

TEACHING AND LEARNING STRATEGY BASED ON IHES AND ITS RELATIONSHIP WITH TEACHERS' PROFESSION STATUS IN SELANGOR

SAPIE SABILAN*, MOHD ISA HAMZAH, AB. HALIM TAMURI & ZAKIAH HASSAN

ABSTRACT

This study explains the ability of the Sekolah Rendah Agama (SRA) Jabatan Agama Islam Selangor (JAIS) teachers in selecting teaching strategies after following a series of teacher training programs related to the Integrated Holistic Education System (IHES). This study also explains the influence of the status of teachers in their ability to choose effective teaching strategies. In short, this study is a survey that uses the questionnaire method as a research instrument. The study sample was 535 SRA JAIS teachers out of a total population of 5,489 teachers covering nine districts in Selangor. Descriptive and inference analysis was performed using SPSS version 22.0 software. Through descriptive analysis of teachers' teaching strategies are at a high level and partly at a moderate level. About a one-way ANOVA test shows that there is a significant difference [$F(2,532) = 4.081, p < 0.05$] between SRA JAIS teachers in terms of teacher teaching strategies and their job status. The implications of this study suggest that teacher training programs organized by JAIS on teaching and learning can be improved.

Keywords: Teaching strategies; Teacher training; IHES.

INTRODUCTION

Teaching profession is a professional field 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 ultimate goal of producing a community of harmonious, disciplined, responsible and well-trained communities (Abdul Ghafar Don, Ab. Halim Tamuri, Supyan Husin, & Mohd Aderi Che Noh 2015; Karwadi 2009). The involvement of teachers in the education system is the basis and implementer of government policies based on the curriculum and circulars that have been issued. A professional teacher must have a positive knowledge, skill and attitude about a material used, creating a conducive classroom environment, building close relationships among citizens, planning the future by submitting new ideas and always taking opportunities with full responsibility and trust (Saedah Siraj & Mohammed Sani Ibrahim 2012). Good teachers always foster student knowledge and skills through continuous effort (Ab. Halim Tamuri & Nur Hanani Hussin 2017). One of the efforts could be done is that teachers must understand the process and implementation of teaching and facilitating (PdPc) more deeply. This effort gives better hope to the teaching profession through organized education.

Teacher rams for SRA JAIS teachers have been made structurally on each year by JAIS. There are importance of teacher training programs especially related to IHES -based teaching as IHES have been the basis of the JAIS Islamic Education System in Selangor since programme training 2015. The teacher training program is practiced at the Institut Latihan Dakwah Selangor (ILDAS) and the Institut Murabbi Antarabangsa Negeri Selangor (IMANS). The implementation of the JAIS Islamic Education System based on IHES is to integrate the elements of Naqli and Aqli in harmony and integrated. Development of *jasmani, emosi, rohani* dan *intelek* (JERI) aspects is also implemented through the role of teachers as *mu'allim, muaddib, mudarrif, muwajjih* and *mursyid*. IHES -Based Teaching Implementation Instructions are comprehensive to all teachers who adopt the JAIS Islamic Education Curriculum in Selangor. Therefore, the use of Buku Panduan Mengajar Guru (BPMG) is required as a guide for implementing teaching (JAIS Islamic Education Unit 2013,2017).

PROBLEM STATEMENT

The teacher training program for SRA JAIS teachers has long been implemented continuously and periodically according to the needs and improvements of the level of professionalism of a teacher. Implementation of new policies in the JAIS education system that adopted the Integrated and Holistic Education System (IHES) from 2015 at all JAIS administrative schools demanding teachers to implement it in the PdPc session at school. Through the system, all teaching concepts must be implemented in integration between *naqli* and *aqli* knowledge as well as comprehensive development of the students' *Jasmani Emosi Rohani Intelek* (JERI) aspect. The approach of this system is trying to change the concept of learning that associates the theory to learning that is concerned with practical aspects to be consistent with *Falsafah Pendidikan Kebangsaan* (FPK) and *Falsafah Pendidikan Islam* (FPI) JAIS (Mohammad Amir Danuri 2017; Muhamad Asmadi Mustakim, 2017). Nevertheless, the skills of SRA JAIS teachers in teaching have various levels due to different educational backgrounds and experience in teaching. This situation has previously been said to enhance the mastery of the writing of the daily teaching plan (RPH) based on IHES and the selection of students centered teaching approaches (Ab. Halim Tamuri & Siti Muhibah Haji Nor 2015; Kamarulnizam Sani & Zetty Nurzuliana Rashed 2018). In this regard, a study that affects the level of change of behaviour of SRA JAIS teachers on teaching after getting a training is very low discussed. Therefore, a specific study on these issues will be debated in this study.

