

## **CULTURAL TRANSFORMATION & CLASSROOM MANAGEMENT: DEMANDING ROLE OF MUSLIM TEACHER IN ERA OF GLOBALIZATION**

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### **ABSTRACT**

*Globlization is transforming the culture of the world. The events, policies, and changes, any where in world, influencing the all over the world. The main stake holder of education in globalize world have to adopt the new trends and technique to make their disciples more competent to coop with the new challenges. In globalize Islamic world the role of teacher much important than past. It is late but not much late for teacher of Islamic word to adopt the new technique and technologies in classroom management to insert their inputs to solve the issues of the second most populous religious demographic in the world. Muslim teacher is the person who manages and governs thoughts and minds of the people to transfer and transform the culture. Role of Muslim teacher in classroom is pivot and occupies as streamline in conscience building process of the class. This paper deals with the comparison of Muslim teacher at various levels and modes of education as classroom manager with the structures of the global management measures adopted by the world. In the era of globalization, new role of Muslim teacher demands that teacher has to be precise and clear in directions and communication to the students to sustain the successful administration in the classroom. The paper provide a clear picture to the Muslim teacher and educationists about classroom management and recommends some initiatives to be taken to increase the similarities of institutions for cultural transformation in Islamic world and globalize education system. It is one of need of globalize society to prepare the future generation to make them aware of world issues, built their capacity to enjoy new ideas, and to consider themselves global citizens with an open mind to both criticize and agree with others. Muslim teacher may owe all the qualities that are set as a standard in the globe to contribute for peaceful world.*

**Key Words:** Muslim teacher, Classroom management, Culture, Teaching, Learning

### **INTRODUCTION**

Globlization is transforming the culture of the world. The events, policies, and changes, any where in world, influencing the all over the world. The main stake holder of education in globalize world have to adopt the new trends and technique to make their disciples more competent to coop with the new challenges. In globalize Islamic world the role of teacher much important than past. It is late but not much late for teacher of Islamic word to adopt the new technique and technologies in classroom management to insert their inputs to solve the issues of the second most populous religious demographic in the world.

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Main source of class room management and teaching is attained from the reflection of the teacher behavior and student response. It is the student that can possibly be the victim of good or bad management. In this regard the behavior of the teacher tends to prove a lot of contribution in the development of learning measurement. The main outcome of the best management of the teacher within a class is shown in the assessment criterion that tends to polarize a grand feature for the professional abilities of the teacher as a manager. A good manager is the best record keeper of his disciples. He/she tends to know about the problems faced by his/her disciple, as this affects his/her efficiency. A good manager is one who shall keep the correct and exact record of his disciple so that he/she might provide effective treatment to the disciple. Teacher have to develop some management tools and strategies to from initial to final stage not only for their subjects area but also for as situation, group, and era demands.

Al-Afendi & Baloch (1980) describe an Islamic teacher as one who educates a child 'according to his level of maturity'. Such a teacher nurtures the child to have 'faith in the One' God, leading to the development of 'a spirit of inquiry' in order to procure an understanding of the universe and its operations. The pupil is then to 'use his knowledge, skills, and understanding to improve himself and the society',

A teacher in the Islamic tradition is also a guide to leading pupils to the righteous path. Consequently, the excellence of a teacher in Islam is not only measured by his or her faith, beliefs, character and conducts. This notion of a teacher in Islam is a very important consideration in the preparation of teachers for an Islamic school system. (Hashim, 1997, p. 58)

In the education system the role of teacher is always recognized and attributed in overall development of a student and he or she is able to get positive results to make a healthy environment of a class room that means with the better class room management teacher is able to perform his/her duty in a better way. It is the teacher that gives and supports the cognition of the students at all levels and at all perspectives. He/ she is responsible for the right and horizontal growth of children in the class.

