Implications of Implementing Teacher Training Programs on Improving Teacher Work Performance Through IHES -Based Teaching Practices

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Abstract

This study aims to analyse the behaviour of the Sekolah Rendah Agama (SRA) Jabatan Agama Islam Selangor (JAIS) teachers in teaching and learning activities (PdP) after going through the teacher training programme based on the Integrated Holistic Education System (IHES). The study also analysed the contributions that existed regarding teachers' ; behaviour in teaching that influenced the level of performance of SRA JAIS teachers in performing tasks. The study employed a quantitative approach using the questionnaire form as a research instrument based on the Kirkpatrick assessment model to explain the behaviour aspects of SRA JAIS teachers in implementing PdP. The study sample consisted of 535 SRA JAIS teachers from a total population of 5,489 teachers covering nine districts in Selangor. The analysis was performed using the SPSS Programme Version 22.0 software to provide descriptive and inferential statistics for the study. Descriptive study findings show that the mean value is high in the whole aspect of teacher behaviour in PdP. However, there are high-quality items regarding the behaviour of the teacher involving the three items. Through double regression analysis (stepwise), there is a significant correlation between contribution and performance among teachers in schools. The implications of this study suggest that JAIS should provide specific training related to the teaching approach to improve the quality of teachers. In conclusion, the change in teacher behaviour from the PdP aspect has contributed to the overall level of teacher performance and needs to be improved from time to time in accordance with current educational needs and developments.

Keywords: Behaviour, Performance, Teacher Training, IHES.

1. INTRODUCTION

The field of teaching is a professional area created to develop the elements of the nation towards a united society that includes social, cultural, political and economic aspects. The achievement of this level of progress has the final purpose of producing a harmonious, disciplined, responsible and trained community (Abdul Ghafar Don et al., 2015; Karwadi, 2009). Teacher involvement in the education system is the basis and implementation of government policies based on the curriculum and circulars that have been issued. A professional teacher should have positive knowledge, skills and attitudes about the material used, create a conducive classroom environment, build close relationships among citizens, plan the future by presenting new ideas and always take advantage of and trust (Saedah Siraj & Mohammed Sani Ibrahim, 2012). Good teachers are constantly fostering student knowledge and skills through continued efforts (Ab. Halim Tamuri & Nur Hanani Hussin, 2017). One of the efforts that can be made is that teachers should understand the process and implementation of teaching and facilitators (PdPc) further. This effort gives better hope for the teaching profession through planned education.

2.   PROBLEM STATEMENT

Teacher training programs for SRA JAIS teachers have long been implemented and regularly in accordance with the needs and improvement of one's professionalism. Implementation of new policies in the JAIS education system that adopts the Integrated and Holistic Education System (IHES) starting in 2015 at all JAIS administrative schools demanding teachers to implement it in PdPc sessions in schools. Through the system, all teaching concepts must be implemented in integration between *naqli* and *aqli* knowledge and comprehensive development of students. This system's approach seeks to change the concept of learning based on learning that emphasizes practical aspects in line with FPK and FPI JAIS (Mohammad Amir Danuri, 2017). However, the skills of SRA JAIS teachers in teaching have a variety of levels because of their different educational backgrounds and teaching experience. This situation has been mentioned earlier that explains to increase mastery in the writing of the Daily Teaching Plan (RPH) based on IHES and the selection of teaching approaches to students (Ab. Halim Tamuri & Siti Muhibah Haji Nor, 2015; Kamarulnizam Sani & Zetty Nurzuliana Rashed, 2018).