OBJECTIVE AND RESEARCH QUESTIONS

The purpose of this study is to identify the change of teachers' behaviour in terms of teaching strategies after participating in teacher training programs based on IHES and identifying the differences in the level of teachers' behaviour in terms of teaching strategies based on the appointment status. The objectives and questions of the study are as follows;

Research Objectives

1. Identify the change of teachers' behaviour in terms of teaching strategies after participating in teacher training programs based on IHES.

2. Identify the differences of teachers' behaviour from the aspect of teaching strategies based on the appointment status.

Research Questions

1. What is the level of changes in teacher behaviour in terms of teaching strategies after following the teacher training program based on IHES?
2. Is there a significant difference in changing behavioural of teacher teaching strategies based on the status of employment?

Ho1: There is no significant difference in the changing behaviour of the teacher from the aspect of teaching strategies based on the status of employment.

METHODS

This quantitative study design used a survey method based on questionnaire instruments to obtain data. Survey reviews are descriptive assessment methods that can collect data on phenomena that cannot be seen directly. The survey method is a way to collect data from a large population through random sampling techniques stratified. The way used in collecting data through this method using the questionnaire is the easiest and effective quality for the overall sample (Loeb et al., 2017). This method is also capable of acquiring a lot of information at a time and is easy to handle and can provide strong and accurate descriptive information from the study sample (Mohd Hamzah, Sirat, Mohd Izham Mohd Hamzah, & Mazlan Sirat, 2018). In this study, researcher used SPSS program software version 22.0 to analyse quantitative data that have been obtained descriptively and inferences.

Sample of Research

The population of this study was 5,489 people and the sample of this study consisted of SRA JAIS teachers consisting of regular teachers, contracts, KAFA and part-time teachers. The districts involved are Sabak Bernam, Kuala Selangor, Klang, Kuala Langat, Sepang, Hulu Langat, Gombak, Hulu Selangor and Petaling. The teachers involved as the sample of the study were 535 people based on the determination of the sample size submitted by Krejcie and Morgan (1970).

Data Collection Method

The researcher used a questionnaire as a research instrument in this study focused on the question of the study, to identify the behavior of the SRA JAIS teachers from aspects of the IHES-based teaching strategy. The questionnaire was built and used as a major data collection instrument to answer the study problem. The instrument of this study is divided into eight major parts of which Part A relates to respondents' demographics and Part F refer to learning assessments that contain knowledge items, skills and teacher attitudes. The teacher skills item from the teaching aspect contains 13 overall items using a five-stage Likert scale to answer the questionnaire item. The valuation of the assessment scale is the scale of 1 representing the highly disagreeable value (0 -

19%), scale 2 represents the disagree value (20 -39%), scale 3 represents the medium value agree (40 - 59%), scale 4 represents the agree value (60 - 79%) and a scale of 5 represents a very strong value (80 - 100%) (Mohd Azmi Mat Yusoff 2016). This research instrument was built by the researcher through a literature study that has been made with validity and reliability through the Cronbach Alpha test, face validity and content via the content validity index of each item (I-CVI) and construct validity through Exploratory Factor Analysis (EFA) (EFA) Gay, Mills & AirAsian 2012; Ramlan Mustapha 2017).

Data Analysis Method

The data analysis used is descriptive statistics and inferences. To answer the question of first study, the researcher adopted the mean interpretation proposed by Azhar Ahmad (2006) from Nunnally and Bernstein (1994). For each construct in the assessment of teacher training categorized about the level of assessment according to high respondents' perception (mean 4.01 to 5.00), medium high (mean 3.01 to 4.00), moderate low (mean 2.01 to 3.00) and low (mean 1.00 to 2.00) (Ahmad Munawar Ismail 2009; Azhar Ahmad 2006). Inference analysis is used to answer the second question using a one-way Anova. Generally inferential statistics are used to see the relevance of existing between two variables (Pallant 2010). A one-way ANOVA test is a statistical approach used to compare the difference between one variable leaning with several groups in independent variables (Chua Yan Piaw 2014a, 2014b). The dependent variables in this study are teachers' behavior while the independent variable is the status of the teacher's employment. A one-way ANOVA test is used to test the hypothesis of the constructed study. The total value of $p > 0.05$ is used to see a significant difference in some of the variables mentioned.

