

Analysis of Teach Like Finland's Book for The Development of Learning Strategies for Zakāt Material in Islamic Senior High School

by Cut Nyak Marlina

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Cut Nyak Marlina

Universitas Islam Negeri Ar-Raniry Banda Aceh
Address: Kopelma Darussalam, Syiah Kuala, Banda Aceh, Aceh
e-mail: 221003004@student.ar-raniry.ac.id

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Zulfatmi

Universitas Islam Negeri Ar-Raniry Banda Aceh
Address: Kopelma Darussalam, Syiah Kuala, Banda Aceh, Aceh
e-mail: zulfatmi.budiman@ar-raniry.ac.id

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Abstract

Finland currently ranks first in the globe for quality education. The nation is known for its excellent educational system. Therefore, researchers are interested in analyzing the learning strategies contained in the Teach Like Finland book, as well as learning strategies that are applicable to *zakāt*-related material. This objective is to develop learning strategies for *zakāt*-related materials so that learning can be made more effective and efficient through the use of innovations and diverse approaches. This study employs the content analysis method. Several of the 33 strategies outlined in the book Teach Like Finland, such as brain rest schedules, learning on the move, celebrating their learning, leaving boundaries and offering choices, to make learning real, are suitable for teaching *zakāt*-related material.

Keywords: *Teach Like Finland; zakāt material; teaching strategy*

Abstrak

Finlandia adalah negara nomor satu yang memimpin kualitas pendidikan terbaik di dunia saat ini. Negara tersebut terkenal dengan sistem pendidikannya yang baik. Oleh karena itu, peneliti tertarik untuk menganalisis mengenai strategi-strategi pembelajaran yang terdapat dalam buku *Teach Like Finland* serta strategi-strategi yang cocok untuk diimplementasikan pada pembelajaran materi *zakāt*. Hal ini tidak lain dilakukan untuk mengembangkan strategi pembelajaran pada materi *zakāt* agar pembelajaran bisa lebih efektif dan efisien dengan inovasi baru dan strategi yang bervariasi. Penelitian ini menggunakan metode *content analysis* (analisis isi). Hasil dari kajian dalam buku ini adalah ada beberapa strategi yang cocok dari 33 strategi yang ditawarkan pada buku

Teach Like Finland untuk diimplementasikan pada pembelajaran materi *zakāt* di antaranya, yaitu jadwal istirahat otak; belajar sambil bergerak; merayakan pembelajaran; meninggalkan batas dan menawarkan pilihan; serta membuat menjadi nyata.

Keywords: *Teach Like Finland; materi zakāt; strategi pembelajaran*

A. Introduction

Teach Like Finland is a book written by Timothy D. Walker, an American educator who relocated to and taught in Helsinki, Finland. This book is extremely fascinating because the author reveals the secrets of education success in Finland and is intimately connected to the conditions and strategies of the learning systems implemented there. This book is incredibly fascinating and crucial, not only for educators but for all those concerned with education. It is also written in an engaging manner, conveying the experience of what it is, so that it is easily readable. This publication, *Teach Like Finland*, can be used as a resource to examine Finland's straightforward approach to education.¹

Finland has the finest education system in the world at the present time.² This was first demonstrated in December 2001, when the Organization for Economic Cooperation and Development (OECD) published the results of the Programme for International Student Assessment (PISA) on the reading, mathematics, and sciences skills of 15-year-olds that they had acquired both in and out of school. Finland is the OECD country with the greatest educational standards, surpassing the other 31 member states.³ Finnish approaches that are softer, such as shorter school days,⁴ simple homework,⁵ and assessments with specific requirements, have questioned the conventional wisdom regarding how to achieve exceptional learning outcomes. [6] This small Nordic nation indirectly teaches other nations that it is possible to administer

¹ Hani Rohaeni, "Analisis Strategi Pembelajaran Finlandia dalam Buku *Teach Like Finland*". Universitas Pendidikan Indonesia, (2020). <http://repository.upi.edu>, accessed on 6 May 2023.

² Nina Agustyaningrum dan Nailul Himmi, "*Best Practices* Sistem Pendidikan di Finlandia sebagai Refleksi Sistem Pendidikan di Indonesia", *Edukatif: Jurnal Ilmu Pendidikan (Online)*, Vol. 4, No. 2, (2022), <https://edukatif.org>, accessed on 15 June 2023.

