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INNOVATION MATERIAL FOR ISLAMIC TEACHING EDUCATION AND ITS RELATIONSHIP TO BASIC CONCEPTS OF EDUCATION

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Abstract:

An understanding of the concept of innovation can stimulate the production of innovation among teachers. However, teachers are confused,while scholars have different understandings on the meaning of innovation. This confusion and disagreement have caused the production of innovation to be considered as difficult and incapable to be produced by teachers. Therefore, this study was conducted to explore the understanding of innovative Islamic education teachers on innovation by making the form of their innovation material as an example and a reference. This study was conducted using a qualitative approach. Eight study participants were selected using purposive sampling techniques and tracked using snowball techniques. Data were collected through interviews and document analysis. Findings show that study participants produce innovation in four forms, namely; games, ICT, modules and models. Games and ICT are two of the most innovative forms of innovation produced by study participants.Studies also found that the construction of teaching innovation is still built on basic concepts in education, among others; the concept of repetition, the concept of rewards and penalties as well as the concept of recognizing and celebrating student diversity.

Keywords:Teaching innovation, Islamic Education innovation, form of innovation materials, basic concepts of education, innovative Islamic Education teachers.

1. Introduction

Innovation is the most needed skill in the employment world by 2022 (Centre for the New Economy and Society, 2018). In line with this need, the role of innovative professional is also listed as part of the new roles needed in the future career world(Centre for the New Economy and Society, 2018). This situation also hit the world of education. Teachers, as the front liner in the world of education, need to act as innovators by producing their own teaching aids materials (TAM)(Ibrahim, Abdul Aziz, &Nambiar, 2013). Among the advantages of producing their own TAM is that it is suitable to the context of the syllabus and suitable to students' level(Ahmad & Tamuri, 2010), and making the teaching more effective(Ilias, Husain, Mohd Noh, Rashed, & Abdullah, 2016). As such, Islamic Education teachers (IET) in smart schools tend to produce their own TAM instead of expecting educational resources from the internet and fellow teachers(Ilias et al., 2016).

Realizing the importance of innovation in the world of education, the Malaysian Ministry of Education (MOE) also took steps to stress and express; 1) the value of creativity and innovation in the Malaysian Teacher Standards(Kementerian Pendidikan Malaysia, 2009), 2) the domain of creativity and innovation in the teacher's career path enhancement(Kementerian Pendidikan Malaysia, 2016), 3) innovation as one of the activities in the Continuous Professionalism

Development program(Kementerian Pendidikan Malaysia, 2013), and 4) organizing Innovative Teacher Competition every year(Pejabat Pendidikan Daerah Langkawi, 2019).

Current demands and stimulation by MOE have made IET to take the opportunity to participate in the production of innovation(Wan Abdullah & Mohd Zhaffar, 2018). There are various innovations in Islamic Education that can be traced through the literature, among them; i-Eco(Mat Zain, Wan Abdullah, & Mohd Zhaffar, 2015), Global Zakat Game(Ab Rahman, 2018), Global Faraid Game(Ab Rahman et al., 2018), Global Wakaf Game (Mohamad Suhaimi, Ab Rahman, & Mohd Faisal Yap, 2018), SahibbaJawi(Wakiman, 2018), RodaJawi(Wan Abdullah & Mohd Zhaffar, 2016), Pintar Haji(Othman, 2016), Hajj Pop Up Card Tour (Kamat, 2018) and more. There are IETs who successfully outperform teachers of other subjects and are awarded as national innovative teacher icons (Abdullah, 2018). The IET who produces innovation is known as the Innovative Teacher of Islamic Education (ITIE) (Wan Abdullah, Abdul Razak, Hamzah, & Mohd Zhaffar, 2020).

2. Statement of Problem and Study Objective

Before stimulating more IETs in producing innovation, a true understanding of innovation is very important to be digested. This is because, only a true understanding of innovation can be an early catalyst for the production of innovation among teachers in schools(Dagang, 2016). Unfortunately, a study on the understanding of Polytechnic lecturers on teaching innovation found that they were confused between the concepts of innovation and invention(Hashim, Saharani, Zulkifli, Mohamed Mokhtar, & Md Yunus, 2019). This confusion arises because of the lack of guidance given on the concept of teaching innovation.

