
PREDISPOSITION OF ISLAMIC EDUCATION TEACHER IN IMPLEMENTING TEACHING OF HIGHER ORDER THINKING SKILLS (KBAT) AT THE STATE OF SELANGOR.

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ABSTRACT

This study is a survey conducted on Islamic Education teachers in secondary schools in the district of Hulu Langat, Selangor. The purpose of this study is to identify the level of readiness of Islamic Education teachers towards the application of higher Order Thinking skills (KBAT) in teaching and facilitating (PdPc) of Islamic Education. The questionnaire was used as the main instrument in this study. A total of 117 Islamic Education teachers were involved as respondents in the study. Data obtained from the questionnaires distributed were analyzed using IBM Statistical Package which involved mean score, standard deviation, percentage, and frequency. The findings of the previous study to all teachers showed that the level of readiness of teachers towards KBAT was moderate. However, the findings in this study indicate that the level of readiness of the Islamic Education teacher is at a high level with a score of (min = 4.06 and S.P = 0.347). This study is expected to assist the school, researcher and the Islamic and Moral Education Curriculum Division, Ministry of Education to implement improvements. Furthermore, it provides numerous plans to enhance teachers' knowledge and skills, in particular, the Islamic Education teachers in order to enhance the success of the application of high-level thinking skills (KBAT) in Islamic Education subject to meet the 21st Century National Education System (SPN21). Further efforts can help improve the quality of teachers in implementing new skills to be applied in teaching and facilitating (PdPc).

Keywords: Higher Order thinking skills (KBAT), Mastery level of teacher, Readiness.

INTRODUCTION

The success of innovation or change which has been implemented will not succeed on its places without the suitable agent (FJ King et.al, 1998; Marlina Sabran, 2013; Fahimah Hassan, Faza Hassan, Hilmi Hassan & Mohd Aderi Che Noh, 2014). In other words, school-level changes cannot be effectively implemented if the level of teacher's readiness skill is still weak. The willingness of teachers would be a starting point for its success as teachers are implementers of the curriculum which is been enacted (Nurul Azmi Mat Nor & Nurzatulshima Kamarudin, 2017). In this case, the change is in the educational curriculum, KBAT. International studies of TIMSS and PISA indicate that the quality of teachers' control is the fundamental and most significant factor in determining the success of the students (Salihuddin Suhadi et al 2014).

However, the quality of the system should not exceed the quality of teachers (Maszuria A. Ghani, Salina Omar, Marina Abd Wahid, and Rosnah A. Rajak, 2014). The readiness of these knowledgeable teachers will make the PdPc process run more efficiently so that students can acquire new and meaningful knowledge (Nurul Azmi Mat Nor, et al, 2017). In order to produce a student who performs well in KBAT, teachers must first prepare themselves for mastering knowledge about KBAT. It is a great challenge for Islamic Education teachers (GPI) to implement KBAT in PdPc which requires skill in it as it involves high student cognitive aspects and the determination of teachers. The study (Hadi Bunyamin, 2016) shows that PdPc learning using KBAT needs to be more open, relaxed, and less formal and celebrate the diversity of student ideas through storytelling techniques. In the Malaysian context, the status quo in education still demonstrates the dominance of teacher-centered PdPc approach (Thomas & Watters, 2015).

Higher Order Thinking skills (KBAT) are the highest levels of the cognitive process. The main element in building KBAT on students is the teacher. Therefore, the teacher has a great responsibility and plays a role in the success of Islamic Education (Al-Kaylani, 2005). Thus, teachers need to prepare themselves early with the mastery of skills. The readiness of teachers plays an important role in implementing skills when PdPc. Hence, seminars, workshops, and training on KBAT should continue to be provided as a teacher's readiness.

Although previous studies have examined KBAT's views on teachers, there has been no study to examine KBAT towards Islamic Education teachers in secondary schools, especially in terms of the level of preparation of skills to the KBAT (Hasmaliza, 2016). Thus, this article strives to clarify the importance of the readiness of diverse skills towards PdPc.

LITERATURE STUDY

The highlight of the previous study on KBAT is to address the issue of KBAT specifically related to the readiness of teaching in Islamic Education subjects. However, there is a study on KBAT towards Islamic education teachers in primary schools conducted by Amirah et al., (2016). However, the summary of the previous study summarized by Hasmaliza (2016) which are still discussing within the Thinking Skills (KB) skills that are not yet in the direction of KBAT, and the knowledge of the KB discussed in PdPc is still in a low level and not yet further delineated the level of KBAT dominance among Islamic education teachers at secondary school level, although there has been a current study to study KBAT among high school teachers.

