live in the eastern districts of Bangkok such as Nong Chok, Min Buri, Lat Krabang, and Khlong Sam Wa, and parts of several metropolitan areas. Public schools that offer Islamic lessons must have more than 50% of students, and most of them are in Muslim-majority communities. The introduction of the curriculum in Islamic religious education arose from the struggles of Muslim brothers. To obtain public schools in ordinary and religious courses For Muslim children in pursuing knowledge and life of all students in school because students will learn and develop themselves academically and live in an Islamic society. All students need to adjust their thinking, practice, personality, character. This includes learning how to live together with friends from institutions of different religions; Diligent Have generosity, help each other.

5. Table 6 The number of teaching staff and work practices of Islamic teachers every hour / week for the 2020 school year.

Nama Sekolah	Jumlah guru	Jam /minggu
	PAI	
Khlongnueng (Kaew nimit)	9	6
Lumpinee Chanupatham	3	8
Islam Withyalay Haeg prathesthiy	10	8
Nong Chok Pittayanusorn	8	8
Surao Saikongdin	7	8

Overall, Government Schools Bangkok and beyond are welcome inquiries. Lack of teachers. And more teachers are needed. And want teachers with knowledge of the Islamic education curriculum. As for teaching time, some schools still need more time. To balance the teaching and learning process that meets the standards of the Islamic education curriculum.

6. The purpose of student development activities

In setting the objectives of student development activities, curriculum objectives must be considered because the implementation of student development activities is to develop students to recognize and respect themselves and others with emotional maturity. Thinking process Having the skills to live well Be happy and consciously responsible for yourself, family, community, society with the aim of developing student activities as follows:

- a. Students gain a variety of experiences.
- b. Students discover interests, talents and develop unique talents
- c. Learners value different bodies of knowledge and can apply knowledge and experience for personal development.
- d. Students develop good personalities, attitudes, and values in life. As well as strengthening morality and ethics
- e. Students are in a conscious state. And to benefit society and the nation

E. Conclusions

Based on what has been presented in the previous chapters, the researcher can draw some conclusions regarding the Implementation of Islamic curriculum in public schools in Bangkok city; as follow:

1. Implementation of Islamic curriculum in public schools Bangkok city

The implementation of the Islamic education curriculum in Bangkok or in accordance with the 2008 Basic Education Core curriculum must take into account the identity and needs of the learners and the community, which want their children to learn a more intense religion by the teaching and learning of ordinary subjects in conjunction with religion, when the student completes the course will receive both general and religious educational qualifications. in order to be able to develop learners for the highest quality and achievement.

Organizing the study time according to the Islamic Education Curriculum Framework, Educational Institutions can manage learning together between and the Islamic Education curriculum. Additional study time for Islamic studies other than those specified in the framework of the basic education core curriculum according to details of the study time structure as follows

The Islamic Studies Learner Development Activity has established a learner development activity in addition to the learner development activity And in addition to the learning management of Islamic studies, all 8 learning subjects, which educational institutions must focus on organizing activities for learner development with 3 appropriate patterns and methods: guidance activities and Islamic ethics development activities In this regard, educational institutions can use the assessment results from participation in Islamic religious activities as a criterion for passing the learner development activities.

Core Competencies students aim to achieve 5 key competencies: communication ability, thinking ability, problem-solving ability, ability to use life skills, and competence. In the use of technology for learners who pursue an intensive Islamic study course, the academy must strive to develop the learner's additional competencies, namely the ability to read al-Quran

Desirable characteristics aiming to develop the learners to have desirable qualities in order to be able to coexist with others in society happily as Thai citizens and the world population, namely, patriotism, king, honesty, discipline, and sufficient knowledge. Just committed to work, love of Thai has a public mind for learners who pursue intensive Islamic studies, educational institutions must strive to develop the students to have additional desirable qualities, namely, love to read Al-Quran. Love prayer, cleanliness, Islamic manners, responsibility, and desirable qualities as specified by the school.