In fact, when we talk about the form of innovation, scholars themselves have different understandings on the answer of, 'can A be recognized as innovation or not?'. For example, Loogma, Kruusvall, & Ümarik (2012)emphasized on ICT as innovation, but contradicted by Leinonen, (2004)who stated that ICT was just a tool and not necessarily innovation. Compromising between the two opinions, Thurlings, Evers, & Vermeulen (2015)were of the view that ICT could be recognized as an innovation, but not all uses of ICT were innovation. Such issues have given researchers opportunities and space to explore the concept of innovation from the perspective of innovative teachers. Innovative teachers are the ones involved in producing innovation in a buttom-to-up manner that is more appropriate in the context of teachers in schools (Serdyukov, 2017). As such, this study was conducted to explore ITIE's understanding regarding the form of innovation materials. The example or sample of the form of innovation material which they have produced can provide an overview and guidance to other IETs to also understand the real concept of innovation, and to engage in the effort of producing teaching innovation.

3. Methodology

This study is a case study, conducted using a qualitative approach. This approach was chosen to explore the forms of teaching innovation produced by ITIE. A total of eight study participants were selected. Selections were made using purposive sampling techniques. This technique begins with the classification of the main characteristics of the study participants (Merriam, 2009). Four characteristics of study participants have been outlined namely; 1) teaching Islamic Education in secondary schools, 2) producing teaching innovation in Islamic Education subjects, 3) have won teaching innovation competitions at least at the state level, and 4) are approachable and can provide cooperation. The demographic summary of the eight study participants are as follows:

Table 1: The demographics of participants

Participants	Post	Education level	Innovation produced	Award won
UstazUwais (U1)	EIET DG5	MA	Pintar Haji, Kembara	• National Innovative Teacher

	2		Tanah Suci, Global Zakat Game, CaknaSolat, EksplorasiJomSolat, The Battle of Tajweed, i5	Icon • National Innovative Teacher • State Innovative Teacher
UstazZakkir (U2)	EIET DG48	MA	JawiAbqori, JariJawi	• State Innovative Teacher • Gold Medalist in National Innovation Competition
Ustazah Huda (U3)	EIET DG52	BA	Roda Audit Solat, KlinikTawata, Trademark, Borang BFFT	• State Innovative Teacher • Silver Medalist in National Innovation Competition
UstazahAleeya (U4)	IET DG44	BA	Hajj Pop Up Tour	• National Innovative Teacher • State Innovative Teacher • Gold Medalist in International Innovation Competition
UstazahAinur (U5)	IET DG44	BA	iSolat, iSMARTBOX, Solatku Power	• Gold Medalist in International Innovation Competition
UstazImdad (U6)	EIET DG48	MA	Kit Solat Awesome, Kit MaBaSol	• State Innovative Teacher • Gold Medalist in International Innovation Competition
UstazahAisyah (U7)	IET DG48	MA	Permainan Digital Kembara Haji, Waze Sirah	• State Innovative Teacher • Gold Medalist in International Innovation Competition
UstazahArisya (U8)	IET DG44	BA	Dam Haji LRT	• State Innovative Teacher • DEO Best Islamic Education Teacher

Researchers tried to use network sampling, which is by asking the unit that manages Islamic Education teachers at the state and national levels, as well as the unit that manages MOE innovation competitions and the unit that manages SPLKPM data, but they could not supply any data on innovative teachers. This situation has caused the researcher to use snowball techniques to gather the eight study participants. The snowball technique is suitable to be used when researchers try to track study participants who can be likened to a hidden population (Noy, 2008). Snowball techniques can also be accepted if it is done according to the objective(Yin, 2011), which is subject to predetermined criteria (Merriam, 2009). Researchers began contacting three original study participants from three different states. Rapport with the three participants of this study has been built for a long time. It is named by Noy (2008) as a power relation. From the three participants of this original study, the following stemmata were built:

