

## Technological Knowledge of Gynecological Pedagogy in Teaching Jawi Subjects Islamic Education Teachers

\*Zaleha Muhammad<sup>1</sup>, Mohd Aderi Che Noh<sup>2</sup>

<sup>1</sup>(Universiti Pendidikan Sultan Idris (UPSI), 35900 Tanjong Malim, Perak, Malaysia)

<sup>2</sup>(Universiti Sains Islam Malaysia, Bandar Baru Nilai, 71800 Nilai, Negeri Sembilan, Malaysia)

\*musalliha@yahoo.com.my

**Abstract:** *This study aims to identify the stage of Content Pedagogy Technology Knowledge and GPI teaching practices for Jawi subjects. Respondents in this study consisted of 378 Islamic Education teachers teaching in low schools throughout Malaysia. Quantitative study methods were used, and random sampling was carried out for data collection. Cronbach's Alpha analysis of the instrument used shows a high trustworthiness value for the constructs tested. This study was analyzed descriptively and inference using the SPSS version 26 application. Based on the survey results, respondents indicated a high level for five of the seven aspects of PTPK, namely technology, pedagogy, content, content pedagogy, and content technology. At the same time, their perceptions were more superficial in terms of technology. Content pedagogy and technology. From the aspect of GPI teaching practice, the three components, namely the beginning, development, and closing, are at a high stage, compared to the BBM component, which shows a simple step. In addition, there is a significant and positive relationship between each PTPK component and the GPI teaching practice component. The PLS SEM analysis shows that the model proposed in the study shows a good fit for all the measured variables. Implications and recommendations are put forward for providing valuable input to the Malaysian Ministry of Education (KPM), schools, teachers and the community to improve the quality of teacher teaching practices. Islamic education.*

**Keywords:** Knowledge of Gynecological Pedagogy Technology, Teacher Teaching Practices, Islamic Education, Jawi Subjects.

### Introduction

Knowledge of Content Pedagogy Technology is an essential knowledge that needs to be owned and mastered by a teacher today. It is the central aspect for a teacher in making the teaching process

memorable and readily accepted by students. Therefore, knowledge related to technology, pedagogy and content is a necessity that needs to be fulfilled by every practitioner of education, let alone a teacher. Teachers should know about technology and need to appreciate aspects of technology that are constantly developing rapidly so that they are always in line with current developments.

In conclusion, developments in information technology directly impact today's education and teachers' knowledge of pedagogical technology. At the same time, dynamic teaching practices are needed by teachers to make the teaching process carried out into a meaningful treatment and able to attract students' interest. Therefore, this study is critical to see to what extent the knowledge level of Content Pedagogy Technology and its relationship to teaching GPI in Jawi subjects in low schools in Malaysia.

The weakness of Jawi teaching leading to the failure of students to master reading and writing skills in Jawi subjects is a significant problem in teaching Islamic education because the source material for Islamic education is mainly written in Jawi writing (Asyraf Ridwan & Berhanundin, 2015). As a group of individuals responsible for teaching Jawi subjects, GPI has a vital role in producing Jawi-savvy students. Their ability to master Jawi writing significantly affects their understanding and mastery of Islamic Education subjects.

Zakaria Abdullah and Kamarul Azmi Jasmi, in their study, emphasized that the implementation of teacher teaching does not coincide with the teaching knowledge suggested by KPM, and less use of the technological equipment provided will cause the teaching process to become bland and not attract attention of students to explore something new (Abdullah & Jasmi, 2018). Then Razila Kasmin, Mohd Faiz, Noraizan Mohsin, Norliza Kila and Mashita Abu Hassan also reports the weaknesses of the GPI from the pedagogical aspects of teaching without an induction set, limited use of BBM and unclear teaching (Kila & Hassan, 2019). GPI should have an appreciation, the ability to practice and the ability to apply it with every knowledge it knows, especially in the context of teaching.

Therefore, this process requires a knowledgeable teacher who is always sensitive to educational transformation and will try to attract students' interest with popular teaching methods that lead to thinking in terms of exploring relevant technology exploration based on the Ministry of Education Malaysia (KPM). Furthermore, a more comprehensive study also needs to be carried out to identify the

strength of these components of teaching GPI separately and provide reserves for improvements in this national education system.

