C-EDU-157: Survey of Pedagogical Knowledge and Satisfaction Index Among Teachers at Sekolah Rendah Islam Ibnu 'Abbas

Saiful Hakim Mahyiddin[1], Shakinah Sukardhi[1], Mohd Rusllim Mohamed[1], Mohd Shafie Bakar[1], Ahmad Johari Mohamad[1], Johari Surif[2]

[1]Universiti Malaysia Pahang, 26600 Pekan,
Pahang Darul Makmur
[2]Universiti Teknologi Malaysia, 81310 Skudai,
Johor Darul Takzim
Corresponding author: *rusllim@ump.edu.my*

Abstract

The aim of this study was to look at the understanding of pedagogical knowledge, job satisfaction among primary school teachers of Sekolah Rendah Islam Ibnu Abbas Kuantan. To achieve this, the perception and practice of pedagogical knowledge of teachers were identified. A total of 19 teachers at the school were involved as respondents in this study. Data were collected through a questionnaire consisting of 41 items of Likert scale. Data were analyzed using descriptive statistics. The result of this study shows that teachers have the knowledge, skills and application of good pedagogical knowledge. Nevertheless, for the method or approach during teaching and learning, teachers still did not planned carefully before teaching and learning takes place. Teachers show lack of clarification of objectives as well as perform demonstration to the students when it was required. In terms of jobs satisfaction, number of teachers mentioned they were concerns of the support from the employer, especially financial support, and basic amenities. Thus, it is expected that the findings of this study can be used as a process to carry out improvements to the school and the administration in maintaining the quality and reputation of all parties.

Keywords: *Pedagogical Knowledge, Simple Random Sampling*

1. Introduction

The goal of establishment of an educational institution is to expand and strengthen the knowledge that is certainly in line with the theme lifetime education (See, 2013). However, the education system also plays a role in implementing this goal. Thus, Koperasi Bina Insan Berhad (KOBI) takes steps by choosing this path in continuing their intellectual struggle and at the same time not to put aside religious matter. Thus, Sekolah Rendah Islam Ibnu 'Abbas was established in 1999 and commenced its operations in 2000.

The Board of Directors are from KOBI's member who possess an academic educational background and professional experience and are committed and have a sound understanding of Islam. The name of Sekolah Rendah Islam Ibnu Abbas (SeRIA) is inspired from the charisma and grandeur of Prophet Muhammad SAW's companion named Abdullah B. Abbas or also known as Ibn Abbas. He was a scientist and scholar who were committed to studying, practicing and spreading Islamic knowledge and he became the reference during the times of Prophet SAW, his companion and to the present generation (Al-Banjari, 2013).

All this is in line with the words of Prof. Dr. Yusuf Al-Qardhawi, "One of the demands of modernity is prohibited for a person to surrender to circumstances and conditions that exist now, but it must continue to look for the future. Pressure, difficulties and problems now may not be a stumbling block for them to strive forward and continue to seek solutions to the problems that are faced. It must continue sowing and planting seeds that will bear fruit in the future" (Hashim *et al.,* 2015).

Thus, the establishment of this school meet the needs of various parties. It is the national demands in providing superior human capital and includes the demands of the Islamic scholars who dream of continuing their struggles. In achieving these goals, it is clear that the rise of something cannot stand alone but have their roots from the branches that also support strongly. Apart from the schools, teachers, parents and the student itself must play a role in making the original goal of establishment become reality.

The qualities needed to become a teacher is not just full of the knowledge, but the teaching and learning techniques that was conducted must based on clear pedagogical contents (Way *et al.,* 2013). So, this study was carried out to determine the extent of perception and implementation of this pedagogical practice among the teacher of Sekolah Rendah Islam Ibnu 'Abbas in driving towards effective education.

2. Methodology

2.1. Research participant

In this study, sampling method that was used to obtain the data is simple random sampling (SRS). This sampling technique was based on each individual's or respondent had an equal chance to be taken to represent the population of interest (Levin & Fox, 2007). Therefore, the respondents involved in this study consisted of 19 persons among school teacher.

2.2. Research instrument

The instrument used in this study was descriptive method. It was used for collecting and summarizing the data and presents the summarized results. This instrument was to help the conducted survey to identify the perceptions and practices of pedagogical knowledge content of respondent. The questionnaire used was in the form of Likert scale for getting the feedback from respondent. This questionnaire was divided into two parts, the contents of teaching and learning and work satisfaction.

3. Result and discussion

3.1. Contents of teaching and learning

Based on the questions given, the question that was under the title of teaching and learning contents could be divided into three major groups namely teachers' mentality preparation before teaching, methods or approaches in teaching and evaluation of post-teaching in measuring the level of student understanding. Figure 1 shows the distribution of teachers' mentality preparation before teaching.
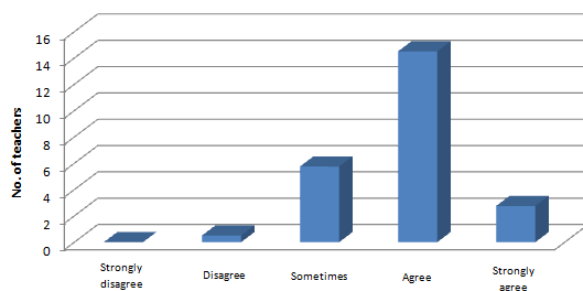

Figure 1: Teachers' mentality preparation before teaching

Figure 1 shows combination of the questions that led to the acquisition and preparation of teachers before teaching. This included aspects of the teacher's knowledge on the subject, the strategy to develop the understanding of the content, the knowledge development of the subject concept, planning of understanding development of the subject content and classroom management strategies.

