

Exploring IIUM Students' Perceptions on the Effectiveness of Teaching Practical Module on Their Teaching Skills in Kuliyyah of Education

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Abstract— Teachers play an important role in the world as they are the backbone in education institution. Practical program for students-teachers are important to ensure that the education system in Malaysia would be able to produce quality trainees who are achieve the demands of classroom teaching and learning in the 21st century. This study was carried out with the aim to explore how far teaching practical teaching modules help student-teachers in carrying out teaching practices. This research used qualitative method (face to face semi-structure). The population of this study is year-end students at the Kulliyah of Education at International Islamic University Malaysia and three respondents majoring in Islamic Education who have finished their practicum I and II were randomly been choose as the sample of this study. As the results, all respondents agreed that the practical of teaching would be able to help them in order to improve their teaching skills. However, there are several factors that need to be refined such as the syllabus of the current practical as well as the transportation and financial issues.

Keywords: *effectiveness, teaching practical module, teaching skills*

I. INTRODUCTION

Learning is a combination of two activities, that is teaching activities and learning activities. Learning is an activity of organizing or regulating the environment as well as possible and then connecting with students so that there is a learning process [1]. Learning is an activity that is realized and planned. Learning is a system that is composed of several components that are interrelated with each other in order to achieve a goal of predetermined learning. The learning process will be carried out well when accompanied by planning teaching as a reference in teaching. Learning planning has a very important role, that is guiding the teacher in carrying out his duties as an educator. Therefore, a teacher must have a learning plan because the planning is an important pedagogical function to improve the quality of learning practices and also motivate teachers [2]. Learning planning is made with reference to the curriculum.

In the context of learning, planning can be interpreted as the process of compiling subject matter, the use of teaching media, teaching approaches and methods as well as assessments of predetermined time allocations [3]. A teacher is required to have knowledge, skills and professional attitudes in teaching. The teacher is the person in charge of physical education who in the learning process is often not comprehensive so that the implementation is not as expected.

Therefore, the teacher is required to make a teaching plan so that the teacher can assess the needs of each student so that he can apply the appropriate learning strategies and teaching goals can be achieved.

A teacher must really prepare himself to teach students. The things that must be prepared by a teacher are broad insights about the knowledge mastered and general insight. In addition, teachers must also be smart in delivering learning material. The method used in teaching must be effective so that learning objectives can be achieved. It must be planned carefully so that the teacher is not confused when teaching. The practicum which provide students with supervised experiences and help the student teacher to understand the full scope of teacher's role. The teaching practical module is one of sources that can be used to plan teaching strategies. The practicum module can help teachers to prepare themselves to teach and meet the challenges of the 21st century classroom and workplace.

Teaching practice is one of the important stages for the students to complete the teaching program before they graduate. Practical experiences allow student teachers the opportunity to transfer teaching skills into practice (and reflect about this practice) within a relatively controlled context and under supervision [4]. Other remarkable characteristics of student teachers' learning process have been described. Furthermore, in Kuliyyah of Education, International Islamic University Malaysia provide teaching practicum I and practicum II as for preparation for the students in teaching in order to face the real world of classroom. In addition, even in Pakistan, they also acknowledge the importance of teachers in the education process. Hence, Pakistan's government takes a great deal of interest in teachers' professional improvement and development. Therefore, since we found out that there is no research has been done earlier on the effectiveness of teaching practicum toward students, so we have made the decision to conduct a research on experience of teaching practice.

