

The Effectiveness of the *Modul Pembentukan Amalan Profesionalisme* on Professionalism Practice among Preservice Teachers

Noredayu Ariff, Mahaliza Mansor & Hamidah Yusof

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v8-i4/4154>

DOI:10.6007/IJARBSS/v8-i4/4154

Received: 26 Feb 2018, Revised: 25 Mar 2018, Accepted: 15 April 2018

Published Online: 18 April 2018

In-Text Citation: (Ariff, Mansor, & Yusof, 2018)

To Cite this Article: Ariff, N., Mansor, M., & Yusof, H. (2018). The Effectiveness of the Modul Pembentukan Amalan Profesionalisme on Professionalism Practice among Preservice Teachers. *International Journal of Academic Research in Business and Social Sciences*, 8(4), 1189–1202.

Copyright: © 2018 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen

at: <http://creativecommons.org/licences/by/4.0/legalcode>

Vol. 8, No. 4, April 2018, Pg. 1189 – 1202

<http://hrmars.com/index.php/pages/detail/IJARBSS>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>

The Effectiveness of the *Modul Pembentukan Amalan Profesionalisme* on Professionalism Practice among Preservice Teachers

Noredayu Ariff, Mahaliza Mansor & Hamidah Yusof

Faculty of Management and Economics, Sultan Idris Education University 35900 Tanjung Malim, Perak, Malaysia

Abstract

The purpose of this study was to identify the effect of using *Modul Pembentukan Amalan* in developing personality and leadership of preservice teacher. A quantitative approach using quasi-experimental method was applied in this study. A lecture method of teaching was implemented to the control group while *Modul Pembentukan Amalan Profesionalisme* was implemented to the treatment group. Data on the proficiency level were collected using pre-test and post-test by using case study test instruments which are equivalent to the study. A total of 70 preservice teachers were chosen as the subject of the study using intact sampling which involved 35 students from the Bachelor of Education in Entrepreneurship and Commerce, and 35 students from the Bachelor of Education in Business Management. Both programmes under the same department which is the Department of Business Management and Entrepreneurship, Faculty of Management and Economics, Sultan Idris Education University. Students the Entrepreneurship and Commerce Programme were chosen as control group and the students of Business Management Programme were set as the treatment group. The difference in mean level of preservice teachers' professionalism practice was analyzed using the t-test. The findings showed that the teaching and learning using the *Modul Pembentukan Amalan Profesionalisme* as an intervention in the treatment group could improve the professionalism practice of preservice teachers in terms of personality and leadership. However, a more comprehensive study is suggested to be carried out to ensure that the results obtained from this study are robust and consistent.

Keywords: Professionalism Practice, Pre Service Teacher, *Modul*, Effectiveness, Leadership, And Personality

Introduction

In this 21st century, quality of teacher in education system is very important. The issues of the quality teacher often discussed in today's forums and seminars compared to the past (Wiseman & Al-bakr, 2013). Recently, educational developments are very challenging and

sophisticated require serious attention among educators. The implementation of education requires educators to reform themselves towards the views, attitudes and efforts to equip themselves with the latest knowledge and teaching skills in order to enhance the capabilities and performance of this increasingly challenging career (Lombardi, 2016).

In order to achieve this goal, teacher preparation programs is the main contribution in produce a quality preservice teachers in terms of knowledge, skills, and personality in professionalism as stated in National Education Philosophy (1996) and Teacher Education Philosophy (1988). According to Weber and Johnsen (2012) in the context of teaching, a teacher's professionalism is judged of teacher characteristics aspect. The attitude and values highlighted by the teacher in teaching and learning can influence students' understanding in learning.

Therefore, the formation of teacher professionalism is a mechanism and should be established when they are still in the duration of education programmes. This teacher's professionalism practice is seen as a step towards preparing quality teachers in the future. Hence, it is important for teachers to provide human resources and preservice teachers who are not only have a criteria in knowledge, skill value but have the best of professionalism level. Professionalism is a main role to preservice teachers in education to become a professional educator, so they must accept the concept of professionalism.