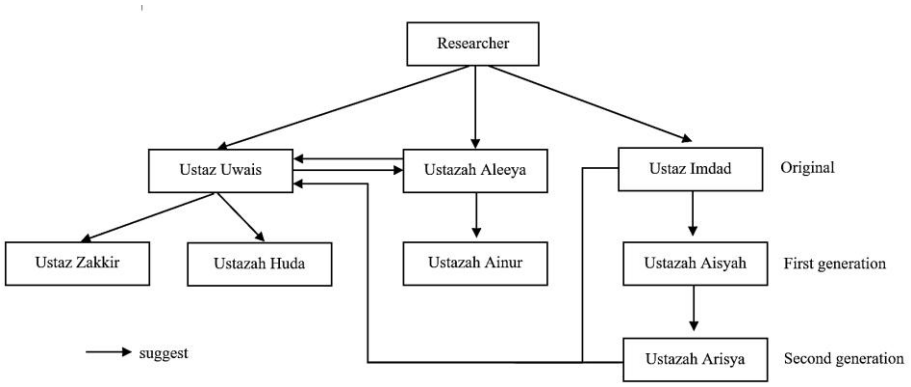

Figure 1: Stemmata snowball in search of study participants

Data were collected from interviews (TM) and document analysis (AD). The interview protocol was reviewed by three experts, namely; 1) qualitative research experts in Islamic education, 2) innovation experts in Islam, and 3) innovative Islamic Education teachers. They agreed that the protocol could be used in interviews and were believed to be able to answer research questions. Interviews were conducted using a semi-structured method and were conducted face-to-face. Each interview session took between 45 minutes to an hour and a half. Interviews conducted in Malay. The interview process was recorded using an audio recording application on a mobile phone. Video recordings were also made when study participants explained about the innovations which they produced. Each recording is transcribed by transcribers. The transcript produced by the transcriber assistant was reviewed by the researcher, as suggested by Merriam (2009). Document analysis was done on any document related to innovation products. Some study participants supplied softcopy of their documents and some provided hardcopy documents. Among the documents analyzedwere; innovation reports, journal articles and proceedings, bunting, posters, pamphlets, websites, social media and related youtube.

This study has been approved by the Malaysian Ministry of Education (Ref. No: KPM.600-3 / 2/3-eras (7431)), State Education Department and school administrators and agreed by the study participants involved. Data collection took18 months. Data were analyzed using Nvivo Plus 12. The content analysis process involves selecting, reducing, and giving meaning to the data obtained (Patton, 2002). Constant comparison method was also used. This comparison was made towards the perceived barriers by participants at different times and among participants in different locations to identify pattern similarities and differences in data(Creswell, 2009).

4. Findings

In general, there are four main themes for the form of teaching innovation materials namely; games, ICT, modules and models.

4.1 Gamification

The creation of games by study participants as a teaching innovation is on the basis that it is of interest to most students. Ustaz Zakkir said, "*Generally, children like to play. Instead of the traditional method… Chalk and talk all the time…We use a more effective method of play (by inventing innovation)*" (U2TB2). Students' interest in games affects their interest in learning. Thus, although the topic learned is difficult, it does not hinder the student from trying to remember the content of the lesson, instead it increases their motivation to continue learning (U7TB1). Accordingly, the use of games is among the good alternatives.

The desired impact of game innovation is the achievement of reaching at least 60% (U1TB1). This impact arises when students always use games produced by teachers. Thus, learning occurs continuously and unconsciously (U1TB1). After going through the learning process repeatedly, students begin to understand and remember the content of the lesson for the topic.

From attraction point of view, the main attraction of game-based innovation is the element of learning entertainment (U1TB1;

U1AD1; U1AD6; U1AD12; U6AD9) or also known as 'learning through play' (U2AD9) and 'learning while playing' (U3AD9). Entertainment in the game increases when there is the use of the concept of rewards and penalties (U1TB1; U5TB2). In addition, the attraction is also on the colorful board game graphics and their appropriate size (U5TB2). Such attraction is able to attract the interest of students, especially those who have a visual inclination.