³ Timothy D. Walker, *Teach Like Finland (Mengajar Seperti Finlandia): 33 Strategi Sederhana untuk Kelas yang Menyenangkan*, Cet. ke-10, (Jakarta: Grasindo, 2023), xii.

⁴ Sussanti dan Fachrul Reza, "Adopsi Kebijakan Pendidikan", *Jurnal Sosial Humaniora Sigli (Online)*, Vol. 5, No. 2, (2022), <https://journal.unigha.ac.id>, accessed on 14 June 2023.

⁵ Himami Absawati, "Telaah Sistem Pendidikan di Finlandia: Penerapan Sistem Pendidikan Terbaik di Dunia Jenjang Sekolah Dasar", *Jurnal Elementary (Online)*, Vol. 3, No. 2, (2020), <https://journal.ummat.ac.id>, accessed on 14 June 2023.

educational institutions without reducing the curriculum or increasing the workload of teachers and students.

Education for All is a concept in Finnish education.⁶ The educational system is also adaptable,⁷ which enables the entire educational component to develop teaching methods and techniques and encourages students to become more adept at comprehending information.⁸ The nation embraces the concept of a student-centered humanistic curriculum. (student centric).⁹ There, the curriculum also emphasizes autonomy and responsibility.¹⁰ In Finland, education is also founded on inclusion. Teachers in Finland prioritize the problem-solving method.¹¹ and the happiness-over-success principle in their studies so that children are motivated to learn and the learning material is effectively assimilated.¹² In the International Workshop on Islamic Studies seminar held at UIN Ar-Raniry Banda Aceh on February 28, 2023, as cited by the researchers, Arif Zamhari, a lecturer from UIN Syarif Hidayatullah Jakarta, stated: "*In Finland, if a teacher wishes to teach in a school with multiple specializations, he must first earn a degree in pedagogical education. And according to my father's experience, in Finland, children attended school, their school was entertaining, and they prepared Japanese cuisine in the classroom. If it had been winter, the children would have been invited outside to create a sort of circus*".¹³

⁶ Ratih D. Adiputri, *Sistem Pendidikan Finlandia: Catatan dan Pengalaman Seorang Ibu*, Cet. ke-1, (Jakarta: KPG (Kepustakaan Populer Gramedia), 2019), 9.

⁷ Nurhasanah Leni, "Faktor yang Membuat 7 Negara (Finlandia, Korea Selatan, Hongkong, Jepang, Singapura, Belanda, Kanada) Diakui Memiliki Sistem Pendidikan Terbaik di Dunia dalam Kajian Antropologi dan Matematika", *Prosiding: Seminar Nasional Matematika dan Pendidikan Matematika UIN Raden Intan Lampung (Online)*, Vol. 2, No. 2, (2019), <https://proceedings.radenintan.ac.id>, accessed on 15 June 2023.

⁸ I Putu Suardipa, "Diversitas Sistem Pendidikan Finlandia dan Relevansinya dengan Sistem Pendidikan Indonesia," *Maha Widya Bhuwana: Jurnal Pendidikan dan Budaya (online)*, Vol. 2, No. 2, (2019), <https://jurnal.stahnmpukuturan.ac.id>, accessed on 9 May 2023.

⁹ Ridhwan M. Daud, "Sistem Pendidikan Finlandia Suatu Alternatif Sistem Pendidikan Aceh", *Pionir: Jurnal Pendidikan (online)*, Vol. 8, No. 2, (2019), <https://jurnal.ar-raniry.ac.id>, accessed on 9 May 2023.

¹⁰ Lu'luil Makhnun dan Ahmad Royani, "Telaah Kurikulum dan Sistem Pembelajaran Sekolah Dasar di Finlandia serta Persamaan dan Perbedaannya dengan Kurikulum 2013 di Indonesia", *Artikel (online)*, (2018), <https://journal.unj.ac.id>, accessed on 10 May 2023.

¹¹ M. Husen Arifin, "Pendidikan Guru di Finlandia", *Artikel (online)*, <https://academia.edu>, accessed on 10 May 2023.

¹² Maulana Amirul Adha, et.al, "Analisis Komparasi Sistem Pendidikan Indonesia dan Finlandia", *Tadbir: Jurnal Studi Manajemen Pendidikan (online)*, Vol. 3, No. 2, (2019), <http://journal.iaincurup.ac.id>, accessed on 10 May 2023; Dinah, et.al, *Wawasan Pendidikan Global*, Cet. ke-1, (Jambi: Sonpedia Publishing Indonesia, 2023), 184.

