

P-ISSN: 2338-8617

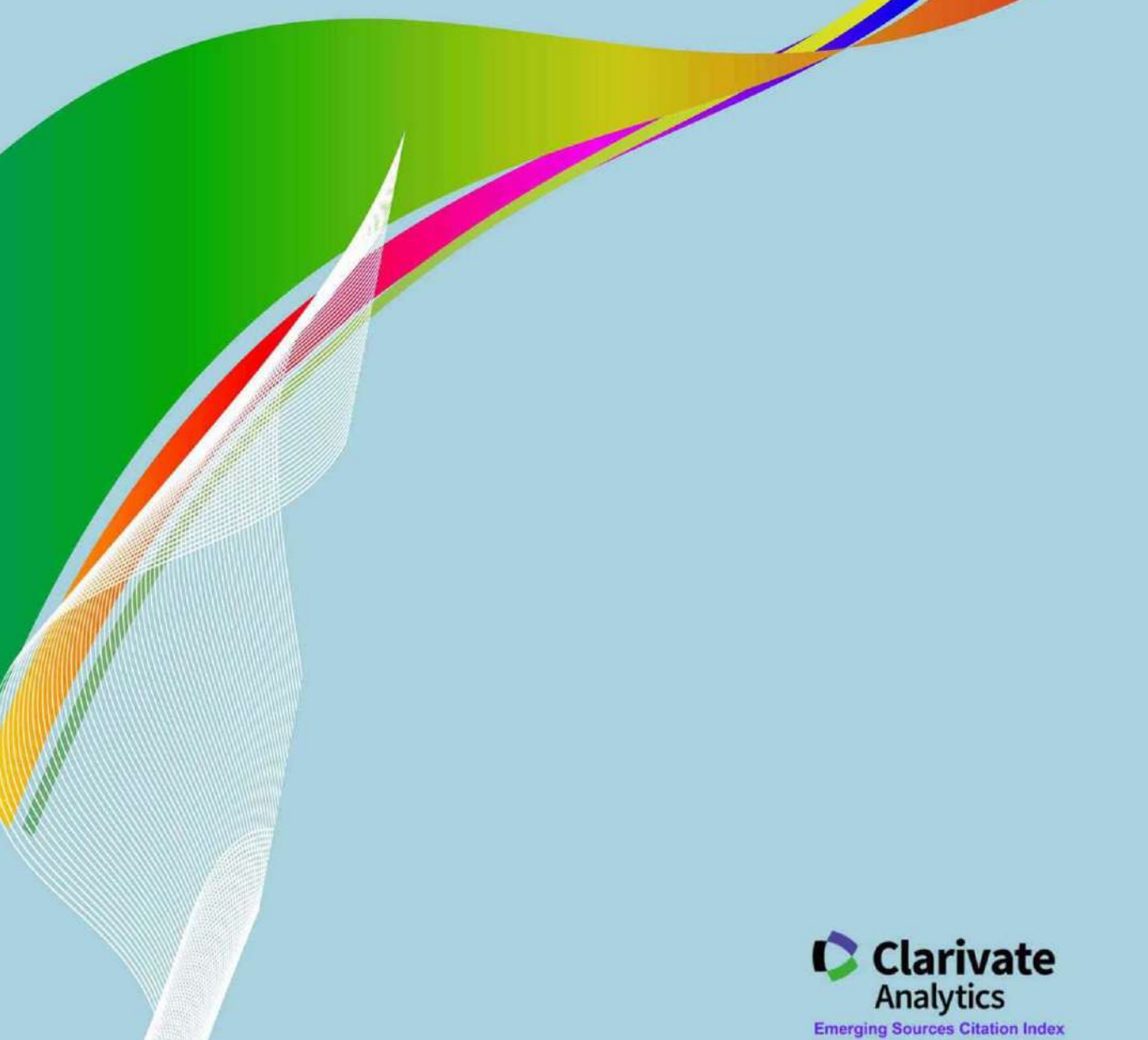
E-ISSN: 2443-2067

Jurnal Ilmiah

PEURADEUN



Vol. 7, No. 2, May 2019



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The Indonesian Journal of the Social Sciences

www.journal.scadIndependent.org

DOI Prefix Number: 10.26811



ACCREDITED "B" by the Ministry of Riset, Teknologi dan Pendidikan Tinggi
from October 30, 2017 until October 30, 2022