II. METHOD

This study is qualitative design. To answer the research questions, the researchers used the qualitative research (face to face semi-structure) approach that focus on the effectiveness of practicum module on enhancing student skill of teaching. The population of this research was the students from the Kulliyah of Education in International Islamic

University Malaysia. As the nature of study was qualitative, we are choosing randomly the sample of three students in Islamic Education which are two female and one male from the Kuliyyah of Education in International Islamic University Malaysia, who have finished their practicum I and II, in order to explore and underlying the problem. The instrument for this study is an adapted modified interview questions based on the teaching practice evaluation form from the Kuliyyah of Education, International Islamic University Malaysia. Meanwhile, the qualitative survey for this study consists of five major sections. The first section includes the question about how the practical module help the student-teachers improve their teaching skills. In order to answer the questions, the researchers come out with five interview questions. Then, for the second section, the question asks about the role of supervisor to help the student-teachers improve their teaching. It also includes four interview questions. For the section three, the question tries to explore about how the school help student-teachers improve the teaching skills. Under this section, there are two interview questions. Next, for the section four, the researcher includes the question about the challenges that were facing by the student-teachers in their practicum module. At the last section, the researchers try to come out the question with the suggestion from the student-teachers in order to get the better outcomes.

The study was conducted to explore the effectiveness of the practicum module for the students, and as it is qualitative approach, the researcher used interview method to collect the data from the 3 students of Kuliyyah of Education that has undergo the practicum module. The interviews were conducted in Malay language and also Indonesian language as we have one interviewee from Indonesia. All interviews were conducted at a time chose by the interviewees. An individual interview session was carried out with each of the participants at Kuliyyah of Education, IIUM and took approximately 30 minutes to 60 minutes of duration. Also, the interview session was recorded using audio recorder device for analysis process and it was permitted by the interviewee. Therefore, this method helps the researcher to collect the data that need of the experiences of the teaching practicum.

In this study, the data was analyzed using thematic procedure which one of common approach for analysis data. The procedure was included the process of transcribing the audio recorded throughout the interview. Then, started the coding the data that have been transcribed to get the main idea from the information that the researcher gains from the interview also to turn the main ideas into themes. Furthermore, the researcher used inter-rater reliability to increase the trustworthiness of the information. Through this process, the data are being comparing between the researcher and from an expert to get the agreement. Thus, the result from inter-rater reliability shows that the study achieved the agreement which is 83.33 %.

III. RESULTS AND DISCUSSION

This chapter represent the main finding in this study based on the research question. As acknowledge from the beginning, this study was intended to find out and to explore students-teacher perception about the practicum module that

they had been taken during final year in Kuliyyah of Education.

A. How far does the practicum module helps students-teacher improve their teaching skill?

According to the answers that given by the interviewee, practicum module really helped them to plan and prepare the subject during practicum period. As stated by ST's1, during practicum period, senior teacher is play important roles to advice and help them to prepare the subject which is the senior teacher also can be their mentor. Besides, they also applied what they have learnt during their study period, such as course subject that required them to prepare lesson plan, strategy in teaching and others. The ST's1 also mentioned that school's tolerance on helping them during practicum period such as giving the good student for them to manage. As for ST's2, she pointed out that textbook really help her in prepare the lesson for the subject, such as in preparing the objective for the subject.

Based on the answer from the interview question, which to find out how practicum help the student-teachers to improve their explanation and presentation skill. For the ST's1, she stated that to improve explanation and presentation skill is to learn from the other experience such as her mentor. She learnt and observed on how her mentor handled the class, and what method that has been used by her mentor to transfer the knowledge to the students. the other thing that she mentioned is the students-teacher must know and understand the syllabus first, so that they will not be hesitated to talk in front their students, and after they understand the syllabus, they may also prepare any possible question from their students. As for the question from the students, ST's2 also came out with the answer which any impromptu question from the students can help the teacher to improve their explanation skills, because no matter what happened, they still need to answer their question. Thus, students-teachers need to be creative and efficient to face any possibility that come from the students. Next, St's1 said that to apply psychology on the students which if the student-teachers do not know something, use psychology on student for example ask their opinion first, or anything, so the students will not downgrade the student-teachers if they do not know something. The last thing students can do to improve their skills is to consult with other teachers in the school.