A study on the need for a teacher training program among JAIS non-graduate teachers was conducted in early 2000 by looking at the professionalism level of teachers based on academic qualification level. According to the study, there is a significant difference regarding the increase in the level of professionalism of teachers is dependent on the level of academic qualifications. Through this study also, found a significant difference in the perception that SRA JAIS teachers have less proficiency in teaching compared to teachers non-graduate teachers secondary school level (Rosli Ahmad, 1999). The study of Siti Nur Aisya Sugumarie Abdullah & Ahmad Zabidi Abdul Razak (2016) also found that there will be a difference in the level of professionalism of a teacher if their academic qualification level changes. At the same time, the JAIS expects a positive impact on the teachers who join the training program. Several studies have found that teacher qualifications, type of training and teacher experience contribute to teacher efficacy (Khalid Johari et al., 2009; Mohd Faeez Illias et al., 2017; Sapie Sabilan et al., 2021). Therefore, it is necessary to look at the different aspects of SRA JAIS teachers from the demographic aspects and the program contributions they participate in because IHES was implemented starting in 2015 with a new approach and education system. In this regard, studies that touch on the effectiveness of IHES-based teacher training programs on teacher work performance through teacher teaching behaviour are less discussed. Therefore, a specific study on these issues will be discussed in this study.

3.   OBJECTIVES

The purpose of this study was to identify the level of change of teacher behaviour from the PdPc aspect after participating in the teacher training program based on IHES and to identify the contribution of teacher behaviour change from the PdPc aspect to the performance of teachers after participating in IHES-based teacher training programs. Objectives and research questions are as follows:

Research Objectives

1.   To identify the level of change of teacher behaviour in the aspect of PdPc after participating in the teacher training program based on IHES.
2.   To identify the contribution of teacher behaviour change to the performance of teachers after participating in the teacher training program based on IHES.

Research Questions

1. What is the level of change in teacher behaviour in the aspect of PdPc after participating in the teacher training program based on IHES?
2. Is there a significant contribution to teacher behaviour to teacher performance after participating in the teacher training program based on IHES?
   HO1: There is no significant contribution to teacher behaviour to teacher performance after participating in teacher training programs based on IHES.

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

This quantitative study is a survey method which uses questionnaires to collect data. Survey method is a descriptive method of study that can collect data related to phenomena that cannot be seen directly. The survey method is a way of collecting data from a large population through random sampling technique. The method used in collecting data through this method using the questionnaire is the simplest and most effective for the size of the overall study sample (Loeb et al., 2017). This method is also able to obtain a lot of information at a time and easy to operate and provides strong and accurate descriptive information from the study sample (Mohd Isa Hamzah et al., 2018). In this study, the researcher used SPSS program software version 22.0 to analyse quantitative data obtained descriptively and inference.

4.2   Population and Samples

The population of this study was 5,489 people and the sample of this study consisted of SRA JAIS teachers comprising permanent teachers, contracts, KAFA and part-time teaching in nine districts in Selangor, Sabak Bernam District, Kuala Selangor, Klang, Kuala Langat, Sepang, Hulu Langat, Gombak, Hulu Selangor and Petaling. 535 teachers involved in the study based on the size of the sample by Krejcie & Morgan (1970).

4.3   Instrument

The researcher used the questionnaires as the research instrument in this study which focused on the research question, which is to identify the level of behaviour of SRA JAIS teachers in terms of IHES-based teaching planning. The questionnaires were developed and used as a main data collection instrument to answer the research problem. The instrument of this study is divided into eight main sections including section A relating to the demographics of respondents and section F refers to the assessment of learning containing teachers' knowledge, skills and attitudes. Teacher Skills Items from the teaching aspect contain 13 overall items that use a five-level Likert Scale to answer the questionnaires. The scale of the assessment is scale 1 representing strongly disagree value (0 -19%), scale 2 represents disagree value (20 -39%), scale 3 represents moderate value agree (40 -59%), scale 4 represents (60 - 79%) and scale 5 represent very strong value (80 - 100%)(Mohd Azmi Mat Yusoff et al., 2016). The instrument of this study was constructed by the researcher through the literature review that was conducted with validity and reliability through the Cronbach Alpha test, face validity and content through the content validity index of each item (I-CVI) and the validity of the construct through the Exploratory Factor Analysis (EFA) (EFA) (EFA) (EFA) (Gay et al., 2012; Ramlan Mustapha, 2017)

