

Professionalism of Arabic Teacher Trainees of Upsi in Writing Lesson Plan

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Abstract: The aim of this study is to investigate the level of professionalism among the Arabic teacher trainees of Sultan Idris Education University (UPSI) during their Teaching Practice. The aspects of professionalism investigated are the skills of writing the objectives and the learning outcomes in their daily lesson plans. This study is a quantitative study which employs the descriptive research approach. The respondents involved are 58 Arabic teacher trainees of Semester 7, Faculty of Languages and Communication, Sultan Idris Education University (UPSI). The data is analysed using the 5 Likert scales. The findings indicate that the skills of writing the objectives and the learning outcomes is at the high level of 3=(3.67-5.00).

Key words: Professionalism • Teacher trainees • Lesson Plan

INTRODUCTION

A teacher is an important profession in the development of human capital and individual behaviors. One of the teachers' roles is to develop the knowledge as well as behaviors of a society to be more holistic (Zulfahmi, 2008). Hence, the effectiveness of this profession depends much on the quality and the hard work of teachers themselves (ZakariaKasa, SoaibAsimirin, Abdul RasidJamian&Yahya Othman, 2004). Some of the qualities which need attention are the aspect of the teaching and learning itself, teachers' knowledge, teachers' attitudes and teachers' readiness which are referred to as professionalism in order to be school teachers (Baharin, 2006).

In achieving the government's aims in education, teachers have to be individuals who have good qualities (HalimahHarun, 2006). Teachers with good qualities can be identified as early as at their teaching practice (TP) stage. TP is the earliest stage which prepares teacher trainees with the skills and needs to face the education world which is full with challenges and obstacles (Abdul Malek&SitiZohora, 2001). TP is also a mean in which teacher trainees can apply the knowledge learned. This applies to all the subjects taught in schools including Arabic. As far as Arabic is concerned, teachers need to have the content knowledge as well as the pedagogical content knowledge of Arabic itself (Sulaiman, 2003).

Hafizah Othman (2013) has discovered the problem among the teacher trainees is in the preparation of their daily lesson plans. It is revealed that most teacher trainees of Unisza have the problem of determining the ideal learning outcomes. Based on the reports by supervisors and mentors during the teaching practice observations, among the problems highlighted in the reports were: the teacher trainees were not able to complete their daily lesson plans before the teaching took place, they could not differentiate between the learning objectives and the learning outcomes, they did not write their reflection after the lessons ended, the activities designed were not catered to the time allocated in the teaching steps and they did not detail out the content (*Source: Minutes of the Teaching Practice Meeting, Arabic Unit, Semester 1 Sesi 2015/2016*).

MATERIALS AND METHOD

In this study, the researchers have limited the scope to the level of professionalism among the semester 7 Arabic teacher trainees of UPSI who undergo their teaching practice. The respondents are 58 GPBAUPSI. The questionnaire is distributed to the respondents as a mechanism of data collection. The main focus of the investigation is the writing of daily lesson plans and the specific elements examined are the aspects of writing the learning objectives and learning outcomes.

The needs to look into the aspects of lesson planning are fundamental as this is important for teachers before engaging in any teaching activities. The main factor which demonstrates the mastery of the teaching concept is through the writing of clear objectives. The objective which is written explicitly is the main basis for a teacher to ensure teaching and learning goals are achieved and to be able to prepare the forms of evaluation (SitiNorazian, 2003). Sharifah stated that there are three important components which teachers need to consider in their lesson planning ensuring good qualities of teaching: 1. Basic information which includes determining learning objectives, topics, content and students' prior knowledge. 2. Delivery which includes set inductions and conclusions in order to achieve learning objectives. 3. Evaluation which focuses on whether learning objectives are achieved.

Aspects of learning outcomes are connected closely to learning objectives and learning outcomes are one of the aspects which are evaluated during TP. According to Mohd Ali Jemail (2009), teacher trainees need to train themselves to write good learning outcomes which include the aspects of A, B, C and D. A is for Audience, B is for Behavior, C is for Condition and D is for Degree. Audience in this context refers to students. The writing of behavior must be explicit in which the activities can be seen and heard by the audience. Condition refers to value which can be seen with words such as 'right', 'precise' and 'accurate'. And degree refers to the learning which is expected to be mastered by students.