The next question was intended to explore how practicum helps student-teachers to evaluate the students. St's1 said that during her practicum period, at the beginning of the class, she started to know her students by their name, and their behavior in the class. Thus, after she know, she took a not about her first impression of the student and see their improvement day by day. Other than that, she also refers to the other teacher that has been teach the class before about their grade and attitude in class. Besides, she also using traffic light card in order to know whether her students understand or not on her lesson which if the students do not know the lesson, they will pick up the red card, or if the students understand the lesson, they will pick up the green card. So, from this activity, she can conclude to what extent the students understand her lesson, if there are some students that do not understand, she will repeat again in the next class before she jumps into another topic. In addition, ST's1 also

using evaluation form in her class or she ask the students randomly at the end of the class based on the lesson objective, to see how much objective that she achieved in that particular topic. As for St's2, she said that experience is the best teacher to evaluate the students, which during the practicum, she got the new experience where she needs to evaluate all of her students in the class, so from there she concludes that practicum really helps her to evaluate the students through experience.

Next is how practicum helps student-teacher to improve their communication skills between the students and colleague. For this question, only ST's2 answered to relevant answered to this question which are to know the culture and get involved in school activities where the student-teachers need to communicate with the teachers, as well as with the students. This will help the student-teachers to practice on their communication skills. Hence, she also mentioned that no matter what, the student-teachers need to improve their communication skill in order to attract the student. If they cannot attract the student, how will they teach the students and how will the student receive the knowledge from them?

Lastly, the researcher also investigating on how practicum help student-teachers to obtain and improve their personal quality as a teacher. ST's2 answered that as Islamic educators, we need to improved ourselves by followed the Islamic teaching, where the student-teachers itself need to change herself for the better as what have been teach by the Islamic teaching. She mentioned that students usually have high expectation on Islamic teacher, so it is up to the student-teachers to improve their personal quality in order to be role model to their students.

B. How far does teaching supervisor helps students-teacher improve their teaching skill?

Based on the interview question, all of the respondents were agreed that the teaching supervisor were helped them to improve their teaching skill during their practicum. Most of them said that, after they finished their teaching, the supervisor will meet them personally and give them the comment and feedback through their presentation before. From that comment, the student-teachers can know the weakness during their presentation and the supervisor will tell them how they can improve their teaching skill for the next presentation. Usually, every supervisor will do the observation toward every student-teachers twice, so every time they meet the student-teachers, they will give the constructive comment for them. It will help the student-teachers to be improve from time to time.

During the practicum, the student-teachers were giving time to adapt with the new situation and prepare their teaching skill before they are being observe by the mentors and supervisors. It is important for them since they were first time in the teaching fields. So, they need to learnt and fully prepare before they were being observe. The ST's2 mention that, the supervisor will tell the student-teachers at least two days before coming and it is enough for them to plan and prepare the materials. But some respondent is facing difficulties with the supervisor when their supervisor does not tell him when they want to come and make observation, but they will tell the student in the same day they came to do observation. So, the students do not have enough preparation

and will affect their teaching. Nevertheless, it also depends on the supervisor itself.

The supervisor plays an important role in enhancing student-teachers teaching skill. The ST's 2 said that, the supervisor will help the student-teachers by giving comment and sharing their experience because of they already experience it. Most of their supervisor give a good advice in order to help them to improve their skill while they are teaching in the class. There is some encouragement were showed by the supervisor for the student-teachers. For the ST's2, she said that the supervisor always encourages her through the advice, and it is the best ways for her to improve their teaching skills. Besides, the other ways that will encourage the student-teachers when the supervisor praised them while they are doing well in their teaching and also motivate them to be a good student-teachers.

C. How far does the school help students-teacher improve teaching skills?

The researcher was intended to explore about the influence of school on improving student-teachers teaching skills, classroom management, and communication. The ST's1 mentioned that any program that the school involves them with, it helps them to improve their communication skills with the students and the teacher, where during the program, it helps them to practice because at the same time the student-teachers need to socialize with the other people in the school. As mention above, about the communication skills between the students and colleague, this is the same point where the student-teachers need to practice their communication skills through the program. Besides, for the classroom management, the student-teachers need to be creative, where in this case, the student-teachers ask the smart student in the class to handle the class such as explain to their friend what they do not understand about the lesson. As commonly understood, the student is more open and easier to understand when they get the explanation from their friends. Next, during the practicum, the school also helps the student-teachers by providing them some material for the teaching aids. This will make the teaching process become easier from the student-teachers. Last but not least, the role of the mentor and other teachers in the school also play important roles in order to help the student-teachers improve their teaching skills and classroom management such as giving them moral support and some idea on how handling the class.

