

TEACHING SKILLS AMONG OF ARABIC EDUCATION STUDENT TEACHERS AT A PUBLIC UNIVERSITY IN MALAYSIA

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Abstract: The main objective of this research is to assess and to see the teaching skills among student teachers. This sample research are among the students of Bachelor of Islamic Education. There are 108 students in this program. Each of them were given a set of questionnaire which contain of two sections. The data of this research is analyzed by using descriptive statistics such as mean. As a whole, the results of this research has shown a great effectiveness towards the students whereby this program has given a high knowledge and input to them (Mean 4.17, SD=0.78). They are also skillful in their excellence, when the mean touches the highest average (Mean 3.83, SD=0.68). The problems face by the students from their own aspect, pupils and school are under control and at average level. With this research it is hope that it will benefit them and gives a lot of important and new input to the others.

Keywords: Teaching skills, teacher training, teaching Arabic, higher education.

INTRODUCTION

The attention of teaching profession the most important steps to education reform and the development of the quality of education, As the evaluation process for teachers before the service is particularly important as one of the important aspects in the development and success of the educational process (Mahmoud,2014). To this end, it established teacher education programs that is allow student teachers to teach effectively, where students are exposed to current theory and practice in the lecture hall and also during training. All of this is done to ensure that they have adequate teaching skills. Reynolds (1992) concluded that student teachers need to develop their lesson planning, building relationships with students, organizing the physical and social environment in the classroom, delivering a lesson, help students develop meta-cognitive strategies, assessing student learning and reflection about teaching. also indicates Mahmoud (2014) to some of the skills necessary for Arabic language teachers, for example:

The link between general and specific objectives, good pronunciation by characters, understanding of the motives and interests of the students, the ability to persuade, good pronunciation by characters, Provide annual lesson plan, Adapting educational resources with lesson titles, Using teaching techniques that meet the learning effectively, Using educational materials to enhance lesson delivery, Distribute tasks and give directions to the students during the lesson activities. In another way, Al-Barakat & Bataineh (2008) Confirmed on the importance of student teachers to use the computer and integrate into their instruction to develop primary stage pupils' literacy skills.

Bachelor of Islamic Education at University of Malaya, Malaysia is a program that provides training for future teachers so that they become a teacher in a professional and highly skilled in teaching Arab language. At the end of the program is to be provided each student must undergo teaching practice representing eight credit hours, the training is a component of the major courses that must be performed to complete the credit hours for the 149-hour program. Students who fail to meet the conditions of teaching

practice is considered failed. To evaluate the effectiveness of this program for prospective teachers of Arabic education, research needs to be done so that the weaknesses and that there is a lack of either program can be addressed immediately.

1.2 OBJECTIVE OF THE STUDY

This study aims to explore skills of the student teachers of Arabic education once they complete the program. This skill is seen through their eyes during their teaching practice. Specifically, this study was to answer the following question is, to what extent the student teachers' skills in Arabic while teaching?

This study is very important for the improvement of the program has been carried out over the years. Does Knowledge and skills taught and revealed in the program for student teachers enough to make them completely ready for their teaching practice, in other words, does the program provide adequate skills for student teachers.

2. METHODOLOGY

This study used a survey method using questionnaires given to students who have just completed their teaching practice. The questionnaires were distributed in a meeting of the students with program administrators.

This study was conducted to 108 student teachers of Arabic from the program. They have been trained to teach in secondary schools in the state of Selangor, Negeri Sembilan and Kuala Lumpur for ten weeks.

In this study, a questionnaire was constructed based on a study by Noraini et.al (2005). This questionnaire consists of 19 items concerning teacher education teaching skills in Arabic when implementing teaching practice in schools and 12 questionnaire items related to their background. To obtain validity of the questionnaire in this study, the questionnaire was reviewed by a number of experts who is a lecturer in the faculty of education. Cronbach Alpha for the items student teachers skills implement teaching in schools is 0.9252. These values show that this questionnaire has high reliability.