In addition, the use of game-based innovation can create a relaxed atmosphere during learning (U2AD9; U4TB1; U5AD9). Such leisure activities will be more interesting when there is support from friends (U7TB1). This fun atmosphere is able to attract students who are initially less interested in the game (U2TB2). In addition, study participants also acknowledged that the game is able to attract various backgrounds of students, whether the front class students (U2TB2), the back class students (U1TB1) and various age groups, including elders (U6TB1).

Even in an entertainment and relaxed atmosphere, the ultimate goal of the game should be clear. The goal of the game is victory. Winning becomes a form of motivation for students when playing. They want to win and do not want to lose. When a player views and feelslike it is difficult to win the game, then the game will become boring to him. Everything is measured based on the expected duration of the game. The appropriate time period should not exceed 50 minutes (U1TB1). In addition, through games as well, many elements are intertwined which can be absorbed while students are playing, among others, creating activities involving movement and reading (U5TB2).

In terms of choosing the type of game which can be used as a basis for the construction of teaching innovation, study participants tend to use games that can be supplemented with relevant teaching content. For example, Ustazah Ainur made the Snake Checkers as the basis for the construction of Solatku Power. This is because the compartments on the Snake Checkers, are easy to manipulate and are included with a variety of information, especially about the pillars of Prayer (U5TB2). The selection of traditional games such as snake checkers (U1AD1; U5AD9), saidina (U1AD1), sahibba (U2AD1), puzzles (U6AD1) and *roda impian*(U2AD1; U8AD6) as the basis for the creation of game innovation is done because it is well known. As such, teachers do not need to give much explanation on how to use the game (U5TB2). If the game they built is not based on existing games, then it will be hard for students because they do not understand the rules of the game (U1TB1). This will cause students to avoid playing the game. As a result, learning will not happen.

Also, when the construction of the game is done, the features of the game must match the background of the game. For example, Ustaz Uwais was reprimanded by his friend for using the Malaysian Ringgit in the game of Pintar Haji (U1TB1). Riyals are more suitable to be used in the context of games that use Mecca as a background. Also, when learning goes on using game innovation, students should not be allowed to play indefinitely. Monitoring from teachers is necessary so that students play according to the rules. Monitoring is important so that students do not just play without learning anything (U2TB2).

4.2 ICT

ICT refers to current computer-based technology (U5TB1; U6TB2). ICT is recognized as part of the form of innovation, but innovation does not necessarily have the characteristics of ICT (U4TB2). This is because the use of ICT does not necessarily have greater impact when compared to other innovations (U7TB1). On the other hand, the use of ICT is acknowledged to have certain constraints on certain individuals (U2TB1), especially if users are unfamiliar and phobic with ICT such as back class students (U6TB1).

The use of ICT by study participants is recognized because it is able to attract students. This attraction is associated with the suitability of the current age students who are heavily exposed to computer-based technology (U5TB1). The use of ICT as a teaching innovation by ITIE can be divided according to the technology being used, namely; QR, AR, VR codes and multimedia materials.

a) QR Codes

QR stands for Quick Response. The use of QR codes is as a link to the supporting materials for an innovation. Study participants used QR

codes as one of the ICT elements in their innovation (U5TB1). Study participants generated the QR code by linking the code to audio material (U1AD13; U1AD6; U3AD1; U6AD6), video (U4AD6; U4AD9), manual (U2AD1), formula (U2AD1), application (U2AD1) and interactive activities (U2AD1) .

In addition, the creation of QR codes not only lies in the creation of QR codes, but also lies in the production of materials linked to QR codes. The material needs to be prepared by the study participants themselves. For example, Talbiah video by Ustazah Aleeya (U4TB1) and audio of recitation in prayer by Ustaz Uwais (U1TB1).

b) AR

AR stands for Augmented Reality. Ustaz Uwais uses AR in several innovations such as Cakna Solat (U1AD13), i5 (U1AD1), Kembara Tanah Suci (U1AD1) and Pintar Haji version AR (U1AD1), while Ustazah Aleeya used it in Merge Cube *Ibadah Sembelihan* (MCis) (U4AD12) and Scientist Worship Kit (U4AD12). AR technology is a recent emerging technology (U1TB1). This is the reason why thus far, not many people are able to create AR. On the part of the study participants, the combination of AR in the results of their innovations is the result of their collaborations with certain individuals who posses the skill. Ustaz Uwais admitted that he started producing AR-based innovations when he collaborated with his friend who has the knowhow (U1TB1). Ustazah Aleeya collaborated with her students (U4AD12).

