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The Aspect of Teacher Self-Efficacy in The Teaching of Grammar Integrated Dini Curriculum (IDC)

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Abstract

There are four aspects to measuring teacher self-efficacy. The measurement is to explain the teacher's self-efficacy in grammar teaching. The meaning of teacher self-efficacy in this context is the teacher's confidence and ability to convey the content and to plan the teaching and learning strategies of the Grammar Integrated Dini Curriculum more effectively. This is because the teaching of grammar is theoretical and practical. The four dimensions measured are teaching strategies, student engagement, classroom management and teacher guidance. Teaching strategies refer to all the plans organized by the teacher that involves the techniques and methods that will be used during teaching. Student engagement is a teacher's confidence that he or she is capable of conducting activities that engage students to actively participate in the classroom. Classroom management is the teacher's confidence in organizing the classroom equipment so that the classroom is conducive. Guidance is the teacher's confidence in giving advice and instructions on all the mistakes and wrongs of the students while doing grammar practice. Discussion and knowledge in all of these areas is an added value for teachers to increase teachers' confidence in the teaching of grammar.

Keywords: Teacher Self-Efficacy, Teaching Strategies, Student Engagement, Classroom Management.

Introduction

Self-efficacy refers to the cognitive process that drives an individual's behavior. According to Bandura (1982, 1997, 2003) self-efficacy is a form of individual trust to control the various situations in which he or she lives. Situational control refers to the ability to perform a task successfully according to a specified set of standards.

Self-efficacy from an Islamic perspective is belief. The terminology referred to in explaining the concept of belief in Islam is faith (*iman*) (al-Ghazali, t.th.; Jaafar & Tamuri, 2012). Faith (*iman*) from the terminology aspect, defined by al-Ghazali (t.th.) is to believe something by heart, admit it verbally or with words and practice it with deed or action. A person can only do something successfully if he or she believes in one's own ability (Wazir & Hasan, 2006). Such is the action or

practice of a person; that practice is based on one's belief in his or her ability to do so. According to the views of researchers in past researches, there is a difference in the meaning of self-efficacy from the perspectives of Islam and the West. Findings show that self-efficacy in actuality is in fact general, and is not specific to a specific field and is permanent. However so, this is against the belief of the West. The West sees self-efficacy as more specific and is not permanent in all situations (Jaafar, 2015). This is because perceptions of self-efficacy are subjective and specific to certain aspects. For example one may be skeptical of social ability, but confident of his or her academic ability (Bandura, 1977, 1997). However, other views suggest that one cannot compare one's efficacy with that of others because self-efficacy is a person's realistic belief in the performance of a given task (Marsh, 2004).

In the context of this study, teacher self-efficacy is the teacher's self-confidence in delivering the knowledge of Grammar Integrated Dini Curriculum for Government Assisted Religious Schools. There are four aspects of teacher self-efficacy researched in this study in order to determine whether a teacher has self-efficacy, namely teaching strategies, student engagement, classroom management and teacher guidance in grammar teaching. Teacher self-efficacy is needed as to ensure that teachers are more confident in imparting knowledge in their teaching and thus improving the quality of their grammar teaching.

The Aspect Of Teacher Self-Efficacy In Grammar Teaching

This concept paper focuses on three aspects of teacher self-efficacy based on the model of Tschannen-Moran et al. (1998) who measured teacher self-efficacy by assessing the efficacy of personal teaching across tasks in specific teaching contexts. Figure 1.1 shows the three dimensions of teacher self-efficacy across a range of tasks introduced by Tschannen-Moran et al. (1998), namely (1) teaching strategies; (2) student engagement and (3) classroom management