The objectives of this study are to identify the PTPK stage (Technology Knowledge, Pedagogical Knowledge, Content Knowledge, Gynecological Pedagogy Knowledge, Content Technology Knowledge and Pedagogical Technology Knowledge) GPI in teaching Jawi subjects at lower schools in Malaysia. Identify the stages of GPI teaching practice for Jawi subjects in ordinary schools in Malaysia. Identify the significant relationship between each component in the PTPK (Technology Knowledge, Pedagogical Knowledge, Content Knowledge, Content Pedagogical Knowledge, Content Technology Knowledge and Pedagogical Technology Knowledge) and the practice of teaching GPI for Jawi subjects at low schools in Malaysia.

The development of Islamic education has changed from the aspect of the teaching approach so that it is in line with the *tamadun* transformation process. In the context of this study, GPI needs to have in-depth knowledge regarding PTPK. GPI needs to be proficient in teaching pedagogies, methods, strategies and techniques that help students understand and apply technical expertise in teaching.

Overall, implementing teaching through the theoretical framework produced by Ibn Khaldun is the best solution approach to overcome all the issues surrounding student life in the current education system. The principle of knowledge requires action and implementation. Therefore, the need to adapt the theory produced by Ibn Khaldun requires deep sincerity from the government, teachers and students themselves.

This theory is widely used as a philosophical principle in determining the direction of thought that needs to be formed by students through the element structure of applying, analyzing, evaluating, creating and implementing. For this reason, if Ibn Khaldun's approach can be integrated and integrated into the implementation of teaching in the education system, especially Islamic Education teachers in Malaysia, it can produce the best and most memorable *natijah*. The reviewer has developed a theoretical framework for the study as follows:



**Figure 1.** Theory Papers About Knowledge

The discussion will revolve around PTPK, which is the basis for teaching teachers in the *darjah* booth.

### ***Technological Knowledge of Content Pedagogy***

In today's era, there is an integration of ICT in teaching that requires balancing the differences between knowledge and skills. The teaching process, knowledge and skills need to be integrated wisely (Putra, C. A. 2018). Combining these two elements will result in an effective teaching process by taking into account the needs of these elements.

PTPK is an understanding of pedagogy for technology-assisted teaching for effective teaching based on a good knowledge of the content of subjects. Teachers should know about technology and need to appreciate the technological and pedagogical aspects that have changed due to the integration of technology in teaching, as suggested by (Loveless, De Voogd and Bohlin 2001). Therefore, PTPK strengthens teachers' PPK again when using technology in education. It is a new requirement or component that every teacher needs to integrate technology into teaching.

### ***Teacher Teaching Practice***

According to Abdul Halim bin Masnan (2014), generally, the practice of teaching teachers in the *Bilik Darjah* includes *matlamat*, and learning objectives are through designed teaching activities. The teacher is the leading player who must wisely set the strategy in teaching activities.

The practice of teacher teaching focuses on the teacher's behaviour in the degree room, which involves the process of implementing teaching. According to (Rohizani et al. 2005), teaching is a process that includes activities of design, implementation, assessment and feedback. Based on the views of (Abu Ahmadi 1977); (Kamarudin, 1990); (Ee Ah Meng, 1991); (Ahmad, 1997b); (Sulaiman, 1997), the following discussion is related to the practice of teacher teaching, which includes the beginning of the teaching, teaching development, closing of teaching and materials teaching aid (BBM).

## **Method**

The study results are determined by the methods and design of the analysis, while the study's design is also determined by the purpose of the survey (Chua Yan Paw, 2014). Quantitative Methods in the form of a review through the instrument of inquiry were used in this study. This study was designed to align with the three stated study objectives. The data obtained will be analyzed and tested with descriptive statistics and statistical inference using the application of the Statistical Package for the Social Science (SPSS) Version 26.

Population and Sample Study (Sabitha 2005) states that the population is a collection of individuals, groups, organizations, communities, events or anything that the reviewer wants to study. This study involved 14 countries divided into five main zones: the northern, southern, central, eastern, and East Malaysian zones, namely Sabah and Sarawak. 378 GPI people were selected using the random sampling method to become respondents. Based on Krejcie and Morgan's schedule, the sample size involved in this study was sufficient.

The study results show that the Knowledge of Pedagogical Technology Knowledge of Islamic Education teachers is at a moderate to high stage. When the practice of teaching teachers are also at a high setting. The results also show a positive and significant relationship between Content Pedagogy Technology Knowledge and teacher teaching practices.

## **Result and Discussion**

The results of the descriptive analysis of the Content Pedagogy Technology Knowledge stage. Combining the three aspects of technology, pedagogy, and the content showed the lowest overall min

score of 3.69 (skilled margin = .601). The min values of all items are also less than 4.00, which is between 3.18 to 3.99. This shows that respondents have a simple perception overall about the level of Content Pedagogy Technology Knowledge. Items with the highest min score (3.99; 84.12% agree) The lowest min score (3.18; 44.18% agree).