AR-based innovations can be generated through a variety of software. However, the software chosen must be easy to use. That is why Ustazah Aleeya chose the website https://cospaces.io/edu/ when she produced Scientists Worship Kit and MCis (U4TB1). She said, "*CoSpace Edu. Actually, there are many other programs outside, but I like this one because he seems a little easier*" (U4TB1).

However, AR technology has certain advantages and disadvantages. Among its advantages are, it is able to attract students (U1TB1) and is interactive (U1TB1). However, among the disadvantages are, it needs tools such as smartphones and the internet. Therefore, for teachers who have the tools and the internet, they can use the innovation optimally (U1TB1). On the other hand, when students use it in school, they use the innovation without being able to take advantage of AR technology (U1TB1). The issue of the absence of the internet is a common issue for technology-based innovation (U5TB1).

c) VR

VR stands for Virtual Reality. In general, it is the same as AR. The difference is, it gives the user an experience which make them feel like being in the world of technology they have built. So, not only it has 3D visual and audio elements, but also affects the user environment. By using VR, users will be brought into that world. This situation also affects the psychomotor of the user because the user has to move to experience the feeling when using this technology. However, the optimal use of VR technology requires specialized equipment, namely 'VR headsets'. On the part of Ustazah Aleeya, due to the high cost of 'VR headsets', she took the initiative to buy 'headsets VR' which were made using cardboard only (U4AD1). VR technology was used by Ustazah Aleeya in Fiqh Exhibition. However, Ustazah Aleeya did not create it herself, but instead, she collaborated with her students. She guided her students to produce both of these innovations.

d) Multimedia meterials

Multimedia materials refer to other ICT materials being produced, apart from QR, AR and VR. An example of innovation based on multimedia materials produced by study participants is the Digital Game of Hajj Travel by Ustazah Aisyah (U7AD1). The use of multimedia materials provides learning to students because it has visual, auditory and kinestatic features (U7TB1). However, the use of multimedia materials does not necessarily have all three VAK features. With just one feature, it is enough to attract the interest of students (U7TB1).

4.3 Module

Module refers to a group of materials used for teaching and learning in a particular topic. Ustazah Huda said, "*a lot of things I innovate... in the form of sheets or modules*"

(U3TB1). Module-based innovation has three forms, namely; teaching notes, learning notes and programs.

a) Teaching notes

Teaching notes refer to notes produced by teachers to facilitate teaching. It is produced in PowerPoint or on a sheet of paper. Ustazah Aleeya produces materials in the form of Power Point as teaching aids. It is displayed using LCD. Through the production of this note, there is additional information that can be provided in the form of videos and the like. Meanwhile, Ustazah Aisyah produced Waze Sirah. Waze Sirah is a visual display containing a map and a chronological sequence of the sirah of the Treaty of Aqabah (U7AD1). On the display there are also short notes to explain the chronology of the event. Ustaz Uwais also produced an innovation in the form of a visual display called Kembara Tanah Suci (U1AD1). This poster contains a visual map and pilgrimage procedures. However, additional information cannot be obtained through the display, but instead, it needs to be scanned using a mobile phone. This is because this display also uses AR technology.

Among the advantages of producing such teaching notes, students can remember the content of the lesson well and stimulate their higher-order thinking (HOT). The HOT stimulus enables discussion activities to go well (U7TB1). In addition, such notes also make it easier for students to find the main points in detail (U7TB2).

b) Learning Notes

Learning notes refer to notes produced to facilitate student learning. It is produced either by the teacher (U7TB2) or produced by the student based on the ideas given by the teacher (U4TB2; U6TB1; U8TB2). There are several types of learning notes produced by study participants. First, the learning notes in the form of mind maps produced by Ustazah Aleeya (U4AD1) and Ustaz Imdad (U6AD1). The meaning of a mind map is a graphic that has roots and branches (U4TB2). Some study participants tend to produce mind map modules using hands and are free flow, unlike regular mind maps that are bound to certain shapes (U4TB2). In addition, there are additional graphics which are relevant to the topic, related questions and motivational sentences that are close to the hearts of students (U4TB1). When such a mind map is not yet in the market, then it is recognized as an innovation (U6TB1).