¹³ Arif Zamhari, Seminar "*Internasional Workshop on Islamic Studies: Research on Religion and Religion as An Object of Cultural Research*", accessed on 28 February 2023.

Hani Rohaeni's previous study, titled "Analysis of Finnish Learning Strategies in Teach Like Finland," revealed that in Finland, the success of education is determined not by the amount of time students spend in the classroom, but by the number of engaging strategies teachers provide to students during the learning process.¹⁴ The difference between this study and the research of Hani Rohaeni is that Hani Rohaeni's research is a general analysis of the content of the book *Teach Like Finland*, whereas this study is a specific analysis of the book's content regarding the learning of material *zakāt*.

Nur Amnatillah conducted the study titled "*Teach Like Finland: 33 Simple Strategies for Joyful Classrooms*." The research of Timothy D. Walker indicates that the primary objective of learning strategies in Finland is to create a happy and enjoyable classroom. Timothy categorized it as follows: ownership (engagement), independence, mastery, perspective, and well-being.¹⁵ The focus of this investigation differs from other studies.

Based on the previously noted, the purpose of this study is to investigate the learning methods contained in the *Teach Like Finland* book as well as the appropriate implementation strategies for the learning of teaching materials for 10th grade classes at Islamic Senior High School. This is done to develop subject-specific learning techniques that make learning more effective and efficient through the use of novel innovations and diverse strategies. The subject matter was chosen because it comprises a broad cognitive discourse that also incorporates psychomotor and affective dimensions. As a result, the researchers chose to examine the book *Teach Like Finland*, which concentrates on strategies for learning material *zakāt* and is limited to chapters on well-being, ownership, and independence.

B. Research Method

This study employs content analysis methods. With the aim of describing what the researchers analyzed in depth about the content of this book, *Teach Like Finland*. His first steps were to determine samples, namely chapters on well-being, ownership,

¹⁴ Hani Rohaeni, "Analisis Strategi....", accessed on 6 May 2023.

¹⁵ Nur Amnatillah, "Strategi Pembelajaran di Negara Finlandia dan Relevansinya dengan Strategi Pembelajaran Pendidikan Agama Islam di Indonesia (Kajian terhadap buku *Teach Like Finland: 33 Simple Startegies for Joyful Classrooms* Karya Timothy D. Walker)", UIN Sunan Kalijaga Yogyakarta, (2020), <https://digilib.uin-suka.ac.id>, accessed on 15 June 2023.

and independence in Teach Like Finland. The second is analysis; the third is categorize and code; the fourth is coding and reliability; and the fifth is analyze and evaluate.¹⁶

C. Discussion

1. Book's Description

Teach Like Finland (2017) contains author commentary (Timothy D. Walker was a teacher in Finland, whose students ranked first in PISA) (Program for International Student Assessment). This book will teach us the secrets of the educational system. This book was written by Timothy D. Walker, an American teacher residing in Finland. He shared all of his teaching knowledge into this volume, including the differences he encountered as a teacher in the United States and Finland. In addition, she maintains the blog Taugh by Finland.

This book contains 33 straightforward methods and suggestions. The numerous examples and explanations provided are straightforward to understand and implement in the classroom. It will not be difficult for teachers to complete on their own. Interesting things can be learned, such as why Finnish students have the highest PISA scores, how to make lessons more easily absorbed through shorter rest periods, how to easily integrate students into the classroom by emphasizing learning independence and how to create a pleasant learning environment..

2. Teach Like Finland¹⁷

Finland has the best educational outcomes in the globe. According to Pasi Sahlberg, their pupils are distinguished from their peers around the world by five factors. There are four factors associated with the learning and teaching activities of the school. The other is concerned with the child's extracurricular activities. The five components consist of the following:

- a) First, the school is positioned as a balanced, all-encompassing, and child-centered learning environment..
- b) Second, the Finnish government also places significant emphasis on the quality of teacher education..¹⁸ To be successful in the classroom, teachers must be well-trained.¹⁹

¹⁶ Stefan Titscher, et.al, *Metode Analisis Teks & Wacana*, Cet. ke-1, (Yogyakarta: Pustaka Pelajar, 2009), 98-102.