FINDINGS OF THE STUDY AND DISCUSSION

The findings in this section will display data relating to the respondents' profiles of the study, the behavior of the behavior of SRA JAIS teachers from the aspect of the teaching strategy after participating in the IHES program and the difference in the level of behavioral of teachers based on the status of employment.

Profile of Respondents

Based on Table 1 Displays the distribution of the SRA JAIS teacher status distribution and the number of samples of teachers in Selangor. The status of the respondents were varied with 145 (27.1%) permanent status, 258 (48.2%) contract status and 132 (24.7%) part-time status. The dominant number of respondents is from contract status followed by permanent and part-time status. The total number of respondents are 535 teachers.

Table 1 Profile of respondents

Background		Respondents	Frequency	Percentage (%)
Employment Status	Permanent		145	27.1%
	Contract		258	48.2%
	Part-time		132	24.7%
Total			535	100

The Level of Change of Behavior of SRA JAIS Teachers After Following The Teacher Training Program

Based on Table 2 shows the level of change of teacher behavior towards the teaching strategy subconstruct after participating in teacher training is at a high and moderate high mean score level of 3.78 and 4.29. Among the high items are teachers teaching by time planned on teaching measures (mean = 4.28; SP = 0.666), using the latest resources in the PdPc process (mean = 4.17; SP = 0.676) and teachers give students strengthening in the PdPc session (mean = 4.29; sp = 0.628). Based on the data, it can be understood that teachers have implemented a good teaching strategy. However, the level of behavioral behavior changes in selecting a teaching strategy based on the teaching objective (mean = 3.81; SP = 1.104) and uses various types of teaching materials (mean = 3.78; sp = 1.082) is still moderate. Through this data it can be interpreted that all SRA JAIS teachers are either fixed, contracts and part-time have shown a very significant behavior change after attending teacher training in terms of teacher teaching strategies. Overall shows the level of behavioral behavior of SRA JAIS teachers on the teaching strategy after the teacher training program is well based on the mean score obtained (mean = 4.06 ; SP = 0.831).

Table 2: The Level of change of behavior of SRA JAIS teachers after following the teacher training program

No	Teaching Strategy	Min	Sp.	Interpretation
G6	I teach according to the time planned on teaching steps.	4.28	0.666	High
G7	I choose a teaching strategy based on the teaching objectives.	3.81	1.104	Medium high
G8	I use the latest resources in the teaching and learning process.	4.17	0.676	High
G9	I use various types of teaching materials.	3.78	1.082	Medium High
G10	I give reinforcements to the students in the PdPc session.	4.29	0.628	High
		4.06	0.831	High

Differences in The Level of Change of Behaviour of SRA JAIS Teachers Based on The Status of The Teacher's Employment

Based on Table 3 through one-way ANOVA test results indicates that teacher behaviour between the three status is significantly significant [$F(2,532)=4.081, p<0.05$]. Hence, the researcher decided that there was a difference in teacher behaviour in the teaching strategy between the three status studied among SRA JAIS teachers. This finding caused H_0 hypothesis to be successfully rejected. Hence, the Post Hoc Multiple Comparisons test is performed to track groups that cause the difference.

Table 3 One-Way ANOVA Change of Teacher Behavior Based on Employment Status

Educational Status	df	F value	Significant
Between groups	2	4.081	0.017
In groups	532		
Total	534		

Based on Table 4, the comparison using the Bonferroni method indicates that the meanings of the teacher's behaviour in the teaching strategy for the pair of fixed and part-time status (mean difference = 0.186, $p < 0.05$) is significant. This means the overall difference is due to the difference between the two teachers' status. Based on the mean value of the teacher group with fixed service status (mean = 4.15) and contractual status (mean = 4.06) shows the change of behaviour of the two group teachers in the teaching strategy is higher than the group of teachers with part-time status (mean = 3.9).

