

The Application of IHES Oriented Teaching Skills and Its Relation with Teachers' Education Level in Selangor

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Abstract

JAIS IHES based education system requires the usage of integrated approach in students' self development of JERI through teaching and learning as a medium. Although training has been provided, the design and evaluation of teaching and learning approach among teachers are still focused mainly on cognitive aspect and teacher centered as the main teaching approach and method. The purpose of this research is to examine the level of teaching skills among teachers of Religious Primary School (SRA) under Selangor Islamic Religious Division (JAIS) through teachers' training program based on *Integrated Holistic Education System* (IHES) and its relation to teachers' education background in Selangor. The research design used is the quantitative approach using a set of questionnaire as the research instrument based on Kirkpatrick Evaluation Model (2000) to elaborate the aspect of JAIS SRA teachers' teaching skills. The samples selected were among 535 JAIS SRA teachers from 5480 teachers from nine districts in Selangor. The descriptive findings showed a moderately high mean value for all aspects of teachers' skills. The one tailed ANOVA test showed a significant difference between teachers with level of certificate/ diploma or degree education background and teachers with level of STPM/STAM/Rabi' Thanawi and below in term of teaching skill aspect. The findings from this research can be an indicator to improve teachers' training system provided for JAIS SRA teachers particularly related to teaching implementation through IHES. The outcomes could also assist in identifying JAIS SRA teachers' level of teaching skills according to education background as a consideration for training enhancement in the future.

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1. INTRODUCTION

Teaching profession is a professional field, aims to develop the nation and country towards a united society equipped with social, cultural, political and economical elements. The final goal on this development is to produce a community and society which are harmony, disciplined, responsible, and trained. Teachers' involvement in the education system is as foundations and implementers of the government policies based on the documented curriculum and circulars. A professional teacher should possess knowledge, skills and positive attitude in using teaching sources and materials, creating conducive classroom environment, building a close relationship with other staff, planning future with new ideas and always seeking opportunities with full responsibilities and trust. A good teacher always try to upgrade knowledge and skills through continuous effort (Ab. Halim Tamuri & Nur Hanani Hussin, 2017). One of the efforts which can be taken by teachers is by trying to comprehend deeply the teaching and learning process. This effort is hoped to give a good impact to the teaching profession through planned education.

2. PROBLEM STATEMENT

A teacher who possesses knowledge and skills in developing effective teaching can be considered to be resulted from extensive trainings received in teaching profession. The outcome of effective teaching is the achievement indicator of a quality career as a teacher. (Kamarul Azmi Jasmi, Noratikah Ibrahim & Mohd Faez Ilias, 2012). Teachers' attitude as an outcome from extensive in

service trainings could assist teachers in upgrading skills and teaching (Mohd Faez Illias, Zetty Nurzuliana Rashed, Ahmad Shafiq Mat Razali, & Muhammad Syakir Sulaiman, 2017; Ros Eliana Ahmad Zuki Norhanan M. Fadzillah, 2017). Exposure from in service trainings on ways in implementing teaching and learning activities could give new inputs on current teaching and learning process. Teachers are exposed to recent informations from expert teachers and could share experiences with the related live models (Courtney Belsito, 2016; David Greatbatch Jane Holland, 2016). On the other hand, in reality teachers' quality and teaching outcomes are the results of trainings and other involvements (Chia Lai Lai & Abdul Rahim Hamdan, 2013).