¹⁷ Timothy D. Walker, *Teach Like....*, xiv-117.

- c) Thirdly, the government has established a permanent mechanism to promote the safety, health, and well-being of students in all institutions. The primary objective is to ensure that these factors do not impede student learning.
 - d) Fourth, the leadership of middle school education should be in the hands of experienced and qualified educators. In addition to fulfilling leadership responsibilities, school administrators must also educate. This is intended to provide them with practical classroom experience.
 - e) Finally, certain measures have been implemented to enable young people and children to participate in social activities by providing them with strong social networks. Every child participates in a variety of extracurricular activities. Your infant will be better able to optimize their brain's performance if he or she rests properly..
- a. Well-being: The right rest methods will make your child more able to optimize their brain's work.

In Finland, students are acclimated to a 15-minute break every hour (45 minutes) of class time. They will use it to socialize and engage in play with their peers. Then they can return to class with a positive attitude and greater concentration. A brief break or pause during study will allow students to remain alert and assimilate lessons more effectively throughout the day. Timothy cites research conducted by Daniel Levitin, a professor of Behavioral Neuroscience Psychology at McGill University, which indicates that allowing the brain to rest through frequent pauses will lead to greater productivity and creativity.

Timothy cites Brigid Schule's *Overwhelmed*, in which she mentions a number of additional techniques, including alternating between work and leisure. Whatever method is chosen, it is important to implement it consistently in order to benefit students. In addition to providing rest activities, it is necessary to invite people to move with pleasure so that they will voluntarily engage in physical activities. These activities can be organically integrated into the instructional process. Some students in the classroom may frequently require ventilation. Allow them to open the window and take

¹⁸ Elise Muryanti dan Yuli Herman, "Studi Perbandingan Sistem Pendidikan Dasar di Indonesia dan Finlandia", *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini (Online)*, Vol. 6, No. 2, (2022), <https://obsesi.or.id>, accessed on 14 June 2023.

¹⁹ Caraka Putra Bhakti, et.al, "Model Pendidikan Profesi Guru: Perbandingan Indonesia dan Finlandia", *Quantum: Seminar Nasional Fisika dan Pendidikan Fisika (Online)*, (2018), <https://seminar.uad.ac.id>, accessed on 14 June 2023.

in some fresh air. The brain also requires oxygen. By opening the window, airflow will be enhanced. It is also a component of cerebral rest.

One study affirms that exposure to nature can aid a child's educational development by fostering self-confidence, reducing symptoms of attention deficit hyperactivity disorder, calming the child, and enhancing their ability to concentrate. This will aid a child's ability to concentrate on learning. As quoted by Timothy from Daniel Levitin, the following is true: "You must give your brain time to unwind in order for it to consolidate all incoming information".

b. Feeling Possessed: Making someone feel comfortable during the learning and teaching process in the classroom

According to Timothy's citation of Pinsker's book *Why So Many People Are Not Happy*, one of the key components of happiness is the sense of ownership. (sense of affiliation). Obviously, a teacher must do a few things to foster a sense of community in the classroom. In Helsinki, there is a student welfare team program in which a class instructor meets with professionals from other schools, the school's principal, nurses, psychologists, and many others who deem it necessary to discuss the individual needs of the students in their class.

In addition, the teacher can wait in front of the class and give each student a tip at the commencement of the lesson. The form can be varied. The same can be done once class has concluded. This type of routine will allow instructors to become more acquainted with their students. This demonstrates to students that they are regarded as individuals and not as a group of children. Create a comfortable environment by interacting with students. On the first day of school, it is particularly beneficial to relax and alleviate anxiety. This will create a more relaxed relationship and environment for the academic year. Then, reach a consensus on what the entire class desires to do and make it the "class dream".

Other methods to celebrate classroom learning include asking some students to read their writing in front of the class, transforming the classroom into a gallery of student work, and creating a blog to share all the achievements in the classroom. And the most essential thing to do is prevent bullying by classmates before it begins. Although instructors have done their best to promote positive interaction in the classroom, bullying can still occur. If this occurs, an immediate response is necessary.

c. Independence is very beneficial to a child's educational development

In Finland, children have been independent since childhood. It is not uncommon for a fifth-grade pupil to return to his own residence. They even comprehended and knew how to get home using the metro. There are numerous methods to raise an independent child. Give the responsible pupil freedom so he can be independent without breaking the rules.²⁰ Begin by instilling confidence, rather than imposing restrictions, and encouraging students to assume responsibility. The child will be motivated when the teacher demonstrates that he is expected to complete a task. When discussing a subject, leave the extant boundaries in place so that both students and teachers can understand the essence of learning. The form can be completed independently with only straightforward instructions from the instructor. Students are typically enthusiastic when presented with multiple variants of a choice.