Professionalism is a developing of personality and leadership which should established by preservice teachers to facing the critical challenges of education management in the era of globalization and technological advancement. Preservice teachers need a wide range of expertise certain skills including learning skills, thinking skills, teaching, evaluation, and communication skills (Kesler, 2011). Professional teachers need to show professionalism that is usually associated with the profession. The teaching profession now requires teachers who are knowledgeable and have various skills to meet the challenges of the 21st century education (Hong, 2010). Teachers need to be prepared of the 21st century education challenge relying heavily on teachers and they should be fixed to implement these challenge demands and changes with full commitment and responsibility.

Drawing upon published literature, it can be concluded that the professionalism practice is very important to preservice teachers to help them facing the education transformation which is constantly changing. They need to do a preparation in teacher leadership during their preservice programs. Therefore, the formation of teachers' professionalism practices should be nurtured early when they are at the Institute of Teacher Education, Public Higher Education Institutions and Private Higher Education Institutions. Hence, as an intervention measure to be given to preservice teachers is to use the *Modul Pembentukan Amalan Profesionalisme (MPAP)* to develop professionalism practice from the aspect of personality and leadership. Once preservice teachers understand the definitions, origins, and theories associated with professionalism practice, they need to explore the various ways that they can lead.

A developing of *Modul Pembentukan Amalan Profesionalisme (MPAP)*

In the developing of the *Modul Pembentukan Amalan Profesionalisme (MPAP)*, a researchers choose Sharifah Alwiah Alsagoff (1981) approach to develop the module.