Through mind maps, learning occurs when students fill in the blanks with important lesson content (U4TB1). Therefore, the use of common mind maps is associated with low-level knowledge (U4TB2). However, through well-arranged graphic visuals, the content of the lessons can stimulate students' higher-order thinking. This effect arises when students are able to make connections between one content and another (U4TB2). The same situation was experienced by Ustaz Imdad, when the mind map produced for verse memorization and translation, managed to help students remember the translation more quickly and understand the meaning of the verse (U6TB2). This situation occurs when they associate verse fragments in a mind map, with translation of verse fragments. This advantage is common for front-class students. In addition, questions in the form of applications are also included. For example, in the topic of zakat, there are questions of zakat calculation (U4TB2). So, through the questions given, students are asked to calculate the rate of zakat that needs to be paid.

Second, small-sized notes produced by Ustaz Imdad (U6AD1) and Ustazah Arisya (U8AD6). The advantage of a small note is that it is easy to carry anywhere. At the beginning of the class, the notes will be asked to be placed in a box (U8TB2). Study participants will make a draw, then ask students about what the student wrote earlier in the note. The draw method carry the same concept as Roda Impian. In addition, the notes presented in the form of summaries or conclusions will make it easier for students to memorize the notes which they have prepared (U6TB1). In addition, the material used to produce notes, i.e. paper, is a material which is readily available to students (U6TB1). Such notes can also be used as activities for students (U6TB1; U8TB1).

Third, folded notes in the form of zigzag produced by Ustazah Aleeya (U4TB2). Such notes are made to facilitate the comparison of conceptual understandings made in several terms. For example, the comparison between shirk and nifaq. Since

there are many concepts in the field of faith, Ustazah Aleeya then assigned students to produce notes based on the shape of the fold, and combined with visual elements through the use of symbols and the like.

c) Program

The innovation module in the form of a program was designed by Ustaz Uwais through the Cakna Solat program. Ustaz Uwais took the initiative to organize a program in the form of *usrah* and work with the entire school community to successfully implement the program. Teachers become facilitators. For that purpose, a special module called Cakna Solat Book was developed. The program runs twice a month. Ustaz Uwais said, "*That was what the principal permitted last year, we organize cakna solat program every Friday. By using the module which I have developed. All students are obliged to purchase. And all teachers are obliged to be facilitators. Discussed in usrah sessions. On every Friday. Twice a month*"(U1TB1). The ultimate goal of this program is to produce students who have a strong religious foundation (U1TB1).

4.4Model

Model means teaching innovation that exists either in 2D or 3D form. Ustazah Aleeya produced Pop-up Hajj Tour and Taman JnQ, while Ustazah Ainur produced *Masbuq Muwafiq*. According to Ustazah Aleeya, the production of a model is to further explain the existing concept by highlighting a concept in real terms. She said, "*things already exist, we replicate, and then, give understanding (o students by using the replica)*" (U4TB2). With regard to *Masbuq Muwafiq*, it was produced to give students an understanding of the concept of *makmum masbuq and muwafiq* (U5TB2). So, Ustazah Ainur created the *Masbuq Muwafiq* Card by perforating the card, making space under the card to make it easier for a long card to be inserted under the card (U5AD1). The holes represent the number of rak'ahs of prayer. Students will learn the concepts of *masbuq and muwafiq* when they move the long card to find out the number of rak'ahs that need to be replaced if they miss the rak'ah (U5TB2).