4.4   Data Analysis

The data analysis used was descriptive statistics and inference. To answer the first research question, the researcher used the mean interpretation proposed by Azhar Ahmad (2006) of Nunnally & Bernstein, (1994). For each construct in teacher training assessment is categorised on the level of assessment according to high respondents' perceptions (mean 4.01 to 5.00), medium high (mean 3.01 to 4.00), low (mean 2.01 to 3.00) and low (mean 1.00 to 2.00) (Ahmad Munawwar Ismail, 2009; Azhar Ahmad, 2006). Inference analysis was used to answer the second question by using a double regression test (stepwise). Generally, inference statistics are used to show the relevance of two variables (Pallant, 2010). The double regression test (stepwise) is used to obtain the value of R (percent) for each predictor (Muhammad Nordin, 2017). The dependent variables in this study are the performance of teachers with the group of independent variables of teacher behaviour containing the components of the planning, strategies and implementation of teaching.

5.   FINDINGS

The findings of this section will present data related to the level of change in the behaviour of SRA JAIS teachers in terms of PdP and the contribution of teacher behaviour to teacher performance after participating in IHES teacher training programs.

5.1   The Level of Change in the Behaviour of SRA JAIS Teachers

Based on Table 1, shows the level of change in teacher behaviour from the aspect of teaching based on IHES through elements of planning, strategy and implementation of teaching after following the teacher training program at a high mean score level which is between 4.06 to 4.21. The element with the highest mean score is teaching implementation (mean = 4.21; SP = 0.827) and the lowest is teaching strategy (mean = 4.06; SP = 0.831). Based on the data, it can be understood that SRA JAIS teachers have shown a positive level of change in the aspect of their behaviour in teaching. The change in teacher behaviour is an indicator that the teacher training program organised by JAIS has succeeded in improving the quality of teachers' teaching from the aspects of planning, strategy and teaching implementation.

Table 1: The degree of change in the behaviour of SRA JAIS teachers after participating in the teacher training program

No	Element	Mean	Sp.	Interpretation
1.	Lesson planning	4.14	0.784	High
2.	Teaching strategies	4.06	0.831	High
3.	Teaching implementation	4.21	0.827	High

5.2   Contribution of Changes in Teacher Behaviour to Teacher Performance After Participating in an IHES-Based Teacher Training Program

Table 2 and Table 3 show the results of stepwise multiple regression analysis involving three independent variables on the dependent variable which is teacher performance. There are three independent variables that have shown a significant correlation and contribution ($p < 0.05$) to the total variance of teacher performance. The multiple regression analysis (stepwise) in Tables 1 and 2 shows that the independent variables that are planning, strategy and implementation of teaching are predictors that have a significant correlation and contribution (39.8%) ($p<0.05$) to the performance among teachers in schools.

Table 2: Multiple regression analysis (stepwise) for the independent variable of behaviour that affects the level of teacher performance

Variable (x)	B	Standard error	Beta (β)	t-value	Sig.	R^2	Contribution (%)
Lesson planning	0.260	0.050	0.304	5.219	0.000	0.355	35.50
Teaching strategies	0.197	0.057	0.218	3.468	0.001	0.389	3.40
Teaching implementation	0.141	0.050	0.160	2.797	0.005	0.398	0.90
Constant	1.730	0.135		12.853	0.000		
R Squared	0.631						
R squared	0.398						
Modified R squared	0.395						
Standard error	0.382						

Table 3: Variance analysis

Source	Sum of Squares	Degree of Freedom	Mean Square	F-value	Level of Significant (p)
Regression	51.356	3	17.119	117.136	0.000
Residual	77.603	531	0.146		
Total	128.959	534			

The main and highest predictor of performance among teachers after following the teacher training program through IHES is the teacher's teaching planning aspect (β=0.304, t=5.219 and p=0.000). This means that when the teacher's teaching planning score increases by one unit, the teacher's performance in the teaching aspect increases by 0.304 units. This finding clearly shows that the teaching planning implemented by a teacher based on IHES is an important factor that contributes 35.50 percent to the level of teacher performance. While the second predictor, which is the teacher's teaching strategy, has contributed as much as 3.40 percent to the teacher's performance at school (β=0.218, t=3.468 and p=0.001). This means that when the teacher's teaching strategy score increases by one unit, the teacher's performance will also increase by 0.218 units. This finding shows that the teaching strategy chosen by the teacher is a contributing factor to the increase in the level of teacher performance related to the implementation of IHES in schools. The third predictor also has an impact and contributes as much as 0.90 percent to teacher performance, which is the implementation of teaching (β=0.160, t=2.797 and p=0.005). This means that when the teacher's teaching implementation score increases by one unit, the teacher's performance level will increase by 0.160 units. This data shows that the implementation of the teaching implemented by the teacher has had an impact of 0.90 percent on the achievement of the teacher's overall performance.