### ***Starting Component***

The results of descriptive analysis for the change in the practice of teaching the initial component. The overall min is 4.14 (standard margin = .511), while the min values of each item are in the range of 3.50 to 4.50, except for this aspect negative thing (I7). For positive aspects, the highest min value was 4.33 (95.24% agreed), while the lowest min value was recorded (min = 3.89; 72.49% agreed). For the negative aspect, the low min value of 2.60 represents (53.97% agree, and 19.84% disagree). The results show that most respondents are still facing problems in various fuel sets.

### ***Developmental Component***

Descriptive analysis was obtained for the change in teaching developmental components. The overall min is 4.14 (standard deviation = .491), while the min values of each positive item are from 3.80 to 4.26, indicating a good level of perception among respondents for the developmental component teaching practice aspect. The highest min value of positive items was 4.26 (93.38% agreed), while the lowest min value was recorded (min = 3.80; 69.05% agreed). Two negative aspects with low min scores (min = 2.61; 51.85% agree; 20.63% disagree). This shows that most respondents still face problems in applying teaching approaches that can attract students' attention other than books alone.

### ***Cover Components***

The results of descriptive analysis for students who allow changing the practice of teaching the closing component. The overall min is 4.22 (standard deviation = .449), while the min value of each positive item is from 3.99 to 4.40, indicating a good level of perception among respondents for the teaching practice aspect of the closing component. The highest min value of positive items was 4.40 (96.3% agree), while the lowest min value was recorded (min = 3.99; 79.63% agreed). Meanwhile, negative aspects with low min scores (min = 3.11; 38.1% agreed; 42.86% disagreed). agree) indicates that some respondents face the issue of helping students' understanding through the formulation of lesson content.

### *Components of Teaching Aids (BBM)*

The results of descriptive analysis for those who are allowed to change the practice of teaching BBM components. The overall min is 3.73 (professional standard = .555), while the min value of each positive item is less than 4.00, indicating a simple level of perception among respondents for the aspect of teaching practice of the BBM component. The highest min value of positive items was 3.98 (81.75% agree), while the lowest min value was recorded (min = 3.17; 39.42% agree). Meanwhile, the negative aspect has a low min value (min = 3.09; 34.92% agree; 41.80% disagree). This shows that some respondents face issues in using advanced learning modes, namely BBM in the form of technology and not technology for teaching Jawi subjects.

Inference analysis is used to answer the study problem 3. Pearson correlation analysis is used in this study to identify the relationship between the variables tested.

### *Relationship between PTPK Components and GPI Teaching Practices*

The results show a significant relationship between each PTPK component and the GPI teaching practice component, where all correlation values are positive. The highest correlation value was recorded by the relationship between the content, pedagogical technology knowledge stage, and the BBM component's teaching practice (729). In contrast, the relationship between the technological knowledge stage and the developmental component teaching practice (276).

**Table 1. Correlation Analysis for the Relationship between CAR components and GPI teaching practices**

		PTPK Knowledge Stage
<b>Practice Stage</b>	<b>Korelasi Pearson</b>	<b>.729</b>
<b>Component Teaching</b>	Sig.(2-tailed)	.000
<b>BBM</b>	N	378

\*\*Significant at 0.01(2-tailed) level

Overall, this study succeeded in achieving the study's objectives and trying to answer the research problems that have been raised. The study results show that the level of knowledge of content pedagogical technology and teaching practice in GPI circles is at a high stage. This finding is in line with studies (Noor Azlan and Hasriani, 2001); (Siti

Suhaili, 2019); (Norazizah and Azita, 2019) which state that knowledge and high proficiency brings confidence in themselves, do not show significant differences between teacher gender and PdP becomes more smoothly with the infrastructure support provided.

The results show that GPI knowledge is at the high simple stage. However, this finding contradicts the study of (Nooraini et al. 2017); (Nur Hawa and Ghazali, 2018); (Mashira et al. 2019), which shows that the level of teacher knowledge is at a low stage caused by several factors, namely restrictions on spending time in lessons, the number of students being crowded, the ease of teaching aid materials (BBM) which are lacking and the threat of other task loads. The complexity that applies in education transformation requires teachers to play various roles other than teaching. The stage of teaching knowledge does not just come from the teachers themselves. They even need support from a neat and minimal organizational system, but it impacts carrying out other tasks.