**Professional Values Influence on the Teachers' Quality of Islamic
Secondary School**

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Article in Jurnal Ilmiah Peuradeun

Available at : <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/415>

DOI : <http://dx.doi.org/10.26811/peuradeun.v7i2.415>

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PROFESSIONAL VALUES INFLUENCE ON TEACHERS' QUALITY OF ISLAMIC SECONDARY SCHOOL

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Received: Oct 17, 2017

Accepted: Nov 11, 2018

Published: May 30, 2019

Article Url: <https://journal.scadindependent.org/index.php/jipeuradeun/article/view/415>

Abstract

The quantitative study was designed to acquire in-depth knowledge related to the influence of the teachers' professional values on teachers' quality. The study was implemented based on three dimensions of professional value namely 'Riadhah Ruhyyah' (Al-Ghazali, n.d). Hence, this study aims to identify influence of professional values on teachers' quality. The specific objective of the study aims to examine the level of teachers' professional values, the level of teachers' quality and the influence of professional values on the quality of Islamic secondary school teachers. The researcher adopted the quantitative study method by using questionnaires on 360 teachers from the three categories of Kelantan Islamic Foundation (YIK) Islamic Secondary Schools as respondents of the study. Data collected by the researcher is analyzed using the Statistical Package for the Social Sciences (SPSS) version 2.0. The findings show that teachers' professional values and teachers' quality is in high level. The result of the regression analysis of this study indicates that professional values do influence the quality of teachers at the Islamic Secondary Schools of the Kelantan Islamic Foundation. In conclusion, this study has shown the level of professional values do influence teacher quality enhancement. Thus, action towards professional values strengthening and quality improvement among teachers should be taken seriously by all levels of the administration of education.

Keywords: Professional Values; Teacher Quality; Islamic Secondary School.



A. Introduction

The Malaysian Government through the Ministry of Education (MOE) continuously committed to the development of education. Quality education and world class human capital is the main agenda of KPM within two decades (PPPM 2013-2025). Since high quality, advanced, competitive, creative and innovative human capital is sought, the teachers who play roles to form the human capital should be comprised of teachers quality in line with the 21st century education development.

Hence, the Government has developed various initiatives to improve the quality of teachers in order to ensure quality throughout the duration of the teachers' service. In this regard, the characteristics of 21st century teachers dreamed of by the Malaysian Government is the teachers who have caring and patient attitude towards students, have exemplary characteristics, have deep knowledge of the education content and other related fields and expert in performing interesting and effective teaching (Annual Report 2017, PPPM 2013-2025).

In addition to the above factors, quality teachers are teachers who have high professional values (al-Ghazali, n.d). In this regard, MOE has provided Standard Malaysian Teacher (SGM) self-assessment instrument through Teacher Education Division (BPG). Therefore, strengthening professional teachers' values through on-going training is carried out from time to time for the development of world-class human capital as stated in PPPM 2013-2025 and TN50 agenda. In addition, Teachers' Professional Development Master Plan (PIPPK) is also a proof of government initiative and commitment to support teachers in increasing knowledge and information, motivation and skills as well as strengthening professional values and teaching quality (Annual Report 2015, PPPM 2013-2025).

The focus of this study is to see an increase in the quality of a teacher in Islamic secondary schools. Hence, the researcher has chosen to explore the influence of teachers' professional value on the quality of teachers since there is significant relationship between teachers' professional values and teachers' quality (Tesfaw & Hofman, 2012). The quality of teachers has been selected based on the objectives of Malaysian

Education Blueprint (PPPM, 2013-2025) which targeted Malaysia at the third top place of the world by 2025. This factor also was directed by the teaching performance of YIK Islamic Secondary Schools which is at the level of ' Hope ' (60%-79%). Percent of the level of teaching performance do not occur any increase starting 2013 until the year 2017 (YIK, 2017).