School is the most significant element for the student-teachers during the practicum period because the student-teachers will work in the school. In this part of question, it explained about the role of school in producing the well-prepared teachers. All the respondent agreed that school is the important thing in order to produce well-prepared teacher. St's2 stated the principal need to approach student-teachers and make them feel welcoming at the school. For student teachers, school is their second home during the practicum period. Thus, if they feel welcoming in the school, they can feel the sense of belonging in that school, so that they will be motivated during the period. Most of the ST's stated that the school were giving them task that involving talking and socializing, where can help the to blend in with the community in the school as well as can help them to improve their communication skill.

D. What are the challenges facing student-teachers in their practicum module?

Based on this question, there are many challenges that were facing by the student-teachers during their practicum. From the ST's1, she mentions that, during her practicum, she was facing challenges with the school which is the lack of facilities in her school. The school cannot be able to provide the convenience for every student. So, they need to share the facilities together. Sometimes It will be interrupting the teaching process when the student-teachers need to use the technology. Then, she also said that she has the financial problem when she needs to provide the teaching aids by using her own money. Because of the student-teachers do not get any allowance during their practicum, so they need to use their own money. Other than that, the transportation issue also is the big problem for some student-teachers if they are not be able to drive the car. Because of the school were located far from their hostel, so they need to take the taxi or rent the car, so indirectly it also will affect their financial.

Besides, there are the different challenges that were facing by the ST'S2. She does not have same problem like ST's1, but the true problem that were facing by her is with their student. Some students like to ask everything, so as a student-teachers, she need to prepare and have as much as about the general knowledge in order to answer the student's question. Next, the other challenges are when some teachers do not even care and give help to the student-teachers, so they need to find the own initiative to adapt with people around them. Then, the student-teachers also facing by the many tasks from the school and some teacher handoff the task to the trainee teachers. For the ST's3, he said that the big problem that he needs to face when he deals with the naughty students. Some students are not listening to advice, so he need to find the other ways to manage this kind of students.

E. How could practicum module be improved?

In the last session of interview session, the ST's were asked about the improvement that can be done in the practicum module, so that the next generation will get the better result which is become a better teacher. ST's1 said that the Kuliyyah maybe can provide a guideline about 21st century learning for the student-teachers. They can practice it during the practicum period, as commonly known that student nowadays is more modern than before. So, the teachers need a new strategy to attract the student's attention. Besides, St's2 mentioned about the course that provided by the Kuliyyah are not enough for the students to be practiced in the school during practicum period. Thus, maybe the Kuliyyah can review again about the course and syllabus that can helps the students in order to expose more about the real situation in the school, so they can be more prepared before going to the school. Last but not least, there one respondent complaint about their supervisor, where the supervisor did not follow the procedure that has been specified by the Kuliyyah and the supervisor also take easy about the observation. The suggestion is only come from the St's1 where she suggested the Kuliyyah maybe provide some money allocation for them during the practicum period. This is because, based on St's answer, all the money; transportation and teaching aids all from the students itself.

All the respondent agreed that practicum would be able to help them in order to improve their teaching skill, however, there are some particular factor that also need to contribute their efforts to help student-teachers during practicum period, which are school, supervisor, and university itself. Main finding of this research is mentor of the student-teachers during practicum period is very significant because if the student-teachers are facing some difficulties, they can directly ask some helps from their mentor. Besides, tolerance from the school also important from the student-teachers, like one of the respondents said, the school really help her in managing the classroom when they gave her the class that full of smart students. The role of supervisor also been mentioned by the student-teachers where they really hope that the supervisor can focus on observing them, and not take easy on their observation. This is because when the supervisor really serious and helpful, it will make the student-teachers feel high spirit and want to do better during their teaching practicum. Lastly, the student-teachers itself need to aware about their quality. They always need to learn and become more knowledgeable than their students. they need to master all the 21st century learning, and new strategy to attract their student in class.