Furthermore, the results of studies on teaching practices show a high level. The education system in Malaysia is relatively close to ensuring that this primary education is in line with current developments, teacher competencies and skills, student development, and technological infrastructure also need to be moved towards the same goal. Teachers need to be given exposure and practice to master the teaching conveyed to students. In addition, infrastructure also needs to be sufficient to help smooth education. The Covid 19 pandemic makes this teaching practice even more challenging when KPM strengthens Teaching and Learning from Home (PDPR) while students do not have the tools to study, internet access is weak and cannot be owned by most students. Teachers' technological skills are soft in utilizing teaching applications. Contained on the *sesawang* page even though KPM has provided various platforms for use, such as the DELIMA *sesawang* page. This fact is in line with the results of (Hasliza et al. 2016), which shows that one of the challenges teachers face in the implementation of Frag VLE is infrastructure constraints.

The study results also show that the level of technical knowledge in the GPI circles is also at a simple stage. This is in line with the study of (Kamarul Azmi et al. 2012), who found that GPI delivered teaching using 80% of lecture methods and syarah in the allotted period. This causes education to be bland, students sleepy, and they lose focus and interest. However, contrary to the Malaysian study, (Mashira et al., 2019); (Chew, 2017); (Mohd Syaubari and Ahmad Yunus, 2016), conducted on teachers who teach in low schools shows that the level

of knowledge and practice of teaching is at a high stage. Therefore, the reviewer argues that this may be due to exposure, ease of infrastructure and support from the superiors in recommending courses and exercises that make teachers more forward in this regard.

The study also shows a positive and significant relationship between the stage of knowledge and the stage of teacher teaching practice. According to (Mohd Izham and Noraini, 2007), teacher teaching is one of the essential elements. It can play a role in helping students adjust to new learning atmospheres and methods and expose them to the use of new technologies. Suppose the teacher lacks knowledge and is unwilling to provide appropriate and up-to-date teaching materials. In that case, the teaching atmosphere becomes less attractive, students are less motivated, class control becomes loose, and learning objectives are not achieved. Good teaching practice also requires coordination between the three involved entities: teachers, students, and materials. In this regard, creative teaching is considered important as a process of completing the dynamic needs of students (Mashira et al., 2019). Based on this fact, GPI needs to design and make supplies about the topics to be taught, strategies to be used, skills to be applied, and so on before introducing to ensure teaching can be carried out correctly.

## **Conclusion**

Overall, the results of the GPI study in Malaysia have good knowledge of Content Pedagogical Technology Knowledge. This finding explains that GPI in Malaysia is teachers with a good level of expertise in various fields. The results also show a positive and significant relationship between the components of Content Pedagogical Technology Knowledge and teacher teaching practices. Appropriate action needs to be taken by the authorities to increase the number of steps and actions to further promote skills within the GPI circles in Malaysia. At the same time, GPI needs to take the initiative to increase its ability to master all components of Content Pedagogical Technology Knowledge to be applied in the teaching process in the darjah booth. Therefore, this study is expected to help interested parties improve the quality of GPI and be a support system for student enrollment. The reviewer also recommends that further studies be carried out with a broader scope, including various and more specific characteristics, a more significant sample number and a larger number of schools.

## **Bibliography**

- Akmariah, M. & Sofiah, I. 2011. Kaedah pengajaran dan pembelajaran guru pemulihan jawi di malaysia. 4th International Conference on Teacher Education: Join Conference UPI&UPSI(November): 8-10.
- Badrul Hisham bin Alang Osman & Mohd Nasruddin bin Basar. 2016. Amalan Pengajaran dan Pembelajaran Abad Ke-21 Dalam Kalangan Pensyarah Institut Pendidikan Guru Kampus Ipoh. *Jurnal Penyelidikan Dedikasi*. Jilid 10
- Creswell, J. 2005. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. London: Prentice Hall.
- Fraenkel, Jack. R and Wallen, N. E. 1996. *How to Design Evaluate Research*. USA. Mc Fraw-Hill Inc.
- Hasliza Hashim, Siti Munira Mohd Nasri, Zarina Mustafa. 2016. Cabaran yang Dihadapi oleh Guru dalam Pelaksanaan Persekitaran Pembelajaran Maya Frog di Bilik Darjah. *Asia Pacific Journal of Educaors and Education*. Vol. 31, 115-129.
- Hasnuddin Ab Rahman, Norfaizuryana Zainal dan Nor Azzarahton Ab. Karim. (2015). Keberkesanan penggunaan ICT di dalam pengajaran dan pembelajaran Pendidikan Islam bagi sekolah kebangsaan Desa Pandan Kuala Lumpur. *Proceeding of International Conference on Information Technology & Society*. 8-9 June 2015.
- Kamarul Azmi Jasmi, Ab. Halim Tamuri, Mohd Izham Mohd Hamzah. (2010). Faktor Pentadbir dan Pengetua dalam Kecemerlangan Guru Cemerlang Pendidikan Islam dan Guru di Sekolah Menengah: Satu Kajian Kes. *Journal of Islamic and Arabic Education*, 2 (1), 13-20.
- Kementerian Pelajaran Malaysia. (2013). *Kurikulum Standard Sekolah Rendah (KSSR)*. Kementerian Pelajaran Malaysia.
- Krejcie, R. V., Morgan, D. W. (1970). Determining Sample Size for Research Activities. *Education and Psychological Measurement*, 30, 608-619.
- Maimun Aqsha Lubis, Wan Nurul Syuhada' Wan Hassan, Mohd Isa Hamzah. 2017. Tahap Pengetahuan dan Kesianaan Guru-Guru Pendidikan Islam Sekolah Menengah Di Selangor Terhadap