## **DISCUSSION**

The purpose of education for development of Islamic society is not to cram the pupil's head with facts but to prepare them for a life of purity and sincerity. This total commitment to character-building based on the ideals of Islamic ethics is the highest goal of Islamic education. (Al-Attas, 1979, p. 104)

Muslim management system pays an emphasis on the values. These values are set patterns before the Muslims teachers are to make their students truthful, caring, respectful, forgiving, and obedient. According to Sharif (1976) Islamic education is 'the device for helping an individual to full stature'. It seems that the above definition discusses about whole the structure of human life as Islam occupies our lives and gives a comprehensive treatment to the values of life.

A more comprehensive definition of Islamic education was composed at the First World Conference on Muslim Education where participants were of the following view:

Education should aim at the balanced growth of the total personality of man through the training of man's spirit, intellect, his rational self, feelings and bodily senses. Education should cater therefore for the growth of man in all its aspects: spiritual, intellectual, imaginative, physical, scientific, linguistic, both individually and collectively and motivate all aspects towards goodness and the attainment of perfection. The ultimate aim of Muslim education lies in the realization of

complete submission to Allah on the level of the individual, the community and humanity at large. (Ashraf, 1985, p. 4)

The concept of the teacher as manager is established as important in effective teaching. According to Lemlech (1988) classroom management is the linchpin that makes teaching and learning achievable. The author further defines the classroom management using the key components that affect success in the classroom. Classroom management is the orchestration of classroom life, planning curriculum, organizing procedures and resources, arranging the environment to maximize efficiency, monitoring student progress, and anticipating potential problems.

The key components of classroom management are planning, organizing, arranging, monitoring and anticipating; teachers who are excellent and successful classroom managers have mastered techniques for planning activities and maintaining high levels of students' involvement in those activities enriching the classroom environment, anticipating organizational and behavioral problems and monitoring students' progress.

According to Kounin and Sherman (1970) successful classroom management results in a high rate of work involvement and a low rate of deviancy in academic setting. To maintain effective management in the classroom teachers have to be precise and clear in their directions to students, they communicate well, listen intently and express feelings to students. The most striking difference between effective and ineffective classroom managers is the knack for anticipating potential problems. The effective teachers are anticipating resources and material needs, physical space needs, individual and group needs, noise constraints, effective and cognitive students' reactions. Insight into the problems avoids effective teachers from pitfalls. Another characteristic of effective manager is the ability to set clear expectations, teachers set expectations for behavior, standards for students academic work and classroom procedures.

According to Lemlech (1988) classroom management and discipline are not synonymous. Discipline is the part of classroom management, discipline in the classroom dependent on good classroom management. Chaotic classrooms unstructured by group standards restrict the ability of the teacher to teach and students to learn. In many classrooms teachers set the rules, provide reward for abiding the laws and punishing those who transgress and tread down the rules. Dewey (1916,1944) talks about the social environment of the classroom and its influence on the development of attitudes and dispositions. The social environment consists of all the activities of fellow beings that are bound up in the carrying on of the activities of any one of its members. It is truly educative in its effect in the degree in which an individual shares or participates in some conjoint activity.

Generally, teacher has to respect student for development of their personality. He /She have to involve the student in discussions and corrections in school activities. He /She have got to recognize and deal students with individual differences. He/She have to start gradual reforming of student's behavior depending on the situation. Linking the lesson to lively practical applications, using fun, appropriate laughter, lecture style, and questions with the considerations may increase the soundness and sustainability of outcomes. (ISNA, 1994)

Essentially, the call is for a Muslim teacher to have moral values and professional knowledge and to be able to actualize these in daily life routines. The training of Muslim teacher to enhance the class management skills have key role in it. According to the Rizvi, Alarf and Nazir (2010)

Muslim teacher may be a most wanted teacher in market. The market for a Muslim teacher is globalize Muslim community. It is the need of time and Muslim community that he must be honest and sincere, and cultivate faith in absolute values such as justice, mercy, truth, charity, love and righteousness, all of which are enshrined in the names of God.