Analysis of variance found the value of F = 117.136 (DK 3, 531) and a significant level of p=0.000 (p<0.05). The value of R Squared (R²=0.398) shows that the overall contribution of the three independent variables is as much as 39.8 percent to teacher performance, namely teacher planning as much as 35.50 percent, teaching strategy as much as 3.40 percent and teacher teaching implementation as much as 0.90 percent. In general, the overall contribution of three significant independent variables to performance among teachers can be formed through the regression equation as follows.

Y = 1.730 + 0.260 X₁ + 0.197 X₂ + 0.141 X₃
Which is:
Y = Performance among teachers

X_1 = Lesson planning
X_2 = Teaching strategy
X_3 = Teaching implementation
Constant = 1.730
Error = 0.135

Referring to the regression equation above means that the null hypothesis (Ho) is successfully rejected. Regression analysis using the 'stepwise' method found that three independent variables have a correlation and have an impact and contribute to the level of performance among teachers who have attended the teacher training program organized by JAIS through IHES, which is the planning, strategy and implementation aspects of teacher teaching. The formulation of the multiple regression analysis (stepwise) that was done found that there was a significant correlation and contribution between teacher behaviour on teacher performance among teachers who had attended the teacher training program based on IHES JAIS. The total contribution is as much as 39.80 percent of the three independent variables which are from the aspects of planning, strategy and implementation of teaching to the performance among SRA JAIS teachers in schools.

5.3 Discussion of the Level of Change in the Behaviour of SRA JAIS Teachers from the Aspect of Teaching and Its Contribution to Work Performance

The level of change in the behaviour of SRA JAIS teachers from the aspect of teaching in nine districts within the state of Selangor as a whole is at a high level. The findings of this study show that the behaviour of SRA JAIS teachers from the aspect of teaching through elements of planning, choosing strategies and implementing teaching is good. The elements of planning, strategy and implementation of teaching are the main elements that must be mastered by the teacher to do a lesson. The main thing is to prioritize the quality of teaching in an integrated way. SRA JAIS teachers seem very committed and earnest with the policies and education system introduced. Based on IHES, the quality of teaching must include the cognitive, affective and psychomotor domains contained in the National Philosophy of Education (FPK) which is the backbone of the education system in Malaysia (Kementerian Pendidikan Malaysia, 2014). In the Philosophy of Islamic Education JAIS has also explained that the Islamic education system of JAIS is in the form of integration that integrates *naqli* and *aqli* knowledge to develop the physical, emotional, spiritual and intellectual (JERI) elements of the students. An education cannot be successful if the assessment is purely cognitive. It needs to be combined with the assessment of practice from affective and psychomotor aspects (Mohammad Amir Danuri, 2017; Zetty Nurzuliana & Abdul Halim, 2014).

Through teaching planning as well, student learning monitoring activities need to be done continuously among SRA JAIS teachers. In the scenario that happened recently, sometimes parents or guardians expect the efforts of the teachers in monitoring their children's learning at school. If viewed from the aspect of the responsibility of guiding and educating children, it is a shared responsibility between parents and teachers (Hannah Aqilah Amran et al., 2019). In addition, the effort that can be expressed through teaching planning is to implement learning assessment activities after the completion of PdPc in a formative and summative manner. Assessment of learning needs to be done because the level of student mastery varies based on various factors including motivation, knowledge, skills, environment and others. According to Ravikumar K. Varatharaj (2015), assessment and evaluation need to focus on student learning and not on teacher teaching. In the context of IHES JAIS assessment is not solely focused on exams, but the assessment done is through the appreciation of knowledge, the formation of noble character, the improvement of competence and skills, academic achievement and application in life (Bahagian Pendidikan Islam JAIS, 2019; Kamarulnizam Sani & Zetty Nurzuliana Rashed, 2018).