Penggunaan Multimedia dalam Pengajaran Pendidikan Islam. *ASEAN Comparative Education Research Journal on Islam and Civilization (ACER-J)* Vol:1, 1-13.

Mashira Yahaya, Rusyati Hanafiah, Nor Sazila Zakaria, Rohana Osman, Khairul Anur Bahrin. 2019. Amalan Pembelajaran Abad Ke-21 (PAK21) Dalam Pengajaran dan Pemudahcaraan (PdPc) Guru-Guru Sekolah Rendah. *Jurnal IPDA Bil. 26*. Institut Pendidikan Guru Kampus Darulaman, Jitra, Kedah.

Mohd Syaubari, Ahmad Yunus Kassim. 2016. Keberkesanan Permulaan Pengajaran Menerusi Amalan Kemahiran Berfikir Aras Tinggi (KBAT) di dalam Mata Pelajaran Pendidikan Islam Sekolah Rendah Negeri Perak. *Online Journal of Islamic Education*. Vol 4. Issue 2.

Nur Khazinatul Fateha Kamarruddin & Zamri Nurazidawati Mohamad Arsad. 2011. Penyepaduan Kemahiran-Kemahiran Abad Ke-21 Dalam Pengajaran Dan Pembelajaran Biologi. Universiti Kebangsaan Malaysia. Tesis Sarjana.

Sabitha Marican. 2005. Kaedah Penyelidikan Sains Sosial. Petaling Jaya, Selangor: Pearson Prentice Hall. Selangor: Pearson Prentice Hall.

Sharifah Nor Puteh dan Kamarul Azman Abd Salam. (2016). Tahap kesediaan penggunaan ICT dalam pengajaran dan kesannya terhadap hasil kerja dan tingkah laku murid . *Jurnal Pendidikan Malaysia*. 36(1): 25-34.

Sern, L. C., Kamarudin, N., Lip, R., & Hasnan, N. (2017). Tahap Penggunaan Pembelajaran Maya Dalam Kalangan Guru Reka Bentuk Teknologi: Satu Tinjauan Di Sekolah Rendah Luar Bandar. *Online Journal for TVET Practitioners*, 2(2). Retrieved from <https://publisher.uthm.edu.my/ojs/index.php/oj-tp/article/view/4784>

Shulman, L. S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Education Review*, 57 (1), 1-22.

Sylviano bin Abu Bakar Hasmadi bin Hassan. 2019. Tahap Kepengetahuan Guru-Guru Pendidikan Islam Terhadap Penggunaan Teknologi Mudah Alih Dalam Pengajaran Pendidikan Islam Sekolah Rendah. Available online at <http://journal.ump.edu.my/ijhtc> *International Journal of Humanities Technology and Civilization (IJHTC)* Copyright © Universiti Malaysia Pahang Press ISSN: 2289-7216 (PRINT), e-

ISSN: 2600-8815 (ONLINE) IJHTC Issue 6, Vol 1 Disember 2019.

Rosmaria Mohd Sahat, (2003). Penggunaan komputer dan multimedia dalam pendidikan di Malaysia. Laporan kajian bebas Fakulti Pendidikan, Universiti Kebangsaan Malaysia.

Wan Marzuki Wan Ismail, Hafizoah Kassim dan Munira Abdul Razak. (2016). Penerapan kreativiti dalam pengajaran dan pembelajaran (PdP) mata pelajaran Jawi: Kajian rintis. The National Conference for Postgraduate Research 2016, 24-25 September 2016. Universiti Malaysia Pahang, Pekan, 512-518.