International Journal of Humanities Social Sciences and Education (IJHSSE)

The School of the Future: Towards a Safe Educational School

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Abstract

This article examines the concept of the school of the future, its goals, and the essential pillars) required to ensure the quality of its performance and excellence of its curriculum. It touches on the philosophy of the school and the critical roles of students, teachers and the community who perform an important role in valuable formed. This article also considers the establishment of a vision for such a school of the future as represented by the school administration, the selection of the suitable environment, and the development of appropriate and progressive curricula that takes into account the latest modern technology.

Keywords: School of the future; Student; Teacher; School Administration; School environment; modern curricula.

1. INTRODUCTION

1.1. Importance of this Study

The Observer of global news across different media, Finds that the Educational process exposed to significant challenges such as; Miscellaneous Offences such as murder and the spread of drugs, in addition to the development of accelerated our world today in the field of technology, which abolished the restrictions and the border between the cultures of the world, all this had a negative impact on the education of a generation today and the future, on the basis of these reasons, the researcher offers an integrative holistic vision for the school of the future, so that our children live in a safe educational environment that combines scientific development and a sound education that develop the behavior and the mind and conscience.

1.2. Research Plan

This article encompasses eight different sections as follows:

- Section one; Introduction in which the authors elaborate the significance of study, and its plan.

- Section two; The Concept of the School of the Future.

- Section three; Objectives of the School of the Future

- Section four; Philosophical and Social Basis for the School of the Future.

- Section five; The Environment in the School of the Future.

- Section six; The Curriculum in the School of the Future.

- Section seven; Technology in the School of the Future.

- Section eight; Conclusion: Study results and recommendations.

2. THE CONCEPT OF THE SCHOOL OF THE FUTURE

From the point of view of educators, education facilitators and agents the concept may be comprehensively summed up as follows:

The school of the future is an educational project built on an innovative concept with multiple levels or standards, effectively deriving its vision from the belief that the capacity for a nation's growth and development and the further achievement of comprehensive development are causally linked and dependent upon the quality of the foundation of its educational structure (School of the future project, 1999). Such a school prepares its learners for a successful practical life while also focusing on the basic, necessary, relevant and abstractive skills and values required to ensure this in a manner that develops the education and values of the educated.

3. OBJECTIVES OF THE SCHOOL OF THE FUTURE

The school is an educational establishment concerned with developing its curricula in a comprehensive and holistic manner to achieve its goal of inculcating certain behaviours and values. Its objectives may be summed up as follows:

- Improving educational outcomes by refining the educational process.
- Proactively looking to the future and establishing the ability to deal with its undefined variables while nonetheless maintaining the community's constants and ethical values.
- Building the individual comprehensively within the spheres of mental growth, comprehensive skill development as well as behavioural and affective.
- Preparing those being educated to face difficult challenges and consecutive changes.
- Developing an educational system using an appropriate scientific approach.
- Providing an educational environment conducive to the needs of students and society as a whole.
- Employing modern technology to deliver education.

4. PHILOSOPHICAL AND SOCIAL BASIS FOR THE SCHOOL OF THE FUTURE

The philosophical and social essence and construction of such a school must derive from constants that balanc reality and expectanc. As such, it must consistently look to the future, while at the same time carefully taking into account the variables generated by the need to hold onto the values and constants of the community.

4.1. Nature of the Philosophy of the Future School

In the planning for the future school, the process must be guided by the following solid bedrock of principles:

- That the human individual is its very destination and purpose.
- Education is in effect, the greatest possible investment for societal human capital development.
- Children learn primarily through movement, search and discovery, and to a large degree through play and peers influence rather than direct teaching.
- For learning to be effective direction and emotional involvement is required.
- Education is a form of training that cannot exist in isolation from society, and cannot fulfil its function if the learner does not perceive and realise its relevance and potential, (Abboud, Abdulghani & Ammar, 1994).

4.2. The Student's Role in the School of the Future

The student in the school of the future is exceptionally positive, seeking information independently, collecting facts, analysing them, and concluding from them. This student essentially learns through activity and movement (by doing), conducts experiments, and communicates with society. Such a student benefits from teacher guidance when it is needed, while the role of the school is to ensure cooperative learning through groups, developing communication and dialogue skills, encouraging the formation of sound opinions through consultation and cooperation. The school is therefore mandated to provide students with a certain technical and

professional skills, and further provide practical experiences that will further encourage them.