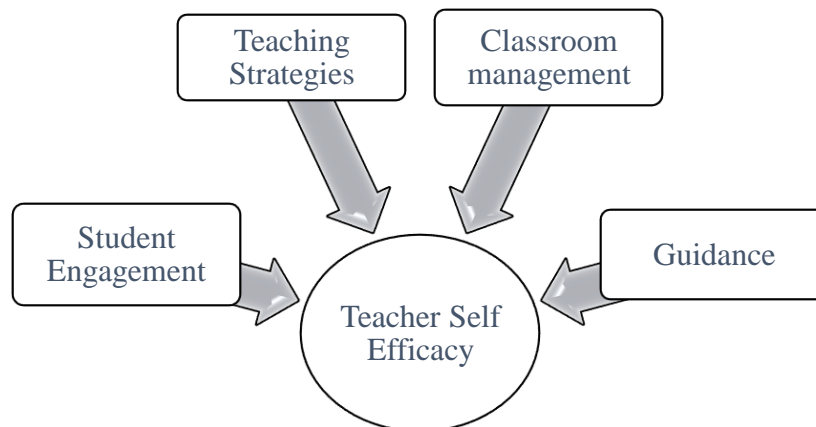


Figure Error! No text of specified style in document. One added aspect (guidance)

According to figure 1, the researcher has added another aspect of teacher self-efficacy, namely, guidance in the teaching of grammar that has been modified from previous studies (Rejab, 2016; Jaafar, 2015). This aspect of guidance is important in grammar teaching since grammar teaching is done theoretically and practically. To enhance students' understanding, activities through drills are required in grammar teaching. Therefore, the guidance aspect is one of the most important aspects. Details on the self-efficacy aspects of teachers are as follows;

Grammar Teaching Strategies

The following are some questions based on the proposition posed by Tschannen-Moran & Hoy (2001) on the aspects of teacher self-efficacy. The first question; the word strategy according to the fourth edition of the Council dictionary is the main approach or plan implemented or the knowledge of how to plan and carry out war actions (Kamus Dewan, 2007). In the context of this study, the strategy in question is the approach or technique used by the teacher in teaching the content of the grammar subject that has been planned and organized beforehand. When designing teaching strategies (Samah, 2012), a teacher should have pedagogical knowledge (Wazir, 2016) and have the self-confidence to implement the teaching and learning. Teachers can incorporate the methods that they want to use. It is further enhanced by diversifying the use of teaching aids (BBM), an example being the i-Majrurah learning, (Jaafar, 2016) as well as diversifying teaching activities. This indicates that the teacher has given the students a good explanation using various methods or techniques.

The strategic aspects meant in this study are the variety of methods, approaches and techniques used by teachers in the teaching of grammar. The selection and determination of strategical aspects in this study were based on the results of the study participants' responses during the interview session. A detailed description of the strategies in the teaching of grammar is discussed in chapter four. While the strategy aspects of the previous study differed from this study, for example some studies have stated that teaching strategies are related to various strategies and activities (Adnan, 2016) and other studies have stated that teaching strategies are various techniques, combining various skills and methods together with value integration (Jaafar, 2015).

This means that although the dimensions of the teacher self-efficacy studied are similar, it differs in terms of description and concept. Indeed, teachers always provide a stimulating and harmonious learning environment, and implement effective teaching depending on the teacher's expertise and ability. The chosen strategies, in addition to potentially stimulating student learning, can also assist in analyzing concepts or ideas and are able to attract students and produce meaningful learning (Nafi & Teh, 2014; Mustari, Jasmi, Muhammad & Yahya, 2012). The Arabic Language teaching and learning process is more interesting, effective and fun with the use of a variety of teaching strategies.

Student Engagement

What alternative explanations can you provide when students are confused? Based on the question posed by Tschannen-Moran and Hoy (2001), to what extent do teachers who have self-efficacy provide a variety of explanations based on student ability when they are confused or have poorly understood what they are learning. This can be attributed to the teacher's style of presentation or delivery. Therefore, this study explores the way teachers present and deliver content while catching their students' interest in the teaching of grammar as well as various activities.