The change in teacher behaviour is also seen from the aspect of selecting teaching strategies in the implementation of teaching. The teachers seem to agree that the distribution of teaching time according to steps, reinforcement activities and the use of the latest resources in PdPc is a priority. In the JAIS teacher training module, the pedagogical aspect of teaching is emphasized because it will determine the success of a PdPc. Based on the chosen teaching strategy, the teachers who act as *mudarris* will translate the objectives and planned teaching activities (Ab. Halim Tamuri & Siti Muhibah Haji Nor, 2015; Nor Aidah Mohamad Ariff et al., 2010). Despite this, efforts to find teaching strategies that suit the teaching objectives and the use of diverse teaching resources need to be implemented. The selection of teaching strategies and the selection of appropriate teaching materials have certain challenges. Even more significant is the demographic factor of SRA JAIS teachers, most of whom do not have teaching qualifications. Thus, the need for educational specialization among JAIS teachers has been voiced once because of the importance of quality education (Sapie Sabilan et al., 2021). In the context of an educational career, expertise is the main aspect that determines teacher quality and teaching quality (Mohd Faeez Illias et al., 2018).

The change in the behaviour of SRA JAIS teachers from the aspect of implementing IHES-based teaching is very significant. Significant changes are seen to include aspects of the beginning of teaching, the development of teaching, the modification of materials and the conclusion of teaching. The teachers seem to successfully implement teaching sessions using IHES-based teaching methods and techniques. However, the need for teachers to refer to the Buku Panduan Mengajar Guru (BPMG) provided by JAIS in implementing PdP remains. BPMG is a document prepared to make it easier for teachers to teach because IHES elements have been included in it (Bahagian Pendidikan Islam JAIS, 2013a). Guided by BPMG, teachers will implement the PdPc process through four main processes, namely guidance, training, advice and negotiation (Bahagian Pendidikan Islam JAIS, 2013b). Since teaching planning is in the form of integration, it is appropriate that teaching implementation also uses the same approach.

Basically, the change in teacher behaviour from the aspect of teaching implementation is from the information obtained through the course attended. JAIS provides centralized and periodic training programs through the Institut Murabbi Antarabangsa Negeri Selangor (IMANS), the Pejabat Agama Islam Daerah (PAID) and selected schools. Despite this, the involvement of teachers in the course is not comprehensive and there is no determination of the amount of training that needs to be attended in a year (Mohd Faeez Illias et al., 2017). Therefore, with such an approach, the information that JAIS wants to convey is not accepted in a planned way by the teachers. This is different from teachers at the Ministry of Education and Culture who set seven training days a year for professional development through Latihan Dalam Perkhidmatan (LDP) (Noor Lela Ahmad et al., 2014).

The results of the multiple regression analysis (stepwise) show that the teacher's behaviour through elements of planning, strategy and teaching implementation has made a significant contribution to the implementation of teacher teaching in schools. The findings of this study also show that all those elements have contributed as much as 39.8 percent to their teaching performance. While the remaining 60.2 percent is from other factors that require further study. This percentage reflects that SRA JAIS teachers have received appropriate training to implement IHES-based teaching through the three elements. The contribution shown in this study has also directly proven that teaching based on IHES is capable of being implemented by SRA JAIS teachers. The concept of integration in applied teaching has developed in the education system in Malaysia in slightly different forms and practices. Teaching in the form of integration is to achieve educational philosophy and goals that focus on the development of JERI in a balanced and integrated manner. This statement has been voiced before so as not to judge from cognitive aspects alone but needs to be combined with affective and psychomotor aspects (Mohammad Amir Danuri, 2017; Zetty Nurzuliana & Abdul Halim, 2014).