As a proof, the percentage level of teachers' teaching performance declined from 64.40% in 2014 to 62.31% in 2015 where the performance decreased by 2.09%. The decline in teachers' teaching performance continue to occur, from 62.31% in 2015 to 61.78% in 2016 where the performance decreased by 0.53%. Next, the performance also declined by 0.78% i.e. 61.78% in 2016 to 61.00% in 2017. Table 1 shows in more detail YIK Islamic Secondary Schools teachers's teaching performance commencing 2013 until the year 2017:

Table 1
The Achievement of YIK Teachers' Teaching Performance
Years 2013-2017

Year	2013	2014	2015	2016	2017
Per cent Achievement	62.70%	64.40%	62.31%	61.78%	61.00%
Achievement Level	Hope	Hope	Hope	Hope	Hope

(Resources; YIK)

Then some negative implications may hit by teachers' teaching performance to the superiority of Ministry of Education (MOE), State Education Department (JPN), education sectors and State Education Office District (PPD) and YIK especially. Therefore, the development of related professional values and the quality of a teacher in Islamic secondary schools overview need to be reviewed to ensure that the education sector will be able to continue efforts to enhance the quality of world-class education.

This is very worrying because the MOE has executed various initiatives to improve Malaysian teachers' quality. For the recognition of education transformation as well, yet Government strengthened the professional values and teachers' quality through the self assessment instrument of Malaysian Standard Teacher (SGM, 2009) in addition to training organisation and professional



development as stated in Teachers' Professionalism Blueprint (PIPPK) as well as encouraging the sharing of knowledge and expertise, implementation of teamwork in schools (Annual Report 2015, PPPM 2013-2025). To achieve these objectives, the assessment system of the potential and quality of teachers namely Education Services Officer Integrated Assessment (PBPPP) was introduced, replacing all the existing performance appraisal system (MoE, 2016). In the year 2016, PBPPP has been successfully used to evaluate the performance of the 438,228 teachers (Annual Report 2016, PPPM 2013-2025).

Meanwhile, according to the Kelantan Islamic Foundation (YIK) research (2017), YIK Islamic Secondary Schools teachers' teaching performance was in moderate level. Proof of this, the performance of the Islamic secondary schools teachers' teaching has yet been able to rival and achieve the level of mainstream schools teachers' performance because it have been shown that such inconsistency teachers' in 2015, 2016 and 2017 has been decreased (Annual Report 2017, PPPM 2013-2025). Thus, this study was conducted to review the professional values in order to enhance the quality of teacher in Islamic secondary schools.

B. Literature Review

1. Professional Values

Educational transformation agenda through Malaysian Education Blueprint 2013-2025, among others is to improve the quality of teachers. It is a very important factor to enhance the quality of teachers based on researches done by Weerakoon (2017), Grace et al., (2018), Mwainiki & Guantai (2018), Malunda (2018), Kaluke (2018) and Esia & Baffoe (2018). Educational research studies done in the State shows that teachers' professional values still lackluster eventhough the necessities to be professional teachers are much exhilarated. Educational studies commenced by Sharifah Hayaati et al., (2009); Kamarul Azmi & Nor Fadhlina (2012) and Mustapha (2015) has supported the statement.

Due to the weak level of teachers professional values, the desires of professional values in the field of teaching skills are high. The matter has been asserted by researches such as Salleh Rashid (2003), Sharifah Hayaati et al., (2009) and Habibah, et al., (2015). A string of results, the

researchers recommended that teachers have to increase the professional values in the services performance due to practice the Islamic claims as well as contribute towards the completion of the 2020 vision (Habibah et al., 2015). The suggestion was in accordance with the shown result of a significant relationship between teachers' professional values and teaching practice quality as well as students' achievement.

2. Teachers' Quality

Research study of (Goe, 2007) and Snook et al.,(2013) shows that there is a significant relationship between teachers' quality and students' achievement. The study also pointed out that teachers are the most influential individuals in improving students' achievement. There are many among researchers who insisted on the need of constant training and ongoing assistance to teachers. Among them are Nur Mustafa & Norasmah (2011), Esia & Baffoe (2018) and Mwainiki & Guantai (2018). Nur Mustafa & Norasmah (2011) recommended that the programs should be implemented to diversify in-service training program (LADAP) as it has been evidenced as a significant impact of teachers' motivation, consequently cultivating the performance of the teachers' teaching (Nur Mustafa & Norasmah, 2011; Esia & Baffoe, 2018) by the Government through the education department (Nur Mustafa & Norasmah, 2011; Anike, 2015; Esia & Baffoe, 2018).