The word engagement refers to involving one self in something (Kamus Dewan, 2007). In this study, student engagement means the extent to which teachers with self-efficacy can attract student attention and have them actively engaged in the implementation of activities during the teaching of grammar. Teachers can be highly motivating in order to engage students in activities done. In addition, teachers can also stimulate creativity in the teaching of grammar to make the teaching and learning process fun. Finally, teachers can summarize the lesson content for each topic they teach

and reward students either verbally or non-verbally (gifts). The aspect of student engagement in this study point to the extent of teachers' ability and confidence in implementing various teaching activities towards the 21st Century teaching and learning, their ability and confidence in diversifying the teaching aids used and the way teachers present in the classroom in the teaching of grammar. Meanwhile, based on previous studies, the aspect of student engagement are that students are actively involved in the teaching and learning activities, motivated to participate in the teaching and learning sessions, able to answer questions related to the lessons learned, capable of summarizing lessons, caring about the subject, reflecting on the lessons taught and participate in the activities (Jaafar, 2015). Meanwhile, the study (Adnan, 2016) linked student engagement with the ability to perform well, being motivating, enhance student understanding and stimulate creativity.

Classroom Management

Management means the act of managing of something (Kamus Dewan, 2007). In this aspect, teachers have the ability to calm students who are noisy in class or are harassing classmates. Subsequently teachers should take action against unsatisfactory learning environment (Yusri et al., 2011) control the learning environment and do not practice negative reinforcement on students who do not send the exercises provided. Teachers also need to make sure that the classroom facilities are well-organized, manage the students' seating positions in class so that the classroom is conducive and to ensure that students pay attention during the teaching and learning session.

In the aspect of classroom management, teacher control is essential in attaining maximum positive interactions so that the class is in a disciplined and friendly manner. Teacher self-efficacy from the classroom management aspect include managing students' positions in the classroom, ensuring classroom facilities, keeping students engaged throughout the teaching and learning sessions, controlling student behavior, taking action, managing discipline, calming students, providing fun classes, providing engaging activities and ensuring that assignments are delivered on time (Adnan, 2016; Jaafar, 2015). This study produces a theme of attributes of teachers who have self-efficacy in managing the classroom, preparing the Daily Lesson Plan (RPH) which will be discussed later in chapter four.

In addition, positive and negative reinforcements are used as a way to control student discipline in the classroom. Positive reinforcement is the act of teacher rewarding, praising and giving gifts so that students develop constructive behaviour and associate it with feelings of happiness, while negative reinforcement is punishment for preventing unwanted behavior through the use of painful stimulation (Ying & Kaur, 1998) . This is related to this study when teachers who teach grammar practice positive affirmations by rewarding students who can answer teacher questions such as building *jumlat al-fi'liyah* or *jumlat al-ismiyah* al-ficliyah from words given by the teacher.

Guidance in the Teaching of Grammar

Guidance based on the Council Dictionary means the act of guiding or giving guidance, giving explanations, giving elaborations, etc. (Kamus Dewan, 2007). This aspect of guidance is needed in this study because grammar teaching is a subject that is taught theoretically and practically. The guidance intended in this study is direct guidance during the teaching session and outside of the teaching session.

In this study, the concept of teacher guidance is associated with teacher self-efficacy because when teachers provide guidance on students' mistakes from the grammatical aspect during sentence construction, it reflects on the confidence and breadth of the teacher's knowledge in the content of grammar teaching. Based on past researches, the guidance aspect in grammar teaching is needed because students' mastery are still poor where they are unable to write sentences correctly (Mat Rejab, 2016) and students are still quite incapable of connecting sentences and are at a moderate level (Samah, 2012). According to this study, the guidance aspect is one of the additional aspects adapted from Jaafar's (2015) study in motivating students who have low or weak achievement in Islamic Education outside of school and during school time, using social sites as a medium to guide students' academics, developing activities to improve student achievement, using parenting approaches in guiding student personality, working with disciplinary teachers to curb student personality issues and using social sites as a medium for guiding student personality.