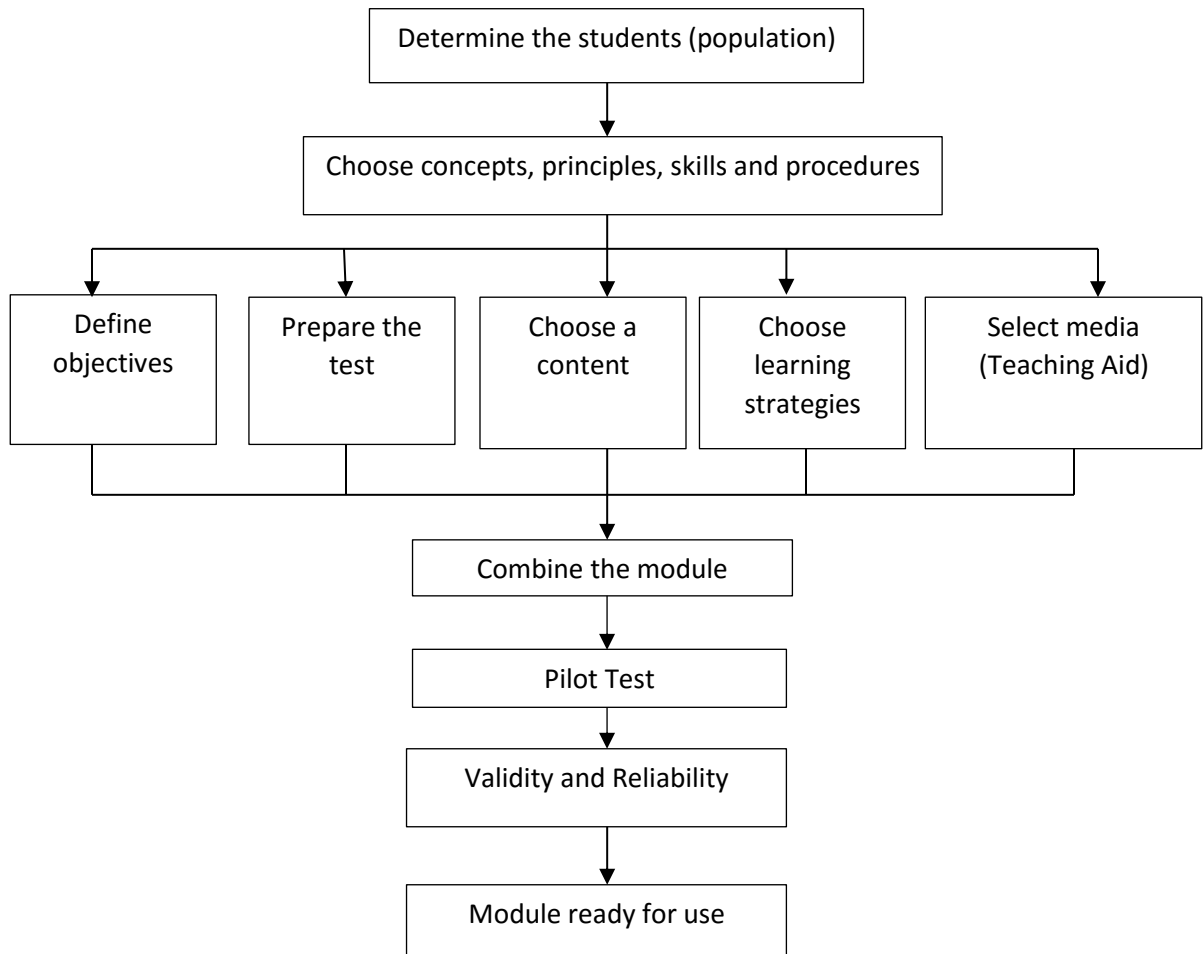


Diagram 1 Module Developing Framework. Adapted from Sharifah Alwiah Alsagoff (1981)

The content of this *Modul Pembentukan Amalan Profesionalisme (MPAP)* are based on the *Model Standard Guru Malaysia* (2009), Big Five Personality Theory (1999), Teacher Leadership Theory (Katzenmeyer & Moller, 2009) which covers aspects of personality and leadership that will be applied by preservice teachers after completing the activity and responding to post test questions. While the learning theory is based on Lev Vygotsky Theory, Knolwes Theory (1970) and Cooperative Learning Approach.

Teaching and learning using this module is done for 6 weeks. After 6 weeks of teaching, post-test was conducted on preservice teachers in treatment groups and control groups to see their professionalism practice based on all the chapter and activity that they have finished.

Table 1 Teaching and Learning using *Modul Pembentukan Amalan Profesionalisme (MPAP)*

Weeks	Chapter/Activity	Duration
One	Pre Test	
Two	Chapter 1: Teacher Professionalism Activity 1	60 Minute
Three	Chapter 2: Teacher Leadership (Collegiality) Activity 2	60 Minute
Four	Chapter 3: Teacher Responsibility Activity 3	60 Minute
Five	Chapter 4: Teacher Leadership (Open Communication) Activity 4	60 Minute
Six	Chapter 5: Teacher Leadership (Autonomy) Activity 5: Di Mana Anda Berada?	60 Minute
Seven	Chapter 6: Teacher Integrity Activiti 6	60 Minute
Eight	Post Test	

Professionalism Practice Assessment

The assessment to clarify the professionalism practice of preservice teacher is using the case study test. Case study is a description of the situation faced by an organization and involves an important issue. Case is a teaching document that can provide effective simulation for preservice teachers to analyze and provide solutions (Muhamad Muda, 2003). The case used in this test is to see at professionalism practice that includes personality and leadership of preservice teachers and the effectiveness of the using *Modul Pembentukan Amalan Profesionalisme (MPAP)* in resolving the case study.

This test contains six case, based on essay questions. Six questions in the form of case studies essay conducted in pre and post-test. The same questions are using for treatment and control groups. The questions are related with the teaching and learning that will be undertaken by the lecturers to for treatment and control groups. After both the groups completing the test, the researcher will examine the answers based on the predefined answer scheme. All the answers have been reviewed by an expert from the Department of Malaysian Institute of Teacher Education by looking at the answer based on scheme, approximate rubric and scoring.

Table 2 Preservice Teachers' Practice Score Score Division

Score	Level	Explanation
0 to 6	Very weak	Preservice teachers acquire very little personality and leadership in shaping the professionalism required to produce quality teachers.
7 to 12	Weak	Preservice teachers began to develop personality and leadership in shaping the professionalism required to produce quality teachers.
13 to 18	Moderate	Preservice teachers are building up and mastering some personality and leadership in shaping the professionalism required to produce quality teachers.
19 to 24	Good	Preservice teachers have acquire personality and leadership in shaping the required professionalism and are almost ready to become qualified teachers.
25 to 30	Very Good	Preservice teachers have the personality and leadership in shaping the excellent professionalism and are ready to become quality teachers

(Source: Kennedy, 2010; Ministry of Higher Education, 2016)

Research Methodology (Quasi-Experiment)

This study was conducted using a quantitative approach that applied quasi-experimental design. In this experimental study, the researchers will test the effects of experiments on the results of the study by controlling the factors that may influence the experimental results (Creswell, 2012). The experimental design was formed by conducting a quasi-experimental procedure using pre and post-test techniques with control groups and treatment groups.