Teachers' training program is provided continuously and periodically to fulfil needs and improve level of professionalism among SRA JAIS teachers. The implementation of this new policy in JAIS education system has led to the application of Integrated and Holistic Education System (IHES) starting from the year 2015 in all schools under JAIS, which requires teachers to integrate in the teaching and learning process in schools. Through this system, all teaching concepts must be implemented integratedly with *naql* and *aql* knowledge as well as the holistic development of JERI. This system approach has changed the learning concept to a learning theory which stresses on practical aspect as to be aligned with FPK and JAIS FPI (Mohammad Amir Danuri, 2017; Muhamad Asmadi bin Mustakim, 2017). On the other hand, JAIS SRA teachers' skills in teaching are distinct in levels due to their different education background and teaching experiences. This situation has been discussed previously in othe researches, which also suggested an improvement should be done in terms of teachers' skills in writing lesson plans based on IHES as well as selection of a more student-based teaching approach in teaching (Ab. Halim Tamuri & Siti Muhibah Haji Nor, 2015; Kamarulnizam Sani & Zetty Nurzuliana Rashed, 2018). This research is also focusing on SRA JAIS teachers' level of teaching skills but in the aspect of teaching skills a post result of IHES training and in relation to demography factor. Therefore, the gap in the issues of teaching skills after IHES training and demography factor will be discussed further in this article.

3. OBJECTIVES

This research aims to identify the level of skills among JAIS SRA teachers in the aspect of IHES based teaching through teachers' training program. Teaching skills evaluation generally include the aspects of planning, implementation, and teaching evaluation. This research is also to determine whether there is any significant differences between teaching skills and teachers' education level. The findings from this research could give new inputs on the quality of IHES based teachers' training program implemented by JAIS. All the strengths and weaknesses of the training program content can be identified and revised for suitable amendments

4. METHODOLOGY

Research methodology is a procedure or techniques specifically used to identify, select, process and analyse information about a topic of a research. Research methodology is a crucial path for a researcher in completing a research.

4.1 Research Design

The design for this research is quantitative using a survey method through a questionnaire as the research instrument for data collection. A survey is a descriptive study which collects data related to a phenomenon indirectly. The survey method is a tool in data collection from a certain large population through sampling process. A form of data collection which can be used for this method is through a questionnaire as the easiest and the effective tool for a thorough sample size (Loeb et al., 2017). This method could also allow vast information at a time and easy to handle with strong

descriptive information and accurate data from the samples. (Mohd Hamzah & Sirat, 2018). In this research, SPSS version 22.0 was used to analyse quantitative data through descriptive and inferential statistics.

4.2 Population and Samples

The population and samples of this research were selected among permanent, contract, KAFA and part time JAIS SRA teachers who taught in nine districts in Selangor; Sabak Bernam, Kuala Selangor, Klang, Kuala Langat, Sepang, Hulu Langat, Gombak, Hulu Selangor and Petaling. The teachers involved as samples were 535 teachers out of 5489 population based on the determination of sample size as according to Krejcie and Morgan (1970).

4.3 Instrument

A set of questionnaire was used as the research instrument which focused on the research questions in identifying the level of teaching skills among JAIS SRA teachers after participating in IHES based teachers' training program. The questionnaire was developed to be used as data collection instrument in answering the research problem. This instrument was divided into eight main parts; part A related to the respondents' demography and part F related to learning evaluation, which included the items on knowledge, skills and teachers' attitude. The teachers' teaching skills items were developed into 13 items using five level Likert scale. The value of the evaluation scale was represented by scale 1 as strongly disagree (0 – 19%), scale 2 as disagree (20 -39%), scale 3 as moderately agree (40 – 59%), scale 4 as agree (60 – 79%) and scale 5 as strongly agree (80 – 100%) (Mohd Azmi Mat Yusoff, 2016). This research instrument was developed by using the input from the literature review and the validity and reliability tests through Alpha Cronbach, face and content validity through Item Content Validity Index (I-CVI) and construct validity through *Exploratory Factor Analysis* (EFA) (Gay, Mills, & Airasian, 2012; Kamarul Azmi Jasmi, 2010; Ramlan Mustapha, 2017).

4.4 Data Analysis

The data analysis process used descriptive and inferential statistics. Mean interpretation was used in answering the first research question as suggested by Azhar Ahmad (2006) in Nunally (1994). For every construct in teachers' training evaluation, the levels were categorized according to the respondents' perceptions based on mean levels; (meann 4.01 to 5.00), moderately high (mean 3.01 to 4.00), moderately low (mean 2.01 to 3.00) and low (mean 1.00 to 2.00) (Ahmad Munawwar Ismail, 2009; Azhar Ahmad, 2006).