4.3. The Teacher's Role in the School of the Future

In the school of the future, the teacher plans educational confrontations carefully, and leaves students the chance to learn on their own, observing them as they search and realigning as necessary providing opportunities and experiences, directing and correcting behaviour, discovering talent, nurturing and supporting, as well as caring for the direction and value of their skills. Such a teacher respects a student's opinion and nurtures a questive restless spirit to search, discover and develop and individual character and skill-set.

The role of the teacher in this school is to:

- Perfect the skills of communications and self-learning.
- Discover the ability of critical thinking.
- Comprehend and become proficient in the latest educational teaching techniques and technology, acquire new skills and apply them productively.
- Have the ability to present knowledge in a distinctive manner.
- Ensur learning takes place in an ordered and welcoming environment.
- Learn to use continuous assessment and provide effective feedback.

The above represents the minimum requirement and role for the teacher in this school of the future in order to ensure significant outcomes.

4.4. Variance in the Teacher's Role

The role of a teacher in the school of the future will change and vary, according to circumstances. The teacher may become:

- A Sender: reflecting the instructor's mandate to teach knowledge and concepts relevant and pertinent.
- A Trainer: implying the utilisation of the latest technologies and methods in delivering learning in a conducive and healthy educational environment and providing instructions and directions upon request.
- A Role Model: acknowledging the personal responsibility to act as a role model in such a manner that the students will imitate by example and support be enabled to master the skills and knowledge being conveyed.
- A Decision Maker: encompassing the ability to make decisions, and being imbued with the ability and responsibility to communicate with others effectively in order to ease and enhance the learning process.

4.5. Summary of the Requirements of the School of the Future

We conclude from what has been noted earlier that the school of the future requires:

- A teacher expert at seeking out information, and not merely an expert in the information itself. The teacher is no longer a know-it-all expert but more of a tour guide in a world full of information.
- A teacher who can perform his social and educational tasks, and further contribute to developing the 'how' aspect of education, while nonetheless furthering the educational process in its modern direction. by being proficient in using modern technology in the educational process, and making use of its outcomes as found in programmed education, micro-education and self-education.
- A teacher deeply cognisant of her/his duties towards society and the nation to achieve educational, moments and outcomes through shared and mutual relationships between educator and student. Such relationships require dialogue, interaction and experience to

ensure they are healthy exchanges that transcend the mere transference of knowledge from one party to another in order to develop abilities and the power of expression and thinking, unleashing the power of creativity, refining morals and developing the personality as a whole.

- A teacher characterised by a personal sense of initiative, and the persistent need to try and renew, coupled with trust in the ability to regulate activities freely, while having skills and abilities and possessing information that establishes the teacher as an educational and knowledgeable researcher participating in educational problem-solving.

- A practicing teacher who is effectually a thinker, and a contemplator, constantly affecting with through action, and may be described as working actively while looking for opportunities for occupational growth of self.

- A teacher possessing strategies of formal or informal evaluation, and the ability to use them in evaluating a learner's mental, social and physical growth in order to encourage and ensure sustainability.

5. THE ENVIRONMENT IN THE SCHOOL OF THE FUTURE

The selection of the site for the school of the future must be chosen according to engineering standards for educational buildings.

The Institute of Studies in Cairo (1992) notes that planning standards are of the utmost importance in matters of aesthetic precision. Modern planning is especially dependent on this, in in large part because of the growth and spread of heavily urbanised cities, Inherent standards need to be followed in a manner compliant with what suits the design, and conducive to the environment and urban planning, (The institute of studies, environmental researches, 1992).

5.1. Shape of the Site

The shape of the site is considered to be of great importance, as sites of rectangular shapes or squared form with straight angles are better than others. Moreover, the Length to Width ratio of more than 3:1 is excluded as well, especially if its pivotal length faces to the East / West. Because of that and all its attachments to the surrounding and the environment.

5.2. Engineering Standard

There are special engineering requirements established for residential areas and land surveying and site requirements are determined based on population density and size of areas. Thus, any planning for the school of the future must be done bearing in minds the relevant rules and regulations, including:

- Ease of access by several paved roads or on foot, and the site should be far from any traffic congestion and movement, noise and smoke and foul odours.