C. Method

This research is a quantitative study, which is a method of study that used the questionnaires as well as involve the variable measurement study through statistics description (Ghazali & Sufean, 2016). Generally, this form of survey used cross sectional approach (Othman Talib, 2016) in the process of collecting quantitative data through questionnaires answered by the respondents. The target population in this study was 85 Islamic secondary schools under YIK management. Number of teachers serving in 85 Islamic secondary schools was 2,678 people. Out of that number, 1,548 persons are female teachers and 1,130 persons are male teachers (YIK, 2017).



D. Results and Discussion

The high professional values of teachers do influence teachers' quality and students' achievement. Thus, the teachers' professional values should be strengthened among the teachers. An individual teacher who practices professional values, namely keeping the relationship with Allah, stressing the relationship with oneself, maintaining contact with colleagues and students is recognised as a quality teacher (Kamarul Azmi & Nor Fadhlina, 2012). Salleh Rashid (2003) has identified in his research that the factors of professional values producing experts in decisions making in all situations. It is explained that the strong professional values is the element that influence the transformation of the teachers' quality. Nur Mustafa & Norasmah (2011), Shamsuddin et al., (2009) and Iqbal et al., (2018) have proved that the availability of professional values influenced on the teachers' quality.

Teachers who possessed high professional values has achieved the *Riadhah Ruhyyah* values recommended by Al-Ghazali (n.d) which emphasizes quality relationships with Allah, oneself and colleagues as well as students. Hence, teachers are not supposed to ignore his duties towards Allah SWT but they have to put it as a priority practice although entrusted with teaching assignment. Teachers who practice Allah's worship as priority duty rather than other duties and responsibilities otherwise measured as more professional than others according to the theory of '*Riadhah Ruhyyah*'. In addition, Al-Ghazali (n.d) also highlighted a few things that need to be addressed by professional teachers. Among them are, teachers should be compassionate and treat students like teachers' ownelves. Therefore the teacher should always keep touching students' hearts gently in order to educate students to reach out to Allah' blessing. This is because education is not simply a process of knowledge and information transformation but also involves the process of transforming man to reach out to Allah (Al-Ghazali, n.d) as well as transforming human civilization from ignorance human to knowledgeable and successful one.

Monitoring teachers' instructional aspect needs to be taken seriously in order to identify the level of professional values and achieve the teachers'



quality enhancement. Hence, the findings of this study is very beneficial to help principals especially Islamic secondary schools' principals to improve psychological aspects knowledge. Generally based on the findings, the willingness of teachers to strengthen professional values have significant influence on the improvement of the quality of teachers. It is hoped that the education transformation towards better quality education and world class became a reality that will be enjoyed by all parties.

E. Conclusion

Findings of this study show that the theory of 'Riadhah Ruhiyah' and Malaysian Teacher Standard Model was appropriate and in line with the Government's initiative to improve the teachers' quality and boost the international education equivalent. This study also contributes to the theories which are used as the main frame of this study. The theory of 'Riadhah Ruhiyah' predicted that the dimensions of professional values namely, *Habl Min Allah*, *Habl Min An-Nafs* and *Habl Min An-Nas* (colleagues and students) will affect the teachers' quality of Islamic secondary schools.

This study contributed to the proliferation of useful knowledge generally in Malaysian education and in particular within the scope of the teachers' quality. The teachers' professional values has very huge potential impact on the teachers' quality. Hence, this issue needs appropriate attention and serious action in order to improve the teachers' quality once the quality of national education in line with the YIK's education philosophy and PPPM 2013-2025 outlined dreams. Because of this study describes in detail of professional values dimensions towards affected the teachers' quality, the concept should be highlighted and disseminated expands among school teachers.

In addition, teachers' accountability is not enough simply to supply a strong faith, but professional values should be completed as recommended. Without these values, it is impossible to improve teaching performance. Due to the challenge of education quality, global competitive and international recognition, then teacher at Islamic secondary school teachers should be injected with ongoing professional values and the needs of current education.



In this respect, the findings should be used as a source of information that would assist the MOE, BPG, JNJK, BPI, JPN, PPD, YIK, ILPK, MAIK and other interested parties to strengthen professional values of teachers as well as improve teachers' quality. The findings also contributed information to the education administration in drafting strategic planning and systematic reviews to strengthen professional values to ensure the teachers' quality enhancement.

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