Inferential analysis was used to answer the second research by using one tailed ANOVA. In general, inferential statistics is used to examine the existence of connections between variables. The one tailed ANOVA test is a statistical approach which is used to compare differences between a dependent variable and a few groups in an independent variable (Chua Yan Piaw, 2014). The dependent variable for this research is the teachers' skills and the independent variable refers to the teachers' education background. The one tailed ANOVA test is used to test on the research hypothesis. The value of $p > 0.05$ is used to determine the significant difference of the stated variables

5. FINDINGS

The findings from the research on this part would display data related to the respondents' profiles, the level of JAIS SRA teachers' skills after participating in IHES based training program and the level of differences on teachers' skills based on teachers' education background.

5.1 Respondents' Profile

Based on table 1, the data showed the education background of JAIS SRA teachers and the total of teacher samples in Selangor. The respondents' education backgrounds showed differences where 52 teacher respondents (9.7%) possessed qualifications of STPM/STAM/Rabi' Thanawi and 104 teacher respondents (19.4%) possessed qualifications of SPM level. The total of dominant respondents were among respondents with education backgrounds of certificate / diploma level with 249 respondents (46.5%) and followed by respondents with bachelor degree and above of 130 respondents (24.3%).

Table 1: Respondents' Profile

Background	Respondents	Frequency	Percentage (%)
Educational Background	SPM	104	19.4
	STPM/STAM/Rabi' Thanawi	52	9.7
	Certificate/Diploma	249	46.5
	Degree and above	130	24.3
	Total	535	100

5.2 JAIS SRA Teachers' Level of Teaching Skills

Based on table 2, teachers' level of skills after participating IHES based training program showed the level of mean scores between high and moderately high of 3.33 to 4.45. Among the high scores include the item where teachers were found skillful in starting the teaching and learning session with a set induction (mean = 4.45 ; SD = 0.634). Moreover, teachers also admitted that IHES based teaching skills consisted of cognitive domain (mean = 4.26 ; SD= 0.637), affective (mean = 4.28 ; SD = 0.630) and psychomotor (mean = 4.25 ; SD = 0.668). The respondents also agreed that a teacher's task included the role as a guide in learning (mean = 4.25 ; SD = 0.756) and teachers should use teaching materials during teaching and learning (mean = 4.13 ; SD = 0.716).

However, a few items showed the levels of teachers' skills to be only at moderately high level particularly in the aspects of the skills in constructing teaching and learning objectives in a lesson plan of IHES based objectives (mean = 3.33 ; SD = 1.254), the skills in using high order thinking skills questions to train students to think critically (mean = 3.40; SD = 0.999), teachers' ability in combining a few methods in a learning set (mean = 3.59; SD = 1.021), teachers' ability in developing learning materials according to the suitability between content and selected method (mean = 3.69; SD = 1.085) and teachers' skills in constructing teaching and learning reflection at the end of the lesson (mean = 3.91; SD = 1.098). As a whole, the level of teachers' skills after participating IHES based training program was satisfactory based on the overall mean scores obtained (mean = 3.92; SD = 0.898).

Table 2: The Level of Teaching Skills among JAIS SRA Teachers
 After Participating in a Teachers' Training Program

No	Skills	Mean	SD.	Interpretation
01	The teaching and learning objectives on my lesson plan consist of IHES objectives(I&H).	3.33	1.254	Moderate high
02	I am able to divide the content on the syllabus into two learning semesters..	3.65	1.067	Moderate high
03	I begin the teaching and learning session with a recitation of prayers to Allah S.W.T.	4.45	0.634	High
04	I check every learning outcome according to the level of low, medium and high.	3.84	1.112	Moderate high
05	IHES learning evaluation on students includes cognitive domain.	4.26	0.637	High