Table 4 *Post Hoc Multiple Comparisons Teaching Strategy Based on Employment Status*

Employment Status (I)	Employment Status (J)	Mean (I-J)	Significant
Permanent	Contract	.08747	.360
	Part-time	.18603	.013
Contract	Permanent	-.08747	.360
	Part-time	.09856	.268
Part-time	Permanent	-.18603	.013
	Contract	-.09856	.268

Discussion on The Level of Change of Behaviour of SRA JAIS Teachers From The Aspect of The Teaching Strategy

The level of change of behaviour of SRA JAIS teachers from the aspect of conducting a teaching strategy in nine of the Selangor districts as a whole is at a high level. The findings show that the behaviour of SRA JAIS teachers from the aspect of teaching strategies through the teaching of the time planned on the teaching steps, using the latest resources in the teaching and learning process and strengthening the students in the teaching and learning session is high. The importance of timely teaching strategies that are planned on teaching measures are indispensable and are also felt by SRA JAIS teachers. In this case, a teacher will endeavour to take advantage of the time allocated to plan appropriate activities in accordance with the planned learning outcomes. Hannah Aqilah Amran, Rosadah Abd Majid & Manisah Mohd Ali (2019) explain that the teaching strategy that wants to be used must be appropriate and meet the needs of all students. In line with JAIS organizing *Tafaquh* Course of subjects to improve teacher teaching methods and techniques in a subject especially for newly appointed teachers. Through this course, teachers can identify effective methods and techniques according to subjects and can apply in accordance with the teaching steps (Bahagian Pendidikan Islam JAIS 2018b).

In terms of teaching strategies using the latest resources in the teaching and learning process found that SRA JAIS teachers are very active and earnestly with the strategies used. The latest sources in education refer to ICT-oriented and high-tech materials. Learning based on high-tech education resources refers to the creation and provision of resource and equipment facilities such as hardware, software, and internet networks to all school citizens who wish to acquire knowledge, skills, attitudes and values either through formal or self-contained teaching and learning processes (Mohammad Azri Amatan & Crispina Gregory K Han 2019; Mohd Faez Ilias et al. 2016). In line with the *Pendidikan Abad ke 21* (PAK 21) system approach, JAIS Islamic Education Division (BPI) provides courses related to PAK 21 as the responsibility of training teachers to implement more quality learning to assisting the latest and tech resources. Through the course, teachers will be exposed to the concepts and features of PAK 21, the skills that need to be mastered, the 21st century teacher competence, the activities and layout of the class 21 (Bahagian Pendidikan Islam JAIS, 2018a).

The teaching strategy by giving consolidation to pupils in the teaching and learning session is well implemented by SRA JAIS teachers. Teachers are aware that consolidation activities need to be implemented to strengthen the knowledge and skills learned and assess the level of pupils in a topic. Among the way that can be done is through the learning assessment process. Learning assessments need to be made because the level of student mastery varies from various factors including motivation, knowledge, skills, environment and others. According to Ravikumar K. Varatharaj (2015), assessment and evaluation should focus on learning pupils rather than teaching teachers. This means that student learning assessment is about what has been learned and is known to be the focus of teacher assessment. While in the context of IHES JAIS's assessment is not merely focused on the examination, but focusing and integrated, balanced and comprehensive focus in the pursuit of the Quran generation. The assessment performed is through the appreciation of knowledge, the formation of noble morals, improved efficiency and skills, academic achievement, and applications in life (Bahagian Pendidikan Islam JAIS 2019a; Kamarulnizam Sani & Zetty Nurzuliana Rashed 2018).

The discussion earlier explained that the level of change of behavior of SRA JAIS teachers after attending the teacher training session in doing the teaching strategy was good. The appointed teachers clearly understand the responsibilities that need to be implemented before the teaching and learning process is implemented. Nevertheless, the selection of teaching strategies based on the teaching objectives and the use of various types of teaching materials is less emphasized by SRA JAIS teachers in the teaching strategy. Ironically, the selection of teaching strategies must be based on the objectives of the planned teaching. In this case, the teaching strategy used must be something that can attract students and expand the aspects of the student's (Raihan Mohd Arifin & Kamarul Shukri Mat Teh 2019). Teaching strategies can be classified into three parts namely teachers, students and materials. However in the concept of active learning more emphasizing student-centered learning and material (Ab. Halim Tamuri & Siti Muhibah Haji Nor 2015). While through the IHES JAIS approach, the teaching strategy used is to integrate between *naqli and aqli* knowledge in subjects (Mohammad Amir Danuri 2017; Zetty Nurzuliana Rashed et al. 2017). Through such means, it is hoped that the development of human beings as a whole and holistic can be realized.