On average, 15 teachers that were represented by 76.4% made preparations in terms of concept development planning strategy as well as content and class management. This gave the impression that before began any teaching and learning session, teachers must tried to make a good preparation in providing a positive impact on students.

However, there were on average 6 teachers sometimes made all these preparations. Among the possibility which became the driving factor was the teachers' had other commitments and still new in the world of education that caused the lack of preparation. Although this number was not very large, but if it continues, certainly there would be an impact on the effectiveness of teaching and learning session.
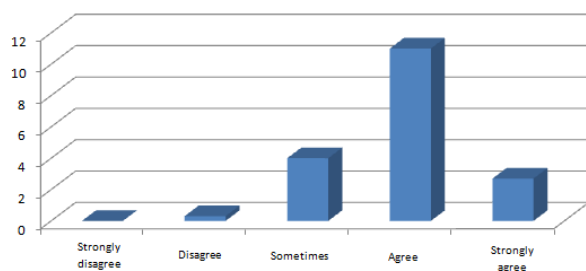

Figure 2: Method or approach during teaching

Based on figure 2, on average, there were 11 teachers who chose to agree that they used variety of approaches during teaching, giving examples related to life in explaining the concept, linking lesson content with real-world application and to correct student errors immediately. Whereas, on average 3 teachers

chose strongly agree, 4 teachers chose sometimes and a teacher disagrees.

In line with the concept of religious-based schools, teachers were easy to relate teaching and learning to the daily lives. This approach was a bonus to teachers to assist students in providing a better understanding. Among other things, this technique combined the student listening and visualizing skill.
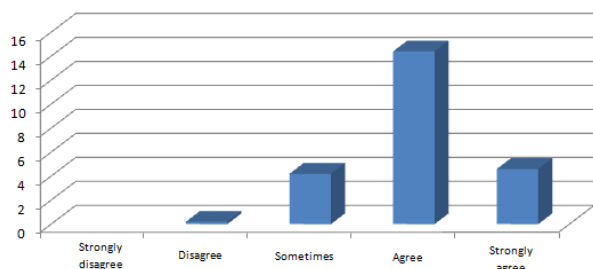

Figure 3: Evaluation after learning

For the evaluation after learning, figure 3 shows the teacher's average to assess student performance by either formative or summative methods. An average of 13 teachers agrees that this assessment was carried out very well at school in giving the parameters of the effectiveness of teaching and learning session. On average, 3 teachers chose sometimes and 4 teachers chose strongly agree.

The knowledge about performance evaluation was also an important thing for a teacher. Besides being an indicator of students understanding level, it could be a reference for the teacher to assess the suitability of the techniques and approaches used towards student. At the same time, it could be a reference in the future and also became a benchmark of technique suitability with the student level.
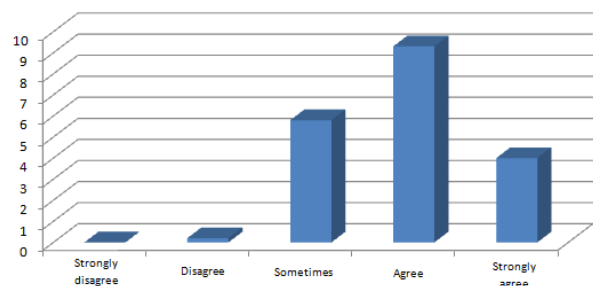

Figure 4: Working satisfaction

Figure 4 shows the teacher's average regarding working satisfaction. Based on the graph, on average, teachers that chose to agree was the highest which was 9 teachers, while sometimes was approaching 6 teachers and average of 4 teachers chose strongly agree. The average of teachers who chose agree, depicted their satisfaction towards SeRIA administrative support, the openness to share creative ideas to improve the quality of teaching and learning, discussion practice and tolerance in carrying out their duties and support from KOBI in the form of finance to execute teaching and learning workshop.

However, the teachers who chose sometimes give intense warning. This explained that the satisfactory level of the teachers were not so good. Among the things that need to be detailed from this study was the incomplete facilities of the school, support from ALP/KOBI from all aspects and perception of parents towards the school.

To make things clear about this matter, both the teachers and parents, including school staffs, must tolerate to provide the best services together in realizing the school aspirations.

4. Conclusion

The excellence in an institution actually depends on many factors. The teachers play the main role in the success of this ambition. However, external factors such as parental support, the administration, finance and infrastructure facilities become the influenced elements (Akbari & Dadvand, 2014). Though, there is no denial regarding the mastery of teachers' technique or the approach in teaching and learning because the result was still measured at the end of the session. Thus, based on this study, teachers need to clarify in terms of objective, learning simulation, the teaching technique for different students and explore the development of curriculum itself. Therefore, it is expected that this study can be used as one of the process to perform improvement for either the school or the administration in maintaining qualities and good name of all parties.

Acknowledgement

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