06	IHES learning evaluation on students includes affective domain.	4.28	0.630	High
07	IHES learning evaluation on students includes psychomotor domain.	4.25	0.668	High
08	I am able to combine a few methods in a learning set.	3.59	1.021	Moderate high
09	I act as a guide to my students.	4.25	0.756	High
10	I am able to develop learning materials according to the suitability of content and selected method.	3.69	1.085	Moderate high
11	I stress on the usage of effective teaching materials in teaching and learning session.	4.13	0.716	High
12	I use high level questions to train students to think critically.	3.40	0.999	Moderate high
13	I am able to construct teaching and learning reflection at the end of the lesson.	3.91	1.098	Moderate high
		3.92	0.898	Moderate high

The level of teaching skills among JAIS SRA teachers who were teaching in nine districts in Selangor can be considered to be moderately high. The findings showed the teachers' skills in doing set induction during the lesson, teaching evaluation including cognitive, affective and psychomotor domain, guiding students during teaching and the usage of teaching materials obtained a high mean score. This means, JAIS SRA teachers were used to begin the class with *basmalah* as a set induction. This input is aligned with Kamarul Azmi Jasmi & Ab. Halim Tamuri (2010) who stated that a set induction should be at least started with *basmalah* and prayers to Allah S.W.T.

JAIS SRA teachers also had done evaluation based on cognitive, affective and psychomotor domain by referring to IHES system in teaching. The evaluation on the related domain also can be associated to the National Education Philosophy which is the foundation to the education system in Malaysia. JAIS Islamic Education Philosophy also explains that JAIS Islamic education system is integrated with the combination between *naql* and *aql* knowledge in developing physical, emotional, spiritual and intellectual elements (JERI). An education system would not be successful if the evaluation is only focusing on cognitive aspect. It should be integrated with the evaluation on the aspects of affective and psychomotor (Mohammad Amir Danuri, 2017).

JAIS SRA teachers were also found to be able to guide students during a teaching and learning session. The term *mursyid* refers to a teacher who is able to guide, educate, nurture, advise and lead towards the right path (Kamarul Azmi Jasmi & Ab. Halim Tamuri, 2010). Teachers' role as a guide has also being included in IHES process of education, which categorised teachers as *muwajjih* or the role of teachers as advisors or guides to students (Hasni Mohamed, 2019). As a guide, teachers' role in schools is being stressed for teachers should able to guide students to become good individuals, polite, and presentable. Without the guidance from the teachers, students may face difficulties related to self development particularly in facing adult life which requires students to be more independent. Among the characteristics of *muwajjih* are; good sahsiah, polite spoken language and good advise, patient and leadership quality with hiqmah (Nazirah Hamdan & Kamarul Azmi Jasmi, 2016; Nuri Ramadhan, 2017).

JAIS SRA teachers also used effective teaching materials during teaching and learning sessions. The purpose of these materials are to facilitate knowledge delivery in the aspects of cognitive, affective and psychomotor among students. Teaching materials consist of electronic and non electronic materials and *maujud* (Suppiah Nachiappan et al., 2017). According to Nazirah Hamdan & Kamarul Azmi Jasmi (2014), there are eight types of teaching aids which are commonly used by teachers namely; laptop and LCD, text books, modules, mahjong paper, *maujud* materials, reference books, Power Point modules and video. The usage of teaching aids enables students to be more focused on the teaching during lessons and ables to enhance students' memory on the lesson inputs (Mohd Faez Ilias, Murihah Abdullah, Kalthom Husain, Mohd Amin Mohd Noh, & Zetty Nurzuliana Rashed, 2016).