The subject of preservice teacher selected in this study involved two groups, namely the treatment group and the control group. Preservice teachers belonging to the treatment group were exposed to learning methods using the *Modul Pembentukan Amalan Profesionalisme (MPAP)*. However, preservice teachers categorized in control groups only use lecture methods.

<u>Pre test</u>		<u>Post test</u>	
01		02	
03		04	
Dependence Variable	Independence Variable		
	<i>Modul Pembentukan Amalan Profesionalisme (MPAP)</i>	Lecture Method	
Professionalism practice	(01, 02)	(03, 04)	

Diagram 2 A summary of the design and analysis design

Findings

Research Question 1

What is the level of professionalism practice among preservice teachers in the control group and treatment group?

Descriptive analysis is used to obtain mean value and standard deviation based on the pre-test score of control and treatment groups. This control and treatment group is determined when both groups are homogeneous and match to test. Therefore, co-researchers with lecturers who will conduct the teaching and learning of this professional practice course determine that the KP group (ISPM Entrepreneurship and Trade) is a control group while the PP (ISMP Business Management) group is a treatment group.

The average score of professional practice preservice teacher is 13.54 for control group and 13.23 for treatment group. This means that the level of professionalism existing within preservice teachers in the control group and the treatment group is at the same level of Moderate (scores ranging from 13 to 18).

Hypothesis Testing 1

H01 There is no significant difference in mean score on professional practice of preservice teachers in the control group before and after learning through lectures.

This analysis is used to answer the research question 2 and to test H01 that there is no significant mean difference in the professionalism practice of preservice teacher in the control group before and after learning by lecture method. The researchers used paired sample t test to test the null hypothesis.

Table 3 Mean score differences of professionalism practice (Control Group)

Group	Test	No.	Mean Score	Mean Difference	SD	t Value	Sig.Level
Control	Pre	35	13.54	4.40	1.61	16.14	.000
	Post	35	17.94				

** Significant level of 0.05

The findings of the paired sample-t test analysis to test the null hypothesis are shown in table 3 to compare the mean score of the pre test and post-test for the control group of preservice teachers receive the lectures method. Based on table 3, the t value is 16.14 and the significant level, p is .000. This significant level ($p = .000$) is smaller than 0.05 ($p < 0.05$). Based on this findings, $t(34, p = 0.000) = 16.14$ and $p < 0.05$, paired sample t test differ significantly so that the null hypothesis states that there is no significant mean difference in the professionalism practice of preservice teacher in the control group before and after receive lectures method is rejected.

This study found that there was a significant difference in mean score on professionalism practice of preservice teachers in the control group before and after after getting lectures method. Descriptive analysis also showed that the mean score of professional practice of preservice teachers increased by 4.40 from 13.54 (pre-test) to 17.94 (post-test). This means that preservice teachers who received lectures method show differences significant even though they are at moderate level (score between 13 and 18).

Hypothesis Testing 2

H02 There is no significant difference in mean score on professionalism practice of preservice teachers in the treatment group before and after teaching using the *Modul Pembentukan Amalan Profesionalisme (MPAP)*.

This analysis was used to answer the research question 3 and to test H02 that there was no significant mean difference in the professionalism practice of the preservice teacher in the treatment group before and after the teaching using the *Modul Pembentukan Amalan Profesionalisme (MPAP)*. The researchers used paired sample t test to test the null hypothesis.

Table 4 Mean score differences of professionalism practice (Treatment Group)

Group	Test	No.	Mean Score	Mean Difference	SD	t Value	Sig.Level
Treatment	Pre	35	13.23	10.40	2.59	23.74	.000
	Post	35	23.63				

** Significant level of 0.05

The researcher used paired t-sample test analysis to compare pre test min score with post test min score for treatment group ie preservice teacher who got the lesson using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* as in table 4. Based on table 4, the t value is 23.74 and the significant level p is 0.000. This significant level ($p = 0.000$) is lower than 0.05 ($p < 0.05$). Based on these findings, $t(34, p = 0.000) = 23.74$ and $p < 0.05$, paired sample t test differ significantly so that, the null hypothesis states that there is no significant mean difference on professional practice of pre service teacher in the treatment group before and after getting instruction using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* is rejected.