Therefore, many researchers state that when teachers have mastered the skills of writing their daily lesson plan, teaching and content knowledge aspects as well as able to identify strengths and weaknesses in their reflection, teacher trainees are more prepared thus become professional language educators (Hashim Othman & MohdDaud, 2011).

This study employs a quantitative research method through descriptive research. The research instrument used is the questionnaire. According to Abdul Majid (2000), descriptive survey study is suitable to explain and detail certain current phenomenon in social sciences. Descriptive study is a research on certain phenomenon which analyze descriptive data collected from questionnaires representing samples or population (Mohd Johan & Othman, 2005).

This method is chosen based on previous researches which suggested that this method allows collection of detailed information on the level of teachers' professionalism and the readiness of teacher trainees in variety of teaching areas and education in Malaysia (Abdul Rashid & Zurida, 2004; Kamarul, 2007).

Questionnaire is used as the research instrument because it is cost effective, less time and energy consuming to obtain the data needed. The questionnaire designed uses the five Likert scale items related to teacher trainees professionalism adapted from Izuddin Muhammed (2013). Through the validity and reliability of the test procedure, the Cronbach Alpha unacceptable that almost the entire construct of the measured values of 0.70 (Hair, Black, Babin & Anderson, 2010).

RESULT

Findings are discussed to answer two research questions: (1) the professionalism of GPBAUPSI in writing learning objectives (Table 1) and (2) the professionalism of GPBAUPSI in writing learning outcomes (Table 2) in their daily lesson plans. The levels are divided based on the study by Izzudin Muhammed (2013). Table 1 illustrates the findings of the level of professionalism of GPBAUPSI in writing the learning objectives. It is determined that there are 8 learning objective constructed items which measure three levels: high, average and low which are

Table 1: Level of Professionalism of GPBAUPSI in writing Learning Objectives

| No | Learning Objectives | Min | SD | Level |
|-------|--|------|------|-------|
| 1 | I plan teaching objectives taking into consideration of students' learning styles | 4.03 | 0.70 | 3 |
| 2 | Teaching objectives planned help me to choose the learning content | 4.15 | 0.74 | 3 |
| 3 | Learning objectives help me to choose suitable teaching strategies | 4.41 | 0.59 | 3 |
| 4 | Teaching objectives guide me to choose suitable audio-visual aids | 4.27 | 0.74 | 3 |
| 5 | I design assessment and assess learning outcomes through learning objectives planned | 3.89 | 0.93 | 3 |
| 6 | In my opinion, learning objectives is more general while learning outcomes are more specific | 3.77 | 1.01 | 3 |
| 7 | Learning objectives must be clear and should produce measurable decision | 4.36 | 0.74 | 3 |
| 8 | Learning objectives is a standard mechanism to assess teaching success | 4.24 | 0.80 | 3 |
| Total | | 4.14 | 0.54 | 3 |

Table 2: Level of Professionalism of GPBAUPSI in writing Learning Outcomes

| No | Learning Outcomes | Min | SD | Levels |
|-------|---|------|------|--------|
| 1 | In my opinion, learning outcomes are what students need to know and understand at the end of the learning activities. | 4.38 | 0.79 | 3 |
| 2 | I determine learning outcomes based on knowledge, skills and attitude/value of each activity. | 3.96 | 0.75 | 3 |
| 3 | I implement three domains: cognitive, psychomotor and affective. | 3.55 | 1.03 | 2 |
| 4 | I arrange learning outcomes from the lowest to the highest levels. | 3.95 | 0.94 | 3 |
| 5 | I determine the cognitive domain in most of the language learning outcomes according to Level 1 (knowledge), Level 2 (understand) and Level 3 (application). | 3.90 | 0.97 | 3 |
| 6 | I determine the cognitive domain of application level (C3) and analysis level (C4) in language skills as the higher order thinking skills. | 3.65 | 0.83 | 2 |
| 7 | I face difficulties to determine the cognitive domain of evaluation level (C6) in the learning outcomes because I assume the level is unsuitable for my students cognitive level. | 3.43 | 0.73 | 2 |
| 8 | I ensure to choose suitable and specific verbs to describe the thinking process which is measureable and observable on my students (please provide examples of verbs: _____) | 4.03 | 0.79 | 3 |
| 9 | Other than the cognitive domain, the psychomotor domain is also embedded in language games activities as one of the learning outcomes which is assessed. | 4.00 | 0.84 | 3 |
| 10 | I will ensure at the end of the learning process, there are changes of attitudes, behaviours and values among the students. | 4.09 | 0.71 | 3 |
| 11 | I try my best to ensure students are able to achieve all the objectives planned. | 4.46 | 0.63 | 3 |
| 12 | I will ensure the assessment of the students' works is aligned to the learning outcomes. | 4.33 | 0.63 | 3 |
| Total | | 3.98 | 0.52 | 3 |