Pop-up Hajj Tour is an innovation that combines 2D and 3D elements. It is in the form of a book (U4AD9). When the book is opened, a 3D model will be formed on each page of the book. Each page gives an overview of the location of the pilgrimage. It can also be opened to be a large display of the entire map of Mecca with certain locations of worship in the pilgrimage is done as a check point. Through the large display, students will be able to learn the entire procedure of performing Hajj. This Hajj Tour pop-up is produced using paper folding technique. Although there are many books using paper folding techniques, there are no pop-up books that focus on the topic of Hajj (U4TB2). Therefore it is an innovation.

Laman Suri JQ refers to *Laman Jamak and Qasar* (U4AD1). This park is located next to the school *surau* (U4TB1). It was produced through the cooperation of Ustazah Aleeya with the school community. The main focus of the establishment of this park is the learning of the *Jamak and Qasar* Prayer. At the park, there are several benches with the name of the location, such as Melaka, Perak, Penang, Terengganu, Pahang and Phuket, Thailand (U4AD1).

5. Discussion

This study found the patern of the creation of material innovation by innovative teachers of Islamic education. The summary can be understood through the following diagram:

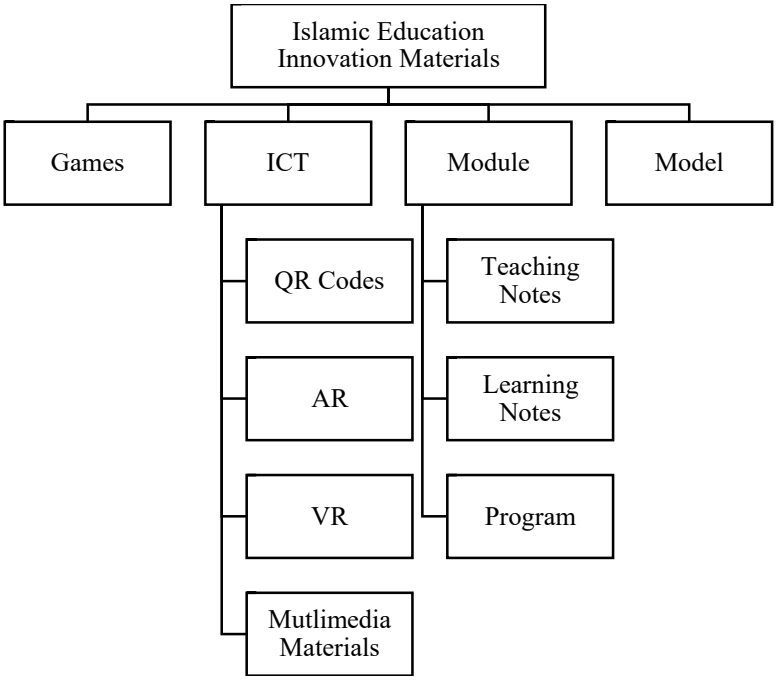

Figure 2: Islamic Education Innovation Materials

Although innovation is always associated with the production of something new, but the concept of 'new' is actually limited to the meaning of modification, whether in the form of adaptation or combination(Lednor, 2019). Therefore, if observed, the value of innovation lies in the strategy of using new materials being produced. Game-based innovation creations are mostly produced by study participants. This phenomenon is in line with the popular gamification techniques currently in use (Dichev & Dicheva, 2017). Through gamification innovation, game applications take place in a non-game context(World Government Summit, 2016). Through gamification innovation as well, there is a pedagogical elemination process that causes pedagogy to occur unconsciously(Buck, 2017). In addition, the use of advanced technologies such as AR and VR(Ajmain et al., 2020) also shows that IET is not left behind and is always moving in line with current technological developments.

However, the real key to the creation of modern innovation remains subject to the basic concepts of education as stated by scholars in the past. The first basic concept of education is repetition. Ibn Khaldun (2001) mentions in al-Mukaddimah that teaching and learning should be done repeatedly. The repetition is done with purpose; 1) ensure that students master a certain level of understanding before delivering lessons at a higher level, 2) explain a concept in more depth and complexity and the relationship between one concept and another concept, and 3) ensure that there is no misunderstanding of a concept being taught. This is what the study participants do when they produce an innovation, which is to create repetition in students' unconscious learning. Thus, games, ICT, modules and models were created.