This study found that there was a significant difference in mean score on professional practice of preservice teachers in the treatment group before and after learning through the *Modul Pembentukan Amalan Profesionalisme (MPAP)*. Analysis shows that the mean score of pre service professionalism practice has increased 10.40, from 13.23 (pre test) to 23.63 (post test). This means getting lessons using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* module for preservice teachers can improve their professionalism practice from Moderate level (score 13 to 18) to Good level (score 19 and 24).

Hypothesis Testing 3

H03 There is no significant difference in mean score on professionalism practice of preservice teachers in the treatment group after using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* and preservice teachers in the control group after receiving lectures method.

This analysis was used to answer the research question 4 and to test H03 that there was no significant difference in mean score on professionalism practice of preservice teachers in the treatment group after using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* and preservice teachers in the control group after receiving lecture method. The researchers used independent sample t test to test the null hypothesis.

Table 5 Comparison an Increase Score of Professionalism Practice between the Treatment Group and the Control Group

Group	N	Comparison Mean Score	SD	Mean Differences	t value	Sig. Level
Treatment	35	10.40	2.59			
Control	35	4.40	1.61	6.00	11.63	.000

** Significant level of 0.05

Based on Table 4.5, the increase in the mean score of professionalism for the treatment group is 10.40 ($n = 35$, $sd = 2.59$), while for the control group is 4.40 ($n = 35$, $sd = 1.61$). The difference between the two mean scores is 6.00, the t value is 11.63 and the significant level, p is 0.000. This significant level ($p = 0.000$) is lower than 0.05 ($p < 0.05$). Therefore, the null hypothesis that there is no significant difference in mean score on professionalism practice of preservice teachers in the treatment group after using the *Modul Pembentukan Amalan*

Profesionalisme (MPAP) and preservice teachers in the control group after receiving lectures method is rejected.

This study found that there was a significant difference in mean score on the improvement of professionalism practice of preservice teachers in the treatment group with preservice teachers in the control group. This means that the increase in the mean score of professionalism practice preservice teacher using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* of 10.40 is greater than the mean score of professionalism practice of preservice teachers who received lectures method of 4.40. Therefore, this study is able to prove that the implementation of teaching using the Professionalism *Modul Pembentukan Amalan Profesionalisme (MPAP)* can form the professionalism practice of preservice teacher in treatment group rather than preservice teachers in the control group are receiving lecture method.

In summary, the findings show that there is a higher mean score of professionalism practice among preservice teachers after being exposed to the teaching using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* compared with teaching using lecture methods.

Discussion

This discussion will be started by discussing the level of professionalism are existing in itself among preservice teachers. The discussion of the level of professionalism is based on the results of the pre test given to the subject of the study. Next is the discussion of the effects of the implementation of teaching and learning methods using the *Modul Pembentukan Amalan Profesionalisme (MPAP)*.

The Level of Professionalism are Existing in Itself among Preservice Teachers in The Control and Treatment Group

Based on the results, the level of professionalism practice among preservice teachers according to the control group and the treatment group is level score is 13.54 for control group and 13.23 for treatment group. This means that the level of professionalism existing among preservice teachers in control and treatment groups is at the same level of Moderate (score 13 and 18).

This finding demonstrates that preservice teachers are build up and mastering some personality and leadership in tem of developing the professionalism required to produce quality teachers. Even though, the subjects are used semester 8 students and they have done practicum training, their level of professionalism practice remained at moderate level. This is because the preservice teacher has no high confidence and is still not ready to compose self-image as a real teacher (Kagan, 1992). Gregory et al., (2011) and Savolainen et al., (2012) argue that preservice teachers are still failing to improve their professionalism in terms of personality and leadership despite having been in the field of education for several years.

Preservice teachers should be given appropriate intervention programs to enhance the level of their professionalism practice in terms of personality and leadership. Based on Cognitive Theory, changes in preservice teachers caused their interaction with the living environment and

the learning situation experienced. Stevens (2013) states that preservice teachers who have undergone practicum training should have the appropriate level of professionalism and their level of study. This situation is supported by the findings of Farrell (2012), that the level of professionalism in personality and leadership practices will not only affect preservice teachers while they are studying at institutions of study but will also affect preservice teachers when placed in school and will become starting teacher or novice teacher.

The Effectiveness of *Modul Pembentukan Amalan Profesionalisme (MPAP)* Module on Preservice Teacher Professionalism Practice.