based on the overall min of 4.14 (sd=0.54), moreover the items are reported to be at the high level. The detailed min and standard deviation of the constructed items of the learning outcomes indicates that all the items are at the high level. The highest min value is identified in Item 3 (min=4.41, sd = 0.59), whereas Item 6 is identified to have the lowest min (min = 3.77, sd= 1.01).

Table 2 illustrates the findings of the level of professionalism of GPBAUPSI in writing the learning outcomes. The findings indicate that there are 12 construct items of learning outcomes are categorized into three levels: high, average and low. Based on the overall min of 3.98 (standard deviation = 0.52), the items are at the high level. the detailed min and standard deviation for the construct items demonstrate that all the nine items are at the high level. The highest min identified is Item 11 (min=4.46, sd = 0.63). Whereas the lowest min identified is Item 7, 3 and 6 with the min scores of 3.43 (sd= 0.73), 3.55 (sd=1.03) dan 3.65 (sd=0.83), respectively.

DISCUSSION

Generally, the statistics results indicate that the respondents have written good learning objectives with the high scale of 3 for all items. Item 3, which indicates that learning objectives have helped GPBAUPSI to choose suitable teaching strategies, has obtained the highest score in writing learning objectives. This is followed by Item 7, which states that learning objectives is a measureable aspect, with the min of 4.36 (sd=0.74). Next, this is followed by Item 4, which states that

GPBAUPSI have used learning objectives as a guide in choosing audio-visual aids, with the min of 4.27 (sd=0.74). The results have identified Item 8 as the standard mechanism to assess success of the teaching with the min of 4.24 (sd=0.80). GPBAUPSI have also used the writing of their learning objectives as a guide for them to plan the learning content with the min of 4.15 (sd=0.74). The findings have also revealed that Item 1, which GPBAUPSI write the learning objectives taking into consideration of their students' learning style as the priority, has obtained the min of 4.03 (sd=0.70). This is followed by Item 5 which obtains the second lower score with the average min score of 3.89 (sd=0.93) and Item 6 which obtains the lowest score with the min of 3.77 (sd=1.01). Despite the differences of the min scores obtained, all the items constructed for the writing of the learning objectives are at the highest level and this proves that the writing of the learning objectives by the teacher trainees is good as suggested by Mager (2009). He has determined that writing the learning objectives should include the following elements as illustrated in Figure 1:

The findings of the construct of learning outcomes indicate 3 aspects are at the average level (*min*=2.34-*min*=3.66). Item 7 shows that GPBAUPSI faced difficulty to determine the learning outcomes of the cognitive domain of higher order thinking skills which refers to *Taqwim* (Evaluation C6). This item obtains the lowest min score of 3.43 (sd= 0.73), followed by Item 3, which refers to GPBAUPSI having difficulties to determine their learning outcomes according to the affective domain and psychomotor domain as compared to the cognitive



Fig. 1: Elements of writing good learning objectives

domain. On the other hand, Item 6 is the lowest in the study which relates to the aspect of determining the learning outcomes at the cognitive domain of *Tadbiq* (Application C3) dan *Tahlil* (Analysis C4).

The findings, however, indicate that the level of writing the learning objectives and learning outcomes of GPBAUPSI has the potential of improvement gradually throughout the process of teaching practice.

CONCLUSION

In conclusion, the findings indicate that the level of professionalism GPBAUPSI in writing learning objectives and learning outcomes in writing RPH is at a high level. List the criteria of professionalism is backed up with skills in writing the objectives and learning outcomes, which must be mastered by the trainee teacher of Arabic. Arabic teacher trainees are considered incompetent in their professionalism if they fail to master the good writing of daily lesson plans and the knowledge of Arabic itself.

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