In the aspect of the use of various types of teaching materials, SRA JAIS teachers are unable to use high-tech learning materials due to the less adequate equipment and infrastructure conditions. This was explained through previous studies where the provision of limited electronic materials and there were several other constraints such as weak school wifi, uncondusive class atmosphere and teacher skills to handle the materials. This atmosphere illustrates the problems and challenges faced by SRA JAIS who do not have enough infrastructure to accommodate the increasingly urgent need (Azizi Umar et al. 2013; Nor Raudah Siren, Ilhaamie Abdul Ghani Azmi, Siti Jamiaah Abdul Jalil & Azrin Ab Majid 2018). JAIS's financial capabilities are also limited to providing large-scale teaching equipment based on the number of existing schools and teachers. Hence, teachers use existing and more non-electronic materials.

The Behavioral Differences of SRA JAIS Teachers in Terms of Teaching Strategies Based on Demographic Factors

Based on the analysis of the study found that there was a significant difference in the changing behaviour of SRA JAIS teachers based on the status of the post. This proves that the behaviour of SRA JAIS teachers varies according to the status of the employment. Teachers who have regular positions have shown a significant difference in teachers with part-time status. Part-time specifications are teachers appointed by JAIS which are equal to KAFAM teachers who do not require teacher profession as entry conditions. Basic qualifications to be part-time teachers at least have a Sijil Pelajaran Malaysia (SPM) who has the basic of Islamic subjects and other religious certificates as support. The eligible age limit of applying must be 21 years old and above until 55 years old. Based on demographic factors, the number of non-permanent teachers is dominant of 70 percent and the rest is a permanent teacher. Professional factors and qualifications in education have contributed to the process of improving the teaching quality as it takes time to understand a concept. Furthermore, IHES is a new system that has been officially introduced in 2015. Application of IHES in schools in the context of teaching is done in stages as well as the training given to teachers.

Meanwhile, contract teacher is a teacher appointed by JAIS according to a certain period of time sealed between the two parties. The appointment period is usually made for two years and then renew it again. The purpose of the JAIS to appoint part-time teachers is to cover the lack of existing teachers in primary and secondary schools. These contract teachers are partly having a teaching professional and they have not yet had the opportunity to get a regular position as the teaching employment provided by the government is limited. The process of obtaining the teaching employment is through an application committed by the Suruhanjaya Perkhidmatan Awam Negeri to the government (Bahagian Pendidikan Islam JAIS 2019b). Therefore, it can be understood that the differences in the aspect of the selection of appropriate teaching strategies among SRA JAIS teachers are through professional factors.

In addition, regular teachers who have already served more than 5 years and this is a value added in expanding its profession through regular training. At the same time, the background of SRA JAIS teachers is mostly untrained teachers especially in STPM/STAM/Rabi' Thanawi levels and below (Nor Raudhah Siren, Azrin Ab. Majid & Siti Jamiaah Abdul Halim 2013). Meanwhile, SRA JAIS teachers with certificates / diploma-level education levels and above have partly owned the certificate in education (Mohd Faez Illias, Zetty Nurzuliana Rashed, Ahmad Shafiq Mat Razali, & Muhammad Syakir Sulaiman 2017). As such, the level of skills of teachers with certificates / diplomas and above is higher than teachers with STPM / STAM / Rabi 'Thanawi. In addition, there may be other factors that contribute to the level of teaching skills of a teacher among them such as teaching experience and others (Mohd Izham Mohd Hamzah & Mazlan Sirat 2018).

CONCLUSION

Overall, the change of behaviour of teachers from aspects of the IHES-based teaching strategy among SRA JAIS teachers after attending the training provided is good. The aspect of successful teaching strategies covers the aspect of teaching over time planned on teaching measures, using

the latest resources and strengthening students in the teaching and learning session. In this study, it also provides information that SRA JAIS teachers who have a regular delivery of more teaching strategies to conduct a teaching strategy than contract and part-time teachers. Therefore, this study expects teacher training programs to be strengthened by taking into account the training models in service (LDP) practiced elsewhere and more efficient teacher training modules.

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SAPIE SABILAN*
Faculty of Education, UKM
43000 UKM Bangi

MOHD ISA HAMZAH, PhD
Faculty of Education, UKM
43000 UKM Bangi

AB. HALIM TAMURI, PhD
Faculty of Education, UKM
43000 UKM Bangi

ZAKIAH HASSAN
Faculty of Education, KUIS
43600 Bangi Selangor

*Corresponding author: p90358@siswa.ukm.edu.my

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