3. ANALYSIS AND FINDINGS

Table 1 shows the mean scores of student teachers skills in planning lessons. The overall level of student teacher in the planning and teaching is at high level (mean = 4.06). Level of preparedness teaching planning is high for the following aspects, it is providing an annual lesson plan (mean = 4.01, SD = 0.73), providing daily lesson plan (Mean = 4.25 SD = 0.64), writing instructional objectives (Mean = 4.19 SD = 0.72) and arranging the contents of the subjects (mean = 4.10, SD = 0.65). While student teachers' skills is moderately high for adapting aspects of educational resources to the topic of education (mean = 3.73, SD = 0.58).

Table 1 : Teaching Skills in Teaching Planning

Item	Statement	N	Mean	SD
1	Provide annual lesson plan	107	4.01	0.73
2	Prepare daily lesson pelan	108	4.25	0.64
3	Writing instructional objectives	105	4.19	0.72
4	Arrange the contents of education in order to achieve the objectives of teaching	106	4.10	0.65
5	Adapting educational resources with lesson titles	106	3.73	0.58
Average			4.06	0.66

Aspects related to teaching skills of induction set, table 2 shows the level of student teachers at the level of moderately high (mean = 3.85, SD = 0.66) in starting with the introduction of the teaching of creative and interesting.

Table 2 : Teaching Skills in Set Induction

Item	Statement	N	Mean	SD
1	Starting with the introduction of the teaching of creative, interesting, and relevant to the topic of education	108	3.83	0.66

Table 3 shows the mean skills of student teachers in the delivery of instruction. In general, the skills of student teachers in delivering lessons to be moderately high (mean = 3.76, SD = 0.66). All items in the delivery of teaching is at moderate level. Among them is the ability to distribute the time teaching (Mean = 3.61, SD = 0.65), presenting the subject matter properly and clearly (Mean = 3.80, SD = 0.62), using techniques that meet the objectives (mean = 3.73, SD = 0.71) and use of educational materials for the strengthening of the delivery (mean = 3.91, SD = 0.65).

Table 3 : Teaching Skills in Teaching Presentation

Item	Statement	N	Mean	SD
1	Allocate sufficient time for such activities while teaching lessons	108	3.61	0.65
2	Delivering lesson properly and clearly	108	3.80	0.62
3	Using teaching techniques that meet the learning effectively	108	3.73	0.71
4	Using educational materials to enhance lesson delivery	108	3.91	0.65
Average			3.76	0.66

In Table 4 below shows that the mean associated with the student teachers' skills in classroom management. Overall skills of student teachers about classroom management is moderately high (mean = 3.91, SD = 0.65). This shows that teachers are sensitive and concerned about classroom management because they know that the lessons interesting to the discretion of the teacher conducting the class. Teachers also found delegating wisely and give directions where mean it is at high level (Min 4:02, SD0.64).

Table 4 : Teaching Skills in Classroom Management

Item	Statement	N	Mean	SD
1	Create a learning environment that stimulate students' interest in learning	108	3.86	0.65
2	Maintain student focus on education by encouraging active participation	108	3.86	0.66
3	Distribute tasks and give directions to the students during the lesson activities	107	4.02	0.64
Average			3.91	0.65

Table 5 describes the analysis of data related to the skills of the student teachers to monitor students' understanding is moderately high (mean = 3.70, SD = 0.68). This clearly shows that the teachers care about the extent to which students understand their lessons, they take action when students with learning difficulties. This can be seen when the mean is moderately high (3.71)

Table 5 : Teaching Skills in the Assessment / Monitoring of Student

Item	Statement	N	Mean	SD
1	Questioning students with various levels of cognitive questions	108	3.68	0.72
2	Track of students with disabilities in understanding the lesson	108	3.71	0.66
3	Take action when students encounter problems during lessons	107	3.70	0.66
Average			3.70	0.68

Table 6 shows the teaching skills of student teachers make inferences in teaching during teaching practice is moderately high (mean = 3.70, SD = 0.68). This finding reflects the teaching skills of student teachers to formulate lesson by assessing the ability of students at the end of the lesson (mean = 3.83, SD = 0.67). Generally, most of the teachers to do this because of lack of time and easy to operate.