The concept of guidance referenced in previous studies also include verbal feedback which is divided into reinforcement, implicit guidance and explicit guidance (Mat Rejab, 2016). The implicit guidance meant in her study was to state on how to improve while the explicit guidance was to ask students to make corrections. In the context of this study, the concept of guidance means that teachers guide the mistakes and errors of students when carrying out the activities of constructing, compiling and selecting verses during grammar teaching (Hussain et al., 2017). Based on previous studies, teachers' confidence in item 5 (To what extent do you motivate weak students?) (Min = 4.02, sp = .51), was significant in terms of student engagement, while they were least confident in their ability to deal with problematic students (item 1: To what extent are you capable of handling problematic students?) (min = 3.60. sp = .64). This finding shows that trainee teachers have self-efficacy in terms of student engagement for weak students but are not confident in dealing with problematic students (Khairani, 2016).

Therefore, teachers who teach in the classroom are considered to be a guide to his or her students because the teacher applies the concept of guidance which means a process of helping the individual to understand (Husin, 1994). In the teaching and learning process, students will face a variety of problems and difficulties, so their teacher will act as a guide to correct the mistakes especially when doing the exercises given. The guidance provided by the teacher has several specific purposes. Among them; guidance helps students learn, understand experiences, values, attitudes and behaviors to suit their needs, to identify students' needs for the development of their potentials and abilities and to help students realize their strengths and weaknesses. In giving guidance, the focus is on strengthening their strengths and helping them learn to adapt and change their behavior.

Teachers play a role not only as a teacher but also as instructors, detecting strengths and weaknesses, providing adequate training, correcting students' mistakes and errors right away and rewarding good work. In addition, teachers need to detect weak students and encounter their problems. They need guidance and attention. Guidance can be given individually or in groups (Darusalam & Hussin, 2016). This is acknowledged in the write up by (Iksan, 2016) which states that students' cognitive development requires guidance from others. The concept of scaffolding is emphasized by Vygotsky through the Zone of Proximal Development (ZPD). Scaffolding is guiding, supporting and assisting students through teacher-provided oral questions.

Based on the above purpose, this study utilizes the guidance of teachers to rectify the errors and mistakes of students when they are having difficulty constructing numbers (verses) in the

teaching of grammar or the errors of students in distinguishing between *jumlat al-ismiyah* and *jumlat al-fi'liyah*. In addition, i-Majrurat website learning (Jaafar & Shaari, 2016) was actually set up to interest students to learn Arabic. Learning Arabic through this site will open the minds of students that learning Arabic is very easy and exciting. Therefore, this study requires the guidance aspect in in the teaching of grammar to prove teachers' self-efficacy. This study also develops the concept of guidance through a website, which is the Frog VLE program. Teachers provide homework through the application. Students will respond during the holidays as students live in dormitories and have limited internet access. Teachers also give direct guidance during teaching.

Discussing all aspects of teacher self-efficacy in grammar teaching is a benefit or guide in order to explain teachers' confidence and ability in grammar teaching. This is so that the teacher's content delivery is more effective. Teachers need to employ a variety of techniques and methods so that students are active in engaging themselves in various learning activities (active learning). In the context of teaching, teachers need to plan and implement sequenced planning to improve and enhance the teaching process (Yusup, 1998) so that all students can master what the teacher teaches (Mok, 1997). Classroom control and management also explain the confidence and ability of teachers to control the classroom so that teaching can be conducted conductively. Teachers' confidence is evident when teachers are able to provide guidance and reprimand the errors and mistakes of students during their practice.

Conclusion

The confidence and ability of teachers to master all four aspects studied can make the teaching and learning process in grammar teaching more understandable because teaching is theoretical and practical. Teachers are free to use any method that is appropriate to the students' ability level as each method has its own advantages. However, the teaching practices of Arabic language teachers need to be enhanced in accordance with changing circumstances, in order to create an effective and engaging Arabic language teaching environment among non-Arabic speaking teachers (Samah, 2012).

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