Create a study strategy collectively. Students are permitted to vote on learning regulations. Ensure that everyone is aware of the right and employs it to enhance the classroom learning process. Promote learning objectives in the classroom by encouraging students to engage in authentic activities. For instance, if you are in a religious class, demonstrate its relevance to real life. Students will become more enthused about learning as a result of this. According to Jean Piaget, as cited by Timothy, *"The purpose of education is not to increase a child's knowledge, but to enable him or her to discover and explore, to create a person capable of doing new things."*

It can be concluded that the success of education is not determined by the amount of time pupils spend in class, but rather by their level of engagement. Teachers must establish a strong relationship with their students, which includes knowing each child on an individual basis. Consider each student as a unique individual, so that their respective treatment will also be distinct. Allowing children to make direct observations in the field, materials can be presented in a variety of methods, such as through short dramas. Teachers are tasked with selecting the optimal learning method for each student. The entire universe is a classroom, and students may study anywhere and at any time. Give them latitude and responsibility to develop.

²⁰ Dani Firmanto Simanjuntak, ¹² *"Anything Goes ala Paul Feyerabend, Pendidikan Finlandia sampai ke Nadiem Makarim"*, *Journal Discreet* (Online), Vol. 2, No. 2, (2022), <https://ejournal.iaknkupang.ac.id>, accessed on 14 June 2023.

3. Some Strategies On Teach Books Like Finland That Can Be Implemented In Learning Materials

According to the analysis conducted by the researchers, there are several matching strategies among the 33 offered in the Teach Like Finland book that can be applied to the learning of material *zakāt* in class X MA, including:

a. Schedule of Brain Rest

Children in Finland are acclimated to a 15-minute break after each hour of instruction. (45 minutes).²¹ Then they can return to class with a positive attitude and greater concentration. Resting frequently throughout the day will keep students alert and receptive, allowing them to maximize their concentration and comprehension of teachings. It can also be practiced by teachers in religious learning classes and other lessons in Indonesia, although a 15-minute break every hour of lessons cannot be taken outdoors due to Indonesian curriculum rules requiring a break after two hours of lesson [2], but can be taken indoors. This is known as pulsing [3], or giving pupils a break that can be roughly inserted between lengthy in-person classes. In a given day, teachers can provide students with several blocks of free time during which they can choose from a variety of break activities, such as free reading for 10 minutes, free writing, or other enjoyable diversions.

An example of its application in the learning of teaching materials is to give students a 15-minute break by providing them with a variety of activities that add insight and enjoyment, such as recalling memories of previous materials, holding group quizzes on *zakāt*, allowing them to do what they want while remaining under the teacher's supervision, etc..

b. Learning while moving

In addition to providing leisure activities, it is necessary to motivate students to enjoy movement so that they will engage in physical activity voluntarily. These activities can be organically integrated into the instructional process. An example of its application in the learning of *zakāt* material is holding a "active walking gallery" that

²¹ Aprilianty W. dan Dian Eka Rachmawati, "Sistem Pendidikan di Negara Finlandia", Universitas Mulawarman, (2018), <https://www.academia.edu>, accessed on 15 June 2023.

keeps children moving so that they remain attentive in class. The following is the application:²²

- a) Students displayed their presentations on the walls of the classroom as if they were in an art gallery.
- b) Each assignment is numbered, and students progress sequentially from one assignment to the next.
- c) They have one to two minutes to thoroughly examine each work in front of them.
- d) Students provide written feedback to one another while viewing the exhibition. Before beginning this running gallery, teachers divided post-it notes into two distinct colors; students used one color to write queries about the presenters' work, and the other color to write their observations.
- e) After the activity concludes, the students who presented the work retrieve their presentations and solicit feedback from their peers. They are given time to revise their work. Honor their progress in learning..