Table 6 Teaching Skills in inferences or Summary / Conclusion

Item	Statement	N	Mean	SD
1	Summarize the lesson by assessing the ability of students	107	3.83	0.67
2	Suggested follow-up activities for the next lesson	107	3.57	0.69
Average			3.70	0.68

4. CONCLUSION

Overall, the program is successful provides students with good teaching practice exercise. In other words, the skills taught in the program are adequate and comprehensive, this is because the overall mean is moderately high at 3.83. These skills are lesson plans, conduct induction set during lessons, lesson delivery, classroom management, assessment / monitoring of students, inferences / conclusions and use of teaching materials. The results show that the level of skills of student teacher lesson plans at high levels (mean 4.06). 4 out of 5 items for this skill over level 4.00 that item provides an annual lesson plan (mean 4.01), daily lesson plans (mean 4.24), writing instructional objectives (mean 4.19) and organize the contents to achieving the objectives of the lesson (mean 4.10). This shows that the teachers had to meet the recommendations of Abdul Rahim (2000) and Ghazali Darussalam (2003) in which the effectiveness of teaching practice can be achieved by implementing a plan that involves preparation before and after teaching duties such as providing long-term lesson plans in addition to providing daily plan carefully and stated objectives clear. However, this study differ with Yu Chok Tow (1994), where in the study that teachers do not know how to write lesson plans.

The results also indicated readiness teachers skills who have moderately high level of (a) induction set during the teaching (mean 3.83); (B) the presentation of teaching (mean 3.76); (C) classroom management, assessment / monitoring students (mean 3.91); (D) a summary / conclusion of teaching (mean 3.70); (E) use of teaching aids in teaching (mean 3.34). Given the five skills get mean under (4.0) this means that the students who are placed for teaching practice are not ready to face the situation as a teacher.

To achieve high capacity in skill set induction, teachers need to know the real purpose established set of induction into teaching and learning. The real aim of the set induction is what is stated Abdul Rahim (2000), which attracted the attention of students and place them in the appropriate situations to receive a lesson that will be served. The next goal is to attract and could pose situations that can open students to receive teaching.

For teaching presentation skills, the study showed a mean of 3.80 for lesson delivery items. To obtain a higher mean, teachers should adopt the recommendations of Ahmad Mohd. Solleh (2004), about the delivery of the subject matter in which he stated that the delivery includes three aspects; First, the initial stages of teaching. In this stage, teachers should introduce the topic and scope of the subject matter. Teachers also ensure that pupils were ready for the next lesson and show enthusiasm. Second, the development stage. Study time is actually a lot going on at this stage. Teachers should be able to use appropriate teaching methods, teaching aids related, have a good interaction with the students and make sure the class runs with good discipline to learning objectives that can be produced with a perfectly planned.

Third, the end of the lesson. At this stage, teachers should draw conclusions related to the content of teaching. Consequently, students are ready to face the next lesson.

Overall, Bachelor of Islamic Education is a program that plays an important role in providing teaching skills to students who will be featured professional teachers (Abdul Halim, 2005). However, there are aspects that need to be highlighted and addressed in pedagogy, methodology and teaching techniques. Among the aspects that need to be examined and emphasized the teaching of planning involving the use of educational materials that strengthen the delivery of the subject matter. Aspects of classroom management can stimulate students' interest and maintain their focus. Similarly, aspects of classroom assessment, student assessment and formulation.

Classroom management is a very important teaching skills. Noraini et. Al. (2005) Zaharah Hussin (2005) and Mohd Yusuf Ahmad. (2005) have suggested that the classroom management course is compulsory for each student prior to their teaching practice. This is because such a course expose the right way to manage a classroom.

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