- Siting the building in the residential area it serves and not in a commercial or industrial one.

- The land should be as flat as possible and the area should be of sufficient size to accommodate the needs of the building its attachments and services.

- Maintaining environmental compatibility with the building on the topographic bases for. Ideally, the building should be compatible with its environment and be sited to take advantage of wind ventilation sunlight.

5.3. Format of the School of the Future

To design and construct the school of the future, the requirements of all its users, regardless of age or category, must be considered, in conjunction with the collaboration of educationists to ensure the building will be educationally and structurally compatible and in accordance with future role. According to (Bahubail, Salem, Fayoumi & Ghazi (2000), consideration should be given to:

- The urban style and surrounding area of the building.
- Studying the internal and external areas of the building.
- Location of the building within the site and its compatibility with its surrounding attachments.
- The safety considerations in the design of hallways and stairs and exits to suit the size of the size of the school and the number of students.
- Allowing for the possibility of adding internal and external areas in case of growth.

For example, the design of the school should be based on:

- A study of the spatial and psychological needs of the students
- A study of the needs and required spaces in the classroom and outside.
- The need to provide a suitable environment that helps the students to focus
- The desire to avoid boring classroom shapes and ones designed to accommodate the highest possible number of students.
- The establishment of specifications for the construction material and internal structure to suit the site and weather, and how to make interior spaces flexible.
- A choice of suitable paint that will enliven the building, give it a modern appeal, yet stay in tune with the environment and encourage learning.
- A regard for good ventilation, and need for air-conditioning, the quality of lighting and how all these will affect effect the learning environment for the student.

5.4. Requirements of the Design of the Future School

The design of the building of the future school will take into account provision for classrooms and the supporting facilities such as administration, laboratory and other activity centres and playgrounds, Such as computer labs, library, art and craft rooms, music studio, gymnasium, theatre, sports fields, first aid/nurse room, canteen, stationery store

Further aspects of the design will need to include:

- Finding privacy for the students and the administration in terms of entry and exit from and to the building.
- Taking into consideration the incoming sunlight so students are not bothered by direct light.
- Ensuring emergency exits are appropriately sited.
- Planning for landscaping to provide shade and enhance the aesthetics of the site.
- Identifying waiting and drop-off areas and external parking's for the users of the building.
- Providing sufficient storage spaces.
- Ensuring procedures are in place and practised in the event of a fire or earthquake.

5.5. The Principal of the School of the Future

The task of administering a modern school is no longer bound to just monitoring educational work and ensuring order and obedience and maintaining files and letters ,Today it has extended to leadership roles , And supervision, and improving it and upgrading the quality of education being provided. The school of the future aims to improve the outcomes of the educational process through its quality and the attainment of this goal requires an aware administration that is able to increase the interaction between the school and society through a variety of activities.

According to AlFae'z. Abdulrahman, "To change the goals of the administration and develop

its concepts and the variety of its jobs and its management styles requires an administration that is capable of providing the suitable conditions and abilities that help attain the educational and social goals." (AlFae'z, Abdulrahman, 1993), and (Shambi and James 1995) had also mentioned that "The administration of the future requires leaders who have the ability to face challenges and changes, and have the ability and determination to succeed".

Studies related to the future school show that the school emerges from such concepts as a team working as one unit and cooperating to attain the desired goals. This needs an administration capable of encouraging teamwork to provide students a comprehensive education in an environment that nurtures and raises standards for students.

5.6. Suggested Vision for the Administration of the School

A lot of countries are moving towards changing their schools from traditional schools to advanced ones called (Smart Schools). In this transition, the administration needs to address the way it operates and meets the requirements of a new way of thinking about education. Some of these considerations are:

- Principals need to be highly qualified and experienced and have the skills to develop and renew and deal with new technology.
- The work team needs to work as one single unit, cooperating to attain recognised and detailed goals and this requires a management that is able to encourage team work and create an educational environment capable of raising standards.
- The administration needs to focus on continuous self-learning and improvement as well as opening lines of communication for all stakeholders in the school.
- Have the ability to devise plans and revise them when future needs or experience dictates.
- Be able to establish training networks and supervisory techniques, and interact with other principals and administrations to foster the exchange of ideas through networking.
- The ability to use interactive media to enhance knowledge and discover new administrative techniques.
- To be internet savvy and use it effectively as a tool of communication and information.
- Be able and willing to share authority with various management teams or enable them to make their own decisions.