c. Celebrate their learning

Ways to celebrate classroom learning include asking some students to read their work aloud in front of the class, transforming the classroom into a gallery of student work, and creating a blog to share all classroom accomplishments. His uncomplicated practice not only promotes their achievement and independence in the classroom [5], but also fosters a sense of belonging between teachers and students.[6] Students are inspired to learn more effectively and a learning community is fostered when their accomplishments are acknowledged. In Finland, this is done in every cooking class, combat class, etc., or it can be supplanted with a "book conversation" in the classroom. It is performed for 15 minutes after the primary learning has been completed. In simple terms, the commemoration of learning is an opportunity to express gratitude to the community for the children's hard work.²³

At the conclusion of the lesson, the instructor may ask some students to analyze the *zakāt* of plants and fruits or other forms of *zakāt* that they have previously studied in front of the class. There are also other examples of application, such as when each

²² Timothy D. Walker, *Teach Like . . .*, 21.

²³ Timothy D. Walker, *Teach Like . . .*, 72-74.

student or group is assigned the task of writing articles independently about *zakāt*, with each student choosing the form of *zakāt* he wishes to write about. Once the writing is complete, the article can be uploaded to the class blog that the instructor has created as a means of celebrating the students' learning outcomes.

d. Offering Options and Abandoning Boundaries

When discussing a subject, the extant boundaries should be maintained so that both students and teachers are aware of its essence. The form can be an independent assignment requiring only straightforward teacher instructions. When presented with a variety of options, students are typically enthusiastic.

Each student or group is assigned to write an autonomous article about *zakāt*. The student may choose to write about *zakāt* of grains, treasures, fruits, or other types. Then the teacher made a special box on the board where students could write their names to hold a meeting with their teacher, and the teacher could use the same system to hold a meeting with them; this system is known as "Felazzo" [8]. And once the writing is complete, the article can be uploaded to the class blog that the instructor has created to commemorate the students' learning outcomes.

e. Make it real.

Invite students to engage in authentic activities to promote learning objectives in the classroom. For instance, if you are in a religious class, demonstrate how the material is applicable to daily life. Students are assigned a project titled "I and My *Zakāt*" as an illustration of its implementation in *zakāt* education. As an example of its application in the learning of *zakāt* material, students in Finland are given a project titled "I and My City",²⁴ but teachers can change the project's context to that of *zakāt* so that students can directly experience the application of *zakāt* material.

Some students will qualify for *amil zakāt*. As soon as the disciples arrived in Nisab, they collected *zakāt* from their numerous professions and gave it to *Amil Zakāt*. Then, continue with your other *Zakāt*-related tasks. The students wrote about their experiences for the initiative "I and My City." Their class blog can be used to record the event. This program or endeavor appears to be the culmination of their educational experience. This has the potential to enhance the motivation and interest of students. When classroom learning resembles learning in daily life, children are better able to visualize the goals they wish to accomplish through schoolwork.

²⁴ Timothy D. Walker, *Teach Like....*, 114.

C. Conclusion

Several strategies are suitable for implementation in the learning of *zakāt* material for students in the tenth grade of Islamic Senior High School, including the following:

First, the cerebral rest schedule. An example of its application in the learning of teaching materials would be to give students a 15-minute break in class and provide them with a variety of activities that contribute both insight and enjoyment, such as recalling memories, holding group quizzes, granting students autonomy, etc.

Second, move while learning. An example of its application in the study of *zakāt* materials is the establishment of a "active walking gallery" that keeps children moving in order to maintain their classroom concentration.

Celebrate their learning, third. At the conclusion of the lesson, the teacher may ask some students to analyze the *zakāt* of plants and fruits or other forms of *zakāt* that they have learned in class.

Consequently, removing limitations and providing options. Each student or group is assigned to write an independent article about *zakāt*. The student selects the type of *zakāt* he wishes to write about, such as *zakāt* of grains, treasures, or fruits. The teacher then created a special receptacle on the board where students could write their names to request a meeting with their teacher, and the teacher could use the same system to request a meeting with them; this system is known as "Felazzo." And once the writing is complete, the article can be published to the teacher-created class blog to celebrate the students' learning outcomes.

Lastly, make it a reality. As an example of its application in the learning of *zakāt*-related material, students in Finland are given the "I and My City" project, but instructors can alter its context to that of *zakāt*. This is done so that students can experience the material's direct application.

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