IV. CONCLUSION

The teacher trainer plays an important and strategic role in education before completing the study and actually holds a teacher's degree in school. As teacher trainers, educators and trainers for students, teacher trainers are agents of social change that change their thinking patterns, attitudes and behavior towards a better, more productive and independent society.

In addition, teacher trainers are the most influential component in creating quality education processes and outcomes. Because of that, any effort is made to improve the quality of education held by training trainers who are already professionals. In other words, improving the quality of education must begin with the teacher and end with the teacher. To carry out its heavy duty and function, the teacher of the trainer is required to have pedagogical competence and professional competence, therefore a practicum module is needed.

To give birth to a generation of students who have high-tech knowledge and skills, they must start from school. But before that teachers in schools need to be trained so they can reach the level to bring change to the new generation and are willing to assume mandated responsibilities. In accordance with the aspirations of the Malaysian Education Development Agency, the Malaysian Ministry of Education has established improvements to the role of practicum in determining the quality of education in Malaysia.

Based on the interviews we conducted with several student practicum respondents regarding the effectiveness of the practicum module for them in conducting teaching practices. It was found that the practicum module really helped the student practicum in planning and preparing RPH to do classroom teaching. In addition, with the practicum module, the student practicum is also very helpful in determining teaching methods and procedures for good interaction with students to create a good learning atmosphere. Through the module practicum, the student

practicum also knows the steps that can be taken by a teacher to make an assessment of students.

Basically, the practicum module is a guide for student practicum and teachers to plan and prepare for teaching. Therefore, anything related to teaching is indeed regulated in the guidelines. Another function of the practicum module is to improve the ability and quality of teaching a teacher, both communication skills and the ability to deliver material in front of the class.

The supporting factors for the effectiveness of the practicum module are the support from the school and the counselor in implementing what is in the practicum module. In addition, instructions and recommendations that build from the school or counselor are also very important for achieving the effectiveness of the practicum module in the teaching process.

Becoming a professional teacher is not an easy thing, many things must be prepared. One of them is teaching training in schools. Teaching training must also be in accordance with the existing guidebook. Because teachers who teach in class must be able to teach well. With the practicum module, teachers can run according to the module, start from class management, and communication to students and others.

There are also many challenges when doing teaching in the classroom. The biggest challenge for teachers is how to deal with students who are not good when the learning process takes place. This practicum module provides direction and information so that teachers always provide the best teaching.

With the presence of a supervisor, we can find out where our mistakes and shortcomings are, so that they will be a material improvement for the future. He also needs a supervisor because he will provide moral support when we teach. Without the supervisor, the way we teach will be very different due to the lack of guidance. So, supervisors not only comment, but he will provide moral support, advice as long as we become teachers. Because not only facing students, but also student guardians.

With the development of the age, the low quality of education has had a direct effect on the low quality of teacher trainers as human capital to the education sector. Because the process of giving birth to students who have quality education should only be achieved through a quality education and learning process as well. Therefore, the practicum module must be improved from year to year, because it adjusts the situation and conditions of the development of existing education. With the practicum module, making the teacher's teaching process easier and more organized.

During the interview session, the ST's has been asked about their suggestion and recommendation in order to make the practicum module in the Kuliyyah of Education become more benefit and useful for the student. The

respondent suggested that the management in Kuliyyah of Education can consider for supplying the student-teachers some money to prepare for their teaching aids. This is because, most of the expenses for the teaching aids, is come from the student-teachers itself. Besides, they also recommend for the Kuliyyah of Education to revise the syllabus in order to give help the students in improving their teaching skills. Lastly, the management also can provide the students with some book and compilation about the 21st century learning. This is because, the students in Kuliyyah of Education may be missed some of the information about the 21st century learning, thus, with the compilation of 21st century learning, it may help them to refer about it anytime and anywhere.

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