However, a few teaching skills need to be enhanced by JAIS SRA teachers particularly in the aspect of constructing lesson plans according to IHES. A lesson plan is the nucleus to teaching implementation. A neat preparation and organized structure on a lesson plan could assist students in grasping and comprehending content of learning better. Among the weaknesses of teachers in constructing lesson plans include teachers' competency, in which it was found that teachers neglected the importance of a lesson plan and gave many excuses especially in constructing lesson plans in Arabic (Mohammed Sani Ibrahim, Ahmad Zabidi Abdul Razak, & Husaina Banu Kenayathulla, 2015). This study supported the views given by Kamarulnizam Sani & Zetty Nurzuliana Rashed (2018) which suggested JAIS BPI to upgrade the quality of lesson plans by reorganizing the usage of lesson plans and the teachers' Guide Book (BPMG).

Moreover, teachers should also upgrade skills in utilizing high level questions to train students to think critically since it was found at a moderate high mean. According to the study by Ab. Halim Tamuri & Nik Mohd Rahimi Nik Yusoff (2010), teachers have the tendency to use the lecture method during teaching and learning sessions since it is cheaper, easier and requires faster preparation. Teachers tend to use less high level questions although the activity could enhance students high order thinking skills. Simultaneously, the Southeast Asian Teachers Competencies for the 21st Century has also listed teachers' competency in 21st century education as apart of HOTS elements (Norazlin Mohd Rusdin & Siti Rahaimah Ali, 2019). A similar view is also being stressed under Malaysia Education Blueprint 2013-2025 (PPPM) in which 3M(read, write and count) is said as inadequate to equip students with necessary skills. The focus is not only on acquiring knowledge but also on developing HOTS elements (Kementerian Pendidikan Malaysia, 2013).

JAIS SRA teachers' ability in combining a few methods in a set of learning was still at a moderate high level. In the process at teaching and learning, teachers could select variety of methods and suitable approaches since there is no particular definite approach to be said as the best for a certain subject. Every method has its own strengths and weaknesses, therefore, teachers should be wise in selecting the most effective one (Kamarul Azmi Jasmi & Mohd Aderi Che Noh, 2013). According to Ab. Halim Tamuri & Siti Muhibah Haji Nor (2015), Islamic education teachers are able to implement student centered teaching, however the level can still be upgraded. The frequency of using a teacher centered teaching is still vast although there are efforts in implementing a learning with a more student centered focus.

JAIS SRA teachers were still lacking in developing teaching materials based on the suitability with content and methods. This research also found that Islamic Education teachers were still practising the traditional teaching methods or teacher centered such as lectures, memorizing and question and answer without using teaching aids in teaching and learning. The basic characteristics of teaching aids utilisation is to elaborate ambiguous ideas, accurate and clear sizing, interesting colours, durable and effective (Kamarul Azmi Jasmi, Mohd Faez Illias, Ab. Halim Tamuri, & Mohd Izham Mohd Hamzah, 2011).

Finally, this study also discovered that JAIS SRA teachers were still lacking in term of skills to construct reflection at the end of the lesson. According to Mohd Musnizam Jaafar @ Mustapha, Ab. Halim Tamuri, & Rohizan Ya (2012), a teacher should do self-reflection to enable oneself in evaluating own effectiveness. A study on Sekolah Agama Rakyat (SAR) found that problems occurred in providing teachers' training for teachers to equip them with a more modern teaching skill. This finding is also supported by Affezah Ali et al. (2017) in which it was found that JAIS SRA teachers were in need of teachers' training in the field of teachers' professional knowledge.

5.3 A Comparison on JAIS SRA Teachers' Skills Based on Educational Background

Based on table 3 related to the results of one tailed ANOVA test showed that the teachers skills of all the four levels of education background was significant with $[F(3,531)=5.095, p<0.05]$. Therefore, it can be concluded that there was a significant difference on the teachers' skills based on the levels of education among JAIS SRA teachers. Therefore, *Pairwise Comparison* test was done to determine the groups which affected the differences.

