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The Influence of Training Program Factor among Teachers at Pasir Gudang District Primary School in Johor Against Environmental Education

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Abstract

The practice of teachers' concerns and responsibilities towards environmental integration in schools is a trust and important task that needs to be communicated informally to the students. Therefore, this study examines and discusses the factors of the Training Program among primary school teachers affecting the implementation of Environmental Education conducted in primary schools in Pasir Gudang district of Johor. The results of this study show that the level of training programs among teachers affecting Environmental Education in primary schools in the district of Pasir Gudang, Johor is high ($M = 3.78$, $SD = 0.71$). This study uses quantitative methods by applying a descriptive survey approach to determine the level of teacher training program factor. The findings of quantitative research were analyzed using SPSS software version 17.0. The researcher obtained and analyzed quantitative data through a questionnaire instrument distributed by random sampling at primary schools in the district of Pasir Gudang, Johor. Hence, this study provides emphasis on environmental education and the assessment of noble values as a whole in order to be specifically designed to protect the environmentally sustainable development.

Keywords: Environmental Education, Training Programs, Teachers, Schools, Influences

Introduction

Environmental awareness and the importance of the community should be nurtured consistently and effective mechanisms through the education curriculum in schools so that natural disasters can be more practical and fast. (Kayum, 2008). Therefore, environmental education needs to be balanced and expanded holistically in order to safeguard the environment to be shared and practiced together with every level of society in everyday life. Environmental education is a learning process of understanding human interaction with the environment involves education about environment, and environment to improve human living standards from management and responsibility to the preservation of life on earth (Department of Environmental, 2004). Therefore, the influence of teachers in schools in the development of environmental education is seen to be widespread to

balance the sustainability of development as well as having an important task to disseminate information and definition of environmental education as well as pure values to be applied during the learning sessions. (Williams, 2005). Environmental education (PAS) has been emphasized across curriculum that is absorbed into the Primary School Standard Curriculum (KSSR) introduced by the Ministry of Education in 2011 focusing on Curriculum Elements (EMK) with the added value element of the aspect of opening a curriculum enhancement sheet using integrated approach, the overall development of the individual, the Environmental Education activities is an activities that covers formal and informal education processes to enhance one's knowledge and understanding of how the world works and relates to life, cultivate a positive attitude to choose the way of life responsible for preserving and rehabilitating the environment so that it becomes an ecosystem capable of supporting a clean, healthy, productive, balanced and secure life while promoting the development of nature.

Research Objective

1. Determine the level of training program factor among teachers towards Education Environment in the Pasir Gudang District primary schools

Research Questions

1. What is the level of training program among teachers in primary schools in Pasir Gudang district on environmental education activities?
2. Do teachers in Pasir Gudang district primary schools, Johor have attended a teacher training program related to environmental education?
3. What form of teacher training programs are required by teachers in primary schools in Pasir Gudang to conduct environmental education in schools?

Importance of Study

The study was conducted based on the situation among teachers on the implementation of environmental education activities that need to be emphasized in order to raise awareness for the love of nature and the effectiveness of environmental education, especially to foster awareness of environmental conservation and inculcate noble values to students. The importance of continuing this implementation still needs to be double. Hence, the emphasis and awareness of the importance of environmental education is not only specifically but also the assessment of noble values that are in its entirety to all students, in particular to protect the environment as well as the nation's development. With the training given to teachers in primary schools, the administrator will be able to identify the weaknesses and shortcomings of teachers related to environmental education activities in schools based on the training modules provided such as In-Service Training and courses or workshops related to Environmental Education .

Methodology

To analyze the quantitative data of the training program factor among the teachers implementing Environmental Education activities, the researchers used the distribution of questionnaire sets as the main instrument for collecting data. This study uses a descriptive survey study to determine the level of training program that exists among primary school teachers when conducting Environmental

Education activities. The sample of the study was composed of trained teachers among male teachers and female teachers who taught in primary schools conducting Environmental Education across curriculum

Research Findings

The discussion on the findings of this section analysis is aimed to answer the questions of the study.
 i) What is the level of training program among teachers in primary schools in Pasir Gudang district for environmental education?