According to Malik, Adeeb and Hussain (2009) training of a teacher during the service be helpful in equipping the teacher with modern techniques. It is sought that a teacher must have good acquaintance with the class room management and also record management. Teacher must have and able to use novel strategies of teaching during class management and an understanding of learning modes. The teacher must keep personal data of every student to make him/her aware about the pupils back ground and motivate students in raising their self esteem. In Muslim teacher first factor that he/she must be conversant with, is the competency and secondly he/she must be able to transfer the knowledge to the pupils with complete veracity and sincerity. Teacher must contribute to make him/her self competent, effective and skillful in the classroom management. This thing would surely enhance learning environment of the class.

An essential prerequisite is that religious and secular subjects should be made an indivisible whole. The compartmentalization of religious and secular education, based on a factitious division of life into spiritual and temporal, is not sanctioned by Islam. (Rauf, 1988, p. 63)

A Muslim teacher must have realization to follow the Philosophy of Islam in all matters and he/she must have clear vision of teaching, learning process. He/she should not emphasize only in the Islamic perspective but also in temporal prospects too. The role of a teacher in this perspective is to give knowledge and information without discreet to the pupil. The essential constituents of an Islamic teacher consists of many defined values and elements that are given in the teachings of Holy Prophet (peace be upon him) that are based on humanitarian grounds and they are complete codes of success to the followers. Most of the educational systems that followed these golden rules got maximum success in their lives. Those systems are exemplary to the others. If one wishes to be successful in the life he/she must follow those golden rules as presented by the great Prophet (peace be upon him).

The Islamic Society of North America delivered a workshop on the qualities of an effective Muslim teacher. One of the accompanying handouts was entitled: 'What a good Muslim teacher is all about'. The personal characteristics of a 'good Muslim teacher' as described in the ISNA handout (1994) were: a) love for children, b) love for the profession of education, c) humility without weakness, d) health and vitality of the body, e) psychological health and emotional balance, f) neatness, g) cleanliness and good appearance, h) eloquence and good pronunciation, i) intelligence and deep understanding, j) understanding students and their needs, k) strong command of the subject, l) broad and deep reading and knowledge, m) punctuality and respect for time, n) co-operation with the school system and policies, o) being courteous with students and fellow teachers, p) socialization with people and no isolation, q) knowledge and practice of Islam, r) to stay away from questionable sayings or deeds, s) even if it is lawful to do so, and t) sincerity. (ISNA, 1994)

Aforementioned aspects are highly attributed and these slogans were raised first in the Islam and these are the basic education of Holy Prophet Muhammad (peace be upon him) who considered the best teacher and preacher by the Muslim community. He said, "*Verily I was not sent but as a teacher.*" His golden aspects are adopted on global forums who realized that these are indispensable factors for their success and prosperity. No doubt, all the development that is

taking place in the social context is because of adaptation of the basic and golden sayings of the Holy Prophet (peace be upon him).

## CONCLUSION

The in-depth analysis of the current and desired role of a Muslim teacher in globalize Muslim community demands some characteristics in Muslim teacher to take some steps rapidly for the cultural transformation and development as per need of time. Teacher in Islamic community must have professional competency, sincerity with his/her disciple, basic knowledge about humanistic values, ability to create peaceful environment in the class room, strong character, and pragmatic approach. Muslim teacher be obliged to: a) play a model role in society, b) live composed and distinctive life, c) play an active role in the cultural scenario, d) have universal vision of humanity, e) be aware of all the positive developments that are taking place all around him/her, f) provide reasoning that how to differentiate between right and wrong, g ) produce a positive learning attitude among his/her disciples, and h) struggle for building the capacity of his/her students up to the standard of new world so that they might be able to cope with the rapid development taking place in the globe.

It is one of needs of globalize society to prepare the future generation to make them aware of world issues, built their capacity to enjoy new ideas, and to consider themselves global citizens with an open mind to both criticize and agree with others. It is also clear from above discussion that Muslim teacher may owe all the qualities that are set as a standard in the globe to contribute for peaceful world.

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