5.7. The Social Environment for the School of the Future

As an educational institute and a platform for imparting knowledge with educational, behavioural and social goals, the school has a leading role in serving the community and communicating with it For the school of the future to have this role, it has to go beyond its confines and venture into the society to expand the radius of its effect and receive useful feedback. This can be achieved by the following:

- The school has to communicate its message to society foster two-way communication and work for social harmony.
- Participate in social events and play an active role in them.
- Spreading awareness in society in all levels, since education is a base and school is a very fertile field.
- Communicate with society to explain developments in education so they are aware and supportive.
- Contributing to reduce illiteracy levels in the society and trying to reach every house and every individual.

- To have a positive influence on society in general.
- To make the premises available to children and parents in the neighbourhood for activities during non-school session time.
- Strengthening the relationships between the school and families in the neighbourhood through awareness programmes, regular communication and organised events that bring the school population together.

5.8. The Physical Environment of the School

Besides a comprehensive curriculum and dedicated teachers who devise various activities to help students learn, the actual building can play an important role in the education of children.

When shortcomings in the education system are raised the focus is generally to blame the curriculum or the teachers. Seldom are concerns raised about the physical conditions and how they affect the students' psychological state or ability to learn.

The physical environment can be divided into:

- The educational presence: which is the school's awareness and understanding of the problems, needs and concerns of the surrounding society and making a positive attempt to resolve them.
- The aesthetic presence: which refers to look of the school and how it is seen as an educational environment by appearance alone, attracting with the layout and design of the actual structures and the quality of the landscaping.

6. THE CURRICULUM IN THE SCHOOL OF THE FUTURE

The process of curriculum development involves not only educators but also political decision makers, and is driven by societal changes and demands According to Hamdan & Ziyad, that is why it is important to devise curricula that are outstanding and able to deal with both qualitative and quantitative through analysis and reasoning and connecting with society to understand their desire and and help preserve social and cultural foundations (Hamdan & Ziyad, 1982).

6.1. Steadiness and Change in the Curriculum of the School

The scientific development, cultural openness and human awareness definitely have and effect on the renewal and development of curriculum, and according to Alhamed & Mu'jab, "the fixed and the variable in a nation's culture requires the curriculum makers to be fully aware of those fixed and variables" (Alhamed & Mu'jab, 1997).

6.2. The Connection between the Curricula and Everyday Events

The new global system has a major effect in many fields. Couple this with the communications revolution, the knowledge boom and the rapid changes to individual lives and societies in general and the reason is clear why school programmes and indeed their curricula have to be aware of and keep up with these changes when considering content and how best to incorporate modern technology. As Al Mushiigih & Abdulrahman said, "The development of scientific curriculums is continuous based on clear fundamentals and incorporates the preservation of national characteristics, particularly its cultur and values in a framework that accords with the requirements of the era (Al Mushiigih & Abdulrahman, 1998).

6.3. The Curricula of the School of the Future and Servicing the Needs of Its Development

The question then arises as to how the school of the future can match development and cater to its needs? In answer to this question, schools of the future should have the following:

- To have curricula more capable of developing human awareness, leading to the realisation of duty towards Allah and country alongside cultural and scientific development.

- To focus on developing qualified human capital capable of driving the process of economic and administrative development.

- Developing the human resource and readying/preparing it according to the needs of the job market and the development requirements while preserving the characteristics of society.

- Taking care of the scientific aspect and its application.

- Ensuring the development of curricula is compatible with industry requirements and scientific development.

6.4. Goals of the School of the Future (Al Hahlaway & Abdulrahman, 1983)

As listed by Al Hahlaway & Abdulrahman, the goals of the School of the Future should be to:

- Solidify social, moral and cultural values.

- Make future generations immune to mental and cultural influence.

- Foresee the future of education and plan according to the constants and the political and the educational goals and mores of society.

- Develop student talent and hone special, professional and practical abilities.

- Utilise current technology to realise the educational goals.

- Prepare students to be in sync with and manage rapid change.