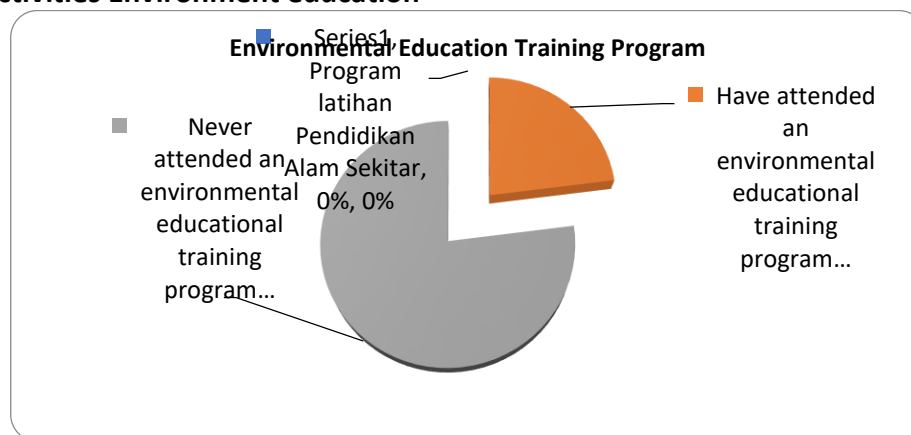
Based on the table 1, the results of the study show that the level of training program affecting teachers towards Environmental Education in primary schools in the district of Pasir Gudang, Johor is at a high level (M = 3.78, SD = 0.71).

Table 1: The level distribution of teacher training programs on Environmental Education among teachers in Pasir Gudang district primary schools, Johor

Level	<i>f</i> (n=349)	%	<i>M</i>	<i>SD</i>
Low (1.00-2.33)	2	6		
Medium (2.34-3.66)	23	6.6		
High (3.67-5.00)	324	92.8	3.78	0.71

ii) Are teachers in Pasir Gudang district primary schools, Johor ever attend teacher training programs related to environmental education programs?

Figure 1: Teacher Distribution attended the Education Training Program related of activities Environment education



The above chart shows the percentage of training programs such as courses, workshops or briefings related to Environmental Education attended or not attended among the teachers of primary school districts of Pasir Gudang District, Johor whose majors of whom 77 per cent have never attended the course or training related to Environmental Education before, but only a small number of them were 80 people or 23 percent who had attended courses or training related to Environmental Education which was organized by the school or government or non-governmental organizations (NGOs)

iii) What are the requirements of teacher training programs that teachers need for environmental education in schools?

The figure shows that most of the teachers, about 181 teachers (51.9 percent), need a documentation-training program which is a guide with module that contains the strategies and methods of teaching and learning of Environmental Education as a supply information to primary school teachers to implement the Environmental Education Program at schools. In addition, 121 teachers or 34.7 per cent of teachers need training programs in the form of multimedia (ICT) courses as a student-centered, attractive and fun approach. While only a small proportion of teachers are 13.5 per cent or 47 people who choose the training program in the form of a related education system of environmental education management system in the school as a guide to setting up a learning station and an Environmental Education resource center

Table 2: Type distribution Requirements of teacher training programs to enhance the activities of Environmental Education in schools.

Type of Required training / skill courses	Numbers (n=349)	Percentage(%)
Documentation and Environmental Education guide module	181	51.9
Use of Multimedia (ICT)	121	34.7
Environment Education Management System In school	47	13.5

Discussion

An effective training program can help an organization achieve its goals (Buckley & Caple, 1992). Based on the findings, although the level of training programs affecting teachers towards Environmental Education in primary schools in Pasir Gudang district, Johor is at a high level but steady and continuous programs or courses need to be provided to teachers for helping them lead the activities of the Environmental Education (PAS) and developing the Environmental Education Stations in their respective schools. Senin (2008) also noted that although some of the training programs in the services provided had a positive impact on the teachers but it was also criticized. This is acknowledged by Fullan and Stiegelbauer (1991), which concludes that the failure of the program

works because of in-service programs that do not meet the needs of the individual, the workshops held once are ineffective and the topics presented are not relevant to the participants. However for Desimone et al., (2002), training is the catalyst for a program to increase the knowledge, skills and abilities of employees so that the responsibilities can be more fully utilized.

Although some basic courses of exposure to environmental education have been conducted by the District Education Office to ensure that all teachers give full focus and are more concerned about applying environmental friendly concepts in their respective schools. Even the training modules provided and the skills to train teachers on how to implement environmental education across the curriculum in school should be provided to stimulate and attract teachers.

Therefore, teachers at school should be given proper exposure to the concept and strategy of implementing environmental education so that educators who will educate about this nature will be knowledge educators who are committed to manage and have the awareness and responsibility together to safeguard and preserve the environment

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