2. The obstacles in the implementation of Islamic curriculum in public schools in Bangkok city

There are, of course, some obstacles, Preparation for implementation of the Islamic education curriculum the teacher has little knowledge of the Islamic curriculum. Because the teachers have not been trained professionally in Islamic education, there is a continuous lack of training and development of Islamic educators. In the field of Islamic studies, most of the managers and principals of public schools are lacking in readiness to implement the curriculum. Still do not understand the course content clearly and there is no training to be prepared About the Islamic Studies course for new teachers Causes teachers not to understand the curriculum clearly

Execution of courses to have knowledge and understanding of the curriculum can bring experience. Knowledge to develop to continue Islamic studies. When management attaches importance to Islamic studies and all sectors will cooperate well in the management of Islamic education. And most importantly, school managers and teachers of Islamic education. There should be a meeting Understand work practices to frame the direction of Islamic education management. To every school in Bangkok or all over Thailand to understand and apply as well. For unity, of course. Currently, the position of the teaching teacher of Islam has changed frequently. Due to lack of job security Therefore there are exams for government officials and civil service entrance examinations Make a vacancy and schools have to accept new teachers in exchange Some new teachers do not immediately pass Islamic religious studies. There is no knowledge of the course. therefore, there must be a new teacher training session. In curriculum preparation, conducting training and developing teaching techniques. Training on measurement principles Evaluating the results of the Islamic Studies curriculum. Educating teachers to bring knowledge to carry out teaching effectively. Further development of the administration of Islamic studies. And especially Arabic and Malay. Schools should select teachers who are direct native speakers to teach students. To practice speaking skills. Various conversational languages. Importantly, the institution should provide position personnel for schools that offer Islamic studies, carry out administrative, supervisory, support, and promotional duties in all areas. Such as a budget by accepting donations to use these funds to develop curriculum management Prepare learning materials for students. To enable effective and efficient curriculum implementation.

F. Suggestion

Based on the research held in public schools in Bangkok, these are the following suggestions are given by researchers to some stakeholders:

1. Education Office / Ministry of Education
Ministry of Education Should promote the teaching and learning of Islamic education at all levels in educational institutions, public schools in Bangkok, or throughout Thailand. To promote education that is the identity of the community where possible According to the needs of the learner, the community is suitable for social change and is Basic Education Core Curriculum 2008
2. School
Schools should support the teaching and learning of Islamic education and should be supervised, supervised, and responsible for continuous monitoring, supervision, and actual evaluation. And follow up operations for a period of time, once per semester, in supervision, there must be a clear framework, tools, criteria for supervision. To provide supervision in accordance with the clearly laid out framework Covered in all aspects It can be used as evidence in summarizing reports and as information for teachers to further develop, improve, and improve operations.
3. Teacher
 - a. Organize training for teachers of Islamic education About the course and the application of the Islamic education curriculum Suggest teachers to study learning management guidelines. Learning standards Indicators in the course are clear. And have teachers prepare teaching plans for Islamic education to prepare Before conducting teaching and learning
 - b. Have teachers prepare teaching plans for all subjects in Islamic Studies With an examination Evaluate the preparation of the lesson plan. Organize a training course on teaching techniques in making media for teachers to create media, produce a variety of innovative media to develop the teaching and learning of Islamic education to the highest potential. Manage external learning Use learning resources that are conducive to learning. Emphasis on learning from real conditions for students to practice They do not need to be in a square classroom. Send teachers to present their work or organize activities to promote, support to have academic presentations or dissemination to pass the experience to

fellow teachers This will be used for further development of Islamic education teaching.

4. Students
Encourage students Cultivate virtue Islamic ethics Organizing an Islamic academic competition to motivate students to love doing good Being a good Muslim by encouraging students to reward Organized a workshop on Islamic studies
5. Further researchers
The researcher studied the schools that offer Islamic education with cooperation from all sectors in promoting morality. Islamic ethics Should seek cooperation from all sectors to raise awareness of the importance and to promote moral Islamic ethics

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