Based on the results of the test, there was a significant difference in mean score on professionalism practice of preservice teachers in the treatment group before and after learning using the *Modul Pembentukan Amalan Profesionalisme (MPAP)*. Analysis shows that the mean score of professionalism practice has increased 10.40, from 13.23 (pre test) to 23.63 (post test). This means that teaching using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* for preservice teachers can improve their professionalism practice from a moderate level (score 13 to 18) to a good level (score 19 and 24).

In addition, the results also showed a significant difference in mean score on the improvement of professionalism practice of preservice teachers in the treatment group with preservice teachers in the control group. This means that the improvement of the mean score of professionalism practice preservice teacher with the teaching using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* of 10.40 is greater than the mean score of professionalism practice preservice teacher with lecture method of 4.40. Therefore, this study can prove that the teaching using *Modul Pembentukan Amalan Profesionalisme (MPAP)* can develop the professionalism practice of preservice teacher rather than teaching by lecture method on preservice teachers.

It is clear that these results indicate the teaching intervention using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* can be used as a teaching approach in the course of preparing teachers in institutions of learning to develop professionalism practice in terms of personality and leadership. This finding is consistent with Werner's (2014) study findings. This finding also shows that teaching using modules is suitable for preservice teachers as early in one semester for the provision of professionalism practice. The teaching intervention program using the 6-week *Modul Pembentukan Amalan Profesionalisme (MPAP)* with the adaptation process of group activities has successfully attracted preservice teachers to develop professionalim practice.

Recommendation

The findings of this study provide information on the effect of teaching using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* in teaching and learning sessions. This study is also devoted to preservice teachers of 8 semester who have undergone practicum training. Based on this study, some improvements are desirable for further research. Among them are as follows:

Firstly, the method of collecting data for this study did not involve interviews or observations of the sample in this study, but the data for this study was only obtained through

the test-type instruments which were answered by the samples in this study. Therefore, multiple data collection methods should be used because of the interaction between the two groups, each using the method of implementation of the *Modul Pembentukan Amalan Profesionalisme (MPAP)* and the lecture method can not be clearly defined and somewhat difficult to control. Hence, the follow-up studies will be desirable to use a variety of methods to collect data in ensuring that the findings of the study have been made for research and comparison to make more informed decisions.

Second, researchers suggest that further studies can involve demographics and larger sample sizes so that they can be generalized to larger populations, especially for students in the field of education. It is very interesting and appropriate to look at the effectiveness of a learning method and is very desirable to be implemented for future research as a follow-up study. According to Guo and Reinecke (2014), the teaching and learning methods used have significant relationship to the demographic of the students in the courses studied. In this way, through this variable the researchers are able to track student achievement on a method of teaching that is exposed to students ie for the period before and after the execution of an experiment.

Thirdly, the researcher proposes to conduct a long-term study at least one study period or one semester to obtain more significant insights. The level of professionalism of preservice teachers can be assessed at the beginning, the middle and end of the course of study or the semester. Long-term studies can also be made to determine whether the level of professionalism practice of preservice teachers at the beginning of the study has a relationship with their progress while in high school. In the meantime, further studies need to focus and emphasize one of the more profound and professionalism aspects in terms of personality or leadership. Further studies should focus on a number of factors other than personality and leadership in the development of professionalism practice such as profession domain and social domain that found in *Standard Guru Malaysia*.

Fourth, further studies can still be carried out with improvements in terms of carrying out module activities without assisting facilitators, faculty and lecturers. Conducting module activities without assisting facilitators, faculty and lecturers is that the activities of the module do not require the help of others to run it. It requires a preservice teacher who conducts and follows the module individually by following the instructions in the module activity. The facilitator module without facilitating activities is like the use of technology applications such as websites, blogs or car apps where it is more interactive and appropriate to use today.

Fifth, the training period of the module for lecturers and students should be carried out more effectively before the intervention session. The deep understanding of this module is very important to ensure that students are really good at mastering the activities provided so that the objectives for each activity are achieved.

All the views and suggestions provided by the researchers through this study are not the best recommendations. The recommendations provided are only through the indirect observation of the researcher during the course of the study. However, the researcher feels that

this study can be further developed by other researchers in order to produce a robust module and research findings to assist these preservice teachers to apply professional practice and to produce quality teachers in the future. The findings also show that the efforts to strengthen and establish professionalism practices of these preservice teachers require the efforts of various parties such as the Education Institution, the Public and Private Higher Institutions, the Ministry of Education and the Ministry of Higher Education. The researchers hope that the suggestions and views given will help the specific parties to think of appropriate efforts and steps to produce quality teachers in the future.