- Raise the level of student thinking to encompass renewal and a desire to excel,

- Focus on making the student the pivot of the education process.

7. TECHNOLOGY IN THE SCHOOL OF THE FUTURE

Technology has become one of the most important means and tools for success, and the educational success of the school of the future will be measured in terms of speed of its response to societal variables. In a rapidly developing world, the school of the future must keep in step to take advantage of the great revolution in information availability is represented reappraising the role of the teacher, the book and the class room an routine administration in a way that serves the education process with less effort and better quality. Such a school will take full advantage of computers and information technology:

- Electronic school: a website that serves the educational sector, with data accumulated on it in the form of pages. Security systems control access at different levels of access, and monitoring services provide analysis and feedback and necessary information to suscribers.

- E-Library: which gathers and pools information, storing it on digital media or drawing it in digital form databases through direct access systems or compact discs (Abdulhadi & Fathi 1994)?

- Virtual learning: using the latest computer and internet technology through which a student can access information with or without teacher guidance. The success of this form of learning can be attributed to:

  - The availability of comprehensive computer labs and internet connectivity

  - The inclusion of search methodologies and the student ability to access them (Bakkar & Abdul Kareem 1999).; and

  - The availability of qualified personnel to assist the student to self-learn.

- Intelligent classes: refering to high spec computers that are used for training and teaching various subjects, facilitating learning and teaching and making the administration

of a class easier and more effective They also ease communication between teacher and student on the one hand and among the students on the other. In such a class, the teacher's device can perform many tasks such as controlling student terminals, unifying and generalising information or transferring it to specific terminals or to all of them.

8. CONCLUSION; STUDY RESULTS AND RECOMMENDATIONS

After the researcher presented the most important elements of School of the Future, They got the result as the following:

The School of the Future model, is that integrates the following elements: Healthy environment appropriate, and Effective and efficient Teacher, a student who takes into account their abilities and talents, Community Participation in the educational process, Parents of students who promote the role of the school, and all of that by using the best teaching methods, traditional and modern, Led by prudent management which working on the development of the spirit of teamwork, with everyone: students, teachers and staff, within the method takes into account the mind and conscience, and before everything humanely deal with everyone.

The following figure represents the basic elements upon which the School of the Future:
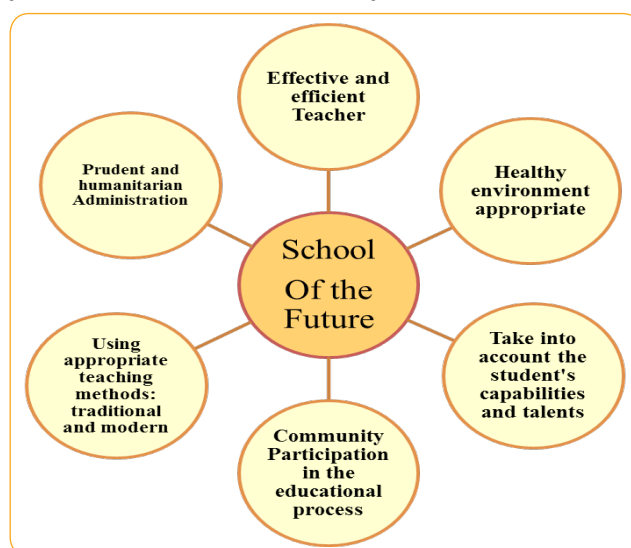
9. RECOMMENDATIONS OF THE RESEARCHER

- Creating an administrative system that has the best experts in the education and construction and planning fields to prepare a database for the standards and the material, psychological, and educational considerations to design the schools.

- Utilizing the experiences of the countries that lead the path scientific sophisticated, with preparing the vision and evaluating its pros and cons.

- Strengthening the relationship between the school and the surrounding society and strengthening the ties between the people.

- Financial support to the school and especially in the fields of education technologies, by forming an intranet and internet that allows the associated people with the school to connect with the news of the era.

- Make the curriculums focus on the requirements of the job market and build aware individuals and qualified to suit the job market as well as to maintain the professional and practical sides.

- Choosing the effective, qualified and trained educational leadership that is able to manage the schools with moving to team management and depending on the development of creativity and problem solving.

- Converting some of the public schools to future schools that use modern technology according to a carefully studied scientific plan.

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