Table 3: One Tailed ANOVA Scale on Teachers' Teaching Skills Based on Educational Background

Educational Background	df	F Value	Significance
Between Groups	3	5.095	0.002
Within Group	531		
Total	534		

Based on table 4, the result from the *Pairwise Comparisons* using Bonferroni method showed that the mean score for teaching skills on the pair between educational background of STPM/STAM/Rabi' Thanawi (mean difference = 0.279, $p<0.05$) was significant. While the pair on bachelor degree and above and STPM/STAM/Rabi' Thanawi (mean difference = 0.304, $p<0.05$) was also significant. This means the whole differences were caused by the three levels of educational backgrounds. Based on the grouped mean value of certificate/ diploma education background (mean = 3.96) and bachelor degree and above group (mean = 3.99) showed the teaching skills of both groups were higher than the group of educational background of STPM/STAM/Rabi' Thanawi (mean = 3.69).

Table 4: Pairwise Comparison Test on Teachers' Teaching Skills Based on Educational Background

Educational Background (I)	Educational Background (J)	Mean Difference (I-J)	Significance
SPM	STPM/STAM/Rabi' Thanawi	0.180	0.268
	Cert/Diploma	-0.098	0.673
	Degree and above	-0.123	0.458
STPM/STAM/Rabi' Thanawi	SPM	-0.180	0.268
	Cert/Diploma	-0.279	0.004
	Degree and above	-0.304	0.003
Certificate/Diploma	SPM	0.098	0.673
	STPM/STAM/Rabi' Thanawi	0.279	0.004
	Degree and above	-0.025	1.000
Bachelor Degree and above	SPM	0.123	0.458
	STPM/STAM/Rabi' Thanawi	0.304	0.003
	Cert/Diploma	0.025	1.000

Based on the research analysis, there was a significant difference on the level of teaching skills based on the level of education. This proves that the levels of teaching skills of JAIS SRA teachers were distinct according to level of education. Teachers with certificate/ diploma and bachelor degree and above showed a significant difference than teachers with STPM/STAM/Rabi' Thanawi level of education. This finding is distinctive with the finding from Azizi Yahaya, Rosnani Mohd Nor, & Sharifuddin Ismail (2010) who found that the level of education had no impact on trained teachers' teaching and students' outcomes.

On the other hand, most JAIS SRA teachers were among untrained teachers with academic background of only STPM/STAM/Rabi' Thanawi and lower (Nor Raudhah Siren, Azrin Ab. Majid, & Siti Jamiaah Abdul Halim, 2013). While some JAIS SRA teachers who possessed certificates / diploma and above also held certificate in education (Mohd Faez Illias et al., 2017). Therefore, teachers with educational background of certificate/ diploma and above had higher skills than

those with only certificate/ STPM/STAM/Rabi' Thanawi. Moreover, there are also other factors , which contribute to teachers' teaching skills such as teaching experience and etc (Mohd Izham Mohd Hamzah & Mazlan Sirat, 2018).

6. CONCLUSION

The findings of the studies showed that parts of the goals of IHES based teachers' training program have been achieved in producing skilful teachers in the aspect of teaching performance. However, there are a few aspects of teachers' skills which can be enhanced in terms of teachers' planning of RPH or lesson plan development and selection of suitable teaching materials as well as suitable strategies, approaches, methods and techniques in teaching. Therefore, JAIS BPI should plan a suitable approach in accelerating teachers' level of professionalism for example by providing short and long-term courses or workshops for teachers in relation to pedagogy elements according specific field of teaching.

Teachers who possessed certificate/diploma or a degree and above showed higher IHES based teaching skills performance than teachers with only STPM/STAM/Rabi' Thanawi or lower. The issues of untrained teachers in SRA and the needs for teachers' training programs are not new in Selangor. Therefore, it is recommended that JAIS BPI should provide specific training for untrained teachers periodically. Furthermore, additions to the number of Main Trainers or Jurulatih Utama (JU) according to fields in every district could also assist in enhancing teachers' teaching skills. BPI JAIS should also provide specific and structured In Service Training Modules (LDP) for teachers according to levels as the LDP provided by JAIS is a need based program

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