Conclusion

In summary, this study was conducted to examine the effectiveness of teaching using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* on preservice teacher in 8 semesters who had undergone practicum training. The results of the data analysis in this study found that the teaching using the *Modul Pembentukan Amalan Profesionalisme (MPAP)* was able to provide greater benefits to preservice teachers in learning. This situation can be seen when there is an increase in the level of professionalism practice in personality and leadership aspects before and after the activities of the *Modul Pembentukan Amalan Profesionalisme (MPAP)*. Hence, the results of this study also contribute substantially to the improvement in the field of education in the future.

Acknowledgement

This study is under the biggest grant of the university, Sultan Idris Education University, Niche Research Grant Scheme (NRGS): 2014-0001-107-82-4 for project 4: Teacher Leadership.

Corresponding Author

Noredayu Ariff, noredayu.ariff@yahoo.com

Dr. Mahaliza Mansor, mahaliza@fpe.upsi.edu.my

Prof. Hamidah yusof, hamidah.yusof@fpe.upsi.edu.my

Faculty of Management and Economy,

Universiti Pendidikan Sultan Idris, Perak Malaysia

References

- Creswell, J. (2012). *Qualitative Research Narrative Structure*. In *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (3rd ed.). Thousand Oaks, CA: Sage Publication.
- Farrell, T. S. (2012). Novice-Service Language Teacher Development: Bridging the Gap Between Preservice and In-Service Education and Development. *Tesol Quarterly*, 46(3), 435-449.
- Gregory, S., Dalgarno, B., Campbell, M., Reiners, T., Knox, V., & Masters, Y. (2011). Changing directions through Virtual PREX: engaging preservice teachers in virtual professional experience. In *Changing demands, changing directions: Proceedings of the Ascillite 2011 Conference* (pp. 491-501).
- Hong, J. Y. (2010). Preservice and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education*, 26(8), 1530-1543.
- Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. *Review of educational research*, 62(2), 129-169.

- Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.) Thousand Oaks, CA: Corwin.
- Kementerian Pendidikan Tinggi. (2016). Rubrik PNGK Bersepadu (iCGPA) Panduan Pentaksiran Hasil Pembelajaran. Putrajaya. Malaysia.
- Kennedy, M. M. (2010) *Teacher Assesment and the Quest for teacher Quality: A Handbook*. San Francisco CA: Jossey Bass.
- Kesler, T. (2011). Breaking the mold of preservice and in-service teacher education: innovative and successful practices for the twenty-first century. *Teaching Education*, 22(3), 339–342.
- Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*. New York: Association Press.
- Lombardi, M. M. (2016). *Authentic Learning for the 21st Century : An Overview Authentic Learning for the 21st Century : An Overview*, (October).
- Muda, M. (2003). Apa Itu Kajian Kes? *Bengkel Penyelidikan dan Penulisan Kes Siri I*. Universiti Sains Islam Malaysia.
- Savolainen, H., Engelbrecht, P., Nel, M., & Malinen, O. P. (2012). Understanding teachers' attitudes and self-efficacy in inclusive education: implications for preservice and in-service teacher education. *European Journal of Special Needs Education*, 27(1), 51-68.
- Alsagoff, S. A. (1981). Pengenalan pengajaran individu dengan tumpuan khas kepada modul pengajaran dan modul pembelajaran. *Jurnal Pendidik dan Pendidikan*, 3(1): 54-62. Pulau Pinang: Universiti Sains Malaysia
- Standard Guru Malaysia. (2009). Bahagian Pendidikan Guru Kementerian Pelajaran Malaysia: Putrajaya.
- Stevens, A. L. (2013). A cognitive theory of inquiry teaching. *Instructional design theories and models: An overview of their current status*, 247.
- Wiseman, A. W., & Al-bakr, F. (2013). The elusiveness of teacher quality: A comparative analysis of teacher certification and student achievement in Gulf Cooperation Council (GCC) countries. *Prospects*, 43(3), 289–309.
- Weber, C. L., & Johnsen, S. K. (2012). Teacher Professionalism. *Gifted Child Today*, 35(1), 5–5.