The second basic concept of education is the application of the concept of rewards and penalties in the game. It is in line with the concept of *targhib and tarhib* in Islam(Jasmi, 2017). Examples of *targhib and tarhib* in Islam are the concept of reward and sin as well as the concept of heaven and hell. This concept is discussed by psychologists as part of extrinsic motivation(Reeve, 2005). The success of the use of rewards and penalties in attracting students to learning is acknowledged by the study participants. When studentslearning motivation is successfully stimulated, students' concentration and motivation to master the knowledge will also happen unconsciously(Vellymalay, 2015).

The third basic concept of education is the need to recognize and celebrate the diversity of student intelligence as Multiple Intelligent Theory (MIT) proposed by Howard

Gardner(Gardner & Moran, 2006). Based on MIT, there are eight interrelated intelligences, namely; linguistic, visual-spatial, bodily kinesthatic, musical, interpersonal, intrapersonal, and naturalist intelligence(Şener & Çokçalışkan, 2018). So some intelligence is taken into account during the drafting of activities through the use of these innovative materials. For example, although teachers focus on intrapersonal intelligence in game innovation, there are also applications of other intelligence such as kinestatic intelligence that requires practical prayer movements, musical intelligence that requires memorization of verses or recitation in prayer, verbal intelligence that requires students to write *jawi* and interpersonal intelligence which need the cooperation and support of friends. Similarly, the use of ICT, which usually focuses on spatial and musical intelligence, but also provides kinestatic experience through VR technology and attracts students with naturalist intelligence through the arrangement of environment-based backgrounds used in Fiqh Exhibition innovation. The application of the use of various elements of intelligence can stimulate students' learning motivation and overcome boredom while studying among students(Ibrahim, 2016).

In addition, a study participant is also not tied to the production of only one form of innovation, instead various types of materials are produced based on students' learning abilities. This is in line with the sunnah of the apostles. Ibn Umar narrated that Rasulullah s.a.w. said, "*We the prophets are commanded to speak to people according to the level of their intellect*" (Al-Maraghi, 1946; Al-Mawardi, n.d.).

6. Limitations and Future Recommendation

Participants in this study were only selected from among ITIEs who teach in secondary schools in Melaka, Negeri Sembilan and Selangor. Further studies can be conducted based on the different background of study participants, such as primary school Islamic Education teachers, teachers in other states and/or teaching other subjects. Findings may differ based on different study contexts. In addition, further studies are also proposed to be conducted using a quantitative approach.

7. Conclusion

In conclusion, this study shows that there are four types of teaching innovation materials produced by study participants, namely; games, ICT, modules and models. The use of game-based innovation can create learning in a relaxed and unconscious way. However, students should not be allowed to play without teacher's supervision. This situation will result in students playing and neglecting their learning. ICT is a technology produced in the form of QR, AR, VR and multimedia materials, whether the technology is stand-alone or combined with other innovations. Examples of stand-alone ICT innovations are MCis and Fiqh Exhibition, while example of ICT technologies combined with other innovations are the use of AR in *CaknaSolat* and *Kembara Tanah Suci* and the use of QR in *JawiAbqori, JariJawi, Roda Audit Solat.*

There are three module-based innovations, namely; teaching notes, learning notes and programs. Teaching notes and learning notes are designed with a focus on memory and understanding of the content of the lesson. The program focuses on rehabilitation and enrichment. For students who still cannot understand the content of the lesson that well, then the program will be an additional activity to help them understand the content of the lesson. Meanwhile, for students who have understood, they will be able to appreciate and deepen the need to learn the content of a subject even better. Just like modules, models are also produced with a similar purpose. Only, the advantage of the model over the module is, it has additional 3D elements. These elements allow students to see something from a point of view that cannot be described with only 2D visuals on the module, as well as providing demonstrations on certain concepts to aid in a deeper understanding.

This study is hoped to inspire and giving ideas for teachers to emulate ITIE in producing teaching innovations, as well as providing input to scholars on grassroots innovations produced by teachers in schools.

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