Through this study, the element of teaching planning is the highest contributor compared to the element of teaching strategy and implementation. Through this data, it is explained that lesson planning is the main factor that has influenced the level of performance of teachers in the implementation of IHES-based teaching. Lesson planning is the main aspect that is emphasized before the PdPc session is implemented. Careful and comprehensive planning has a positive effect on student learning. Through careful teaching planning, teachers can determine the distance, sequence and emphasis of the content of each lesson. Topics that are important in the exam are given priority by the teacher and explained more carefully. Planning also ensures that every minute of a teacher's teaching period throughout the year has a meaningful impact on teachers and students. This can provide guidance to teachers to be able to use the allotted time more regularly. Arranging the schedule accurately can also ensure that the syllabus is completed at the time that has been set according to the plan. Teachers can also provide teaching materials that are appropriate to the content of the lesson according to the interests and abilities of the students. The content and materials to be delivered must be complete and comply with the requirements of the prescribed syllabus and description (Ab. Halim Tamuri et al., 2013; Ahmad Yunus Kasim & Ab. Halim Tamuri, 2010; Mariam Abd. Majid et al., 2018; Norashikin Abu Bakar et al., 2015).

Meanwhile, the element of teaching strategy and implementation which contributed as much as 4.3 percent of the level of teacher performance in the implementation of IHES-based teaching illustrates that there is also a positive effect shown through the training provided. Although the amount of contribution seems small, there is a significant relationship between these elements and the level of teacher performance. The results of this study also show that the teaching performance exhibited by SRA JAIS teachers through their behaviour in teaching has successfully contributed to the improvement of teaching performance in the school. This finding is consistent with the results of previous scholarly studies which are almost the same as state the importance of teaching strategies. Teaching strategy is an important aspect that refers to the teacher's wisdom in choosing an approach, evaluation and efficiency in planning methods and techniques in one lesson based on the determined lesson objectives (Bahagian Pendidikan Islam JAIS, 2018; Mohd Syaubari Othman & Ahmad Yunus Kassim, 2017; Ravikumar K. Varatharaj, 2015). Therefore, the selection of an appropriate teaching strategy guarantees the achievement of the planned teaching objectives.

The teaching process that is implemented in a planned and systematic way will produce high quality teaching (Chia Lai Lai & Abdul Rahim Hamdan, 2013). Therefore, a teacher who wants to teach must master the knowledge of the field, aspects of pedagogy and have a positive attitude in the profession. This component is in line with the views of Ab Halim Tamuri et al., (2012) who prioritize the aspects of teacher personality, knowledge, content pedagogical knowledge, diversity of skills and motivation in a teacher training program. Through the other side, the researcher sees the need to improve the training management system for SRA JAIS teachers since almost the majority of teachers do not have teaching qualifications.

Furthermore, IHES is a new system that was officially introduced in 2015. The application of IHES in schools in the context of teaching is done in stages, as is the training given to teachers. According to Mohd Faeez Illias et al., (2018), most of the teachers who serve in all JAIS religious schools are non-graduate teachers and a large number are untrained. In addition, there is a large proportion of teachers who serve in JAIS religious schools are appointed to teaching positions on a contractual or temporary basis only because they did not have a Teaching Certificate or Diploma in Education which is the main prerequisite to be appointed to a permanent and pensionable position in the teaching profession.

6.   CONCLUSION

Overall, the change in teacher behaviour from the teaching aspect based on IHES through elements of planning, strategy and implementation of teaching among SRA JAIS teachers after attending the training provided is good. In line with that, there is a significant relationship between teacher behaviour and the increase in the level of performance of teachers in teaching. This is supported by a total contribution of 39.8 percent through elements of planning, strategy and implementation of teaching towards teaching performance among teachers in schools. Through this study, it has given positive implications about the level of change in the behaviour of SRA JAIS teachers related to IHES-based teaching. In this study as well, there are other elements that can be studied as contributors to improving the level of performance of SRA JAIS teachers in IHES-based teaching. Through the findings of this study, it is hoped that JAIS will be able to refer and make appropriate judgments about the implementation of teacher training programs by taking into account the information displayed in making decisions. Efforts to refer to systems that have been strengthened by taking into account the in-service training (Latihan Dalam Perkhidmatan) models and teacher training modules practiced in other places can help add value to the quality of a program implemented.

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