THE LEVEL OF KBAT READINESS OF THE ISLAMIC TEACHERS

The readiness of teachers in implementing the KBAT is shown when PdPc is still ongoing, but there is no active communication involvement between students and teacher in the classroom (Nurliyana Abd Halim 2015). This indicates the lack of teachers in implementing this KBAT from the beginning. There are studies (Fahimah Hassan et al., 2014) which states that, among the subjects that do not emphasize the aspects of high-thinking thinking skills include the subjects of Islamic Education. The willingness and ability of teachers in delivering KBAT are still low and there are widely use of conventional methods in teaching among teachers (Nurul Azmi & Nurzatulshima Kamarudin, 2017).

Next is the readiness of the teacher in questioning students at a high level. Preparing the pre-designed questions will make the teacher use the correct question that will able the students to use their thinking skills to solve the problem (Omardin 1999; Halimah 2009; Zamri & Nor Razah 2011). Questioning regarding matter should also be in accordance with the knowledge to be presented and the student level, scope and focus (Atan 1983; Halimah 2009). Among the high-level questionnaires in Bloom's Taxonomy that can be applied in the teaching of Islamic education through the field of worship such as the level of analytical questions such as "what happens if the imam is not in the congregation prayer?", The synthesis level for example "lists three legal conditions of congregation prayers? assessment for example "what is the importance of praying congregation?" (Kamarul Azmi Jasmi & Ab. Halim Tamuri, 2007). In addition, teachers need to support the methods used by using high cognitive level techniques such as skipping techniques, explanatory techniques, approval techniques and sample techniques (Omardin 1999; Abdull Sukor 2008). Therefore, the teacher needs to prepare before the lesson started, to prepare the question in the form of KBAT and to make the student able to talk actively during PdPc.

The next study shows that most of the teachers are not being able to provide the materials for the limited time reason. For example, the simulation method is less used by teachers in their teaching when it is an activity that invigorates the mind, this fact is based

on Md. Din (2000) simulation method is less applied by the teacher in teaching learning but this method succeeds to involve students actively and think. The main factors in the method are time factors and how teachers can be prepared against them. The study by Suhaimi & Razali Hassan (2014) shows that teachers have some sorts of constraints and problems in terms of their implementation process, inadequate equipment and have to be prepared by the teachers themselves and limited time allocation. This is supported by the findings of Diana K. May (2009) & Munirah Othman, Syawal Amran & Saemah Rahman (2015) which states that students will be worried and less confident if they are overly stressed by time constraints. The findings of Rahayu Lasan, Aderi Che Noh & Isa Hamzah (2017) also show that less emphasis is given by GPI on aspects of student readiness versus aspects of knowledge and attitude towards KBAT in Islamic Tasawwur subjects, this also relates to the willingness of teachers themselves.

Recent studies clearly indicate that teachers' willingness in the implementation and knowledge aspects are still inadequate (Nooriza Kassima & Effandi Zakaria 2014). In term of teachers readiness of the implementation is still not significant when conducted questionnaires on four respondents, two of them ready and two other respondents are still unprepared. Additionally in another study, according to Nurliyana Abd Halim, (2015), another factor that makes students inactive is because of inadequate teacher preparation in implementing this KBAT from the early PdP. The findings of the study (Nooriza Kassima & Effandi Zakaria 2014) show that some respondents are willing to use PdPc KBAT as stated by respondents A "... for me, teacher is a teacher who is always ready for any change KBAT is not something which is foreign from now until now is just an application or not. So, in conclusion, it's ready ... ". Similarly, the same readiness is also shown by respondents B "... willing to get involved ... ". However, there is also the willingness of some teachers to be otherwise where they are not fully prepared or less prepared. This is stated by the respondent C "... I think 50-50 is ..." and respondent D stated, "... for myself I'm not quite ready because this KBAT is for the students who are really that's good..".

Generally, Islamic Education teachers are expected to be able to implement teaching through the integration of KBAT. However, some teachers are not yet fully prepared or still inadequate to carry out the teaching and learning process through KBAT integration (Norazilawati et al., 2014; Nurul Azmi Mat Nor & Nurzatulshima Kamarudin, 2017). Hence, the willingness of teachers to teach Islamic education by using KBAT, should be considered as one of the factors that make the government's hope to build KBAT on students. If the teaching process is still unchanged and unfixed, including without taking into account the ongoing KBAT, it will greatly influence the achievement of students (Zamri 2012).

In other issues, there is a study which highlighted the most important problem in KBAT is the lack of preparation of the Pdpc agenda because of the knowledge and skills factor (Rajendran 2001; Rosnani & Suhailah 2003). According to Ball and Garton (2005), most teachers do not know how to apply KBAT to students who eventually make the teacher less prepared. However, different findings are seen in the study by Sukiman et al. (2012) where teachers have enough skills to develop students' thinking skills, teachers also have enough understanding to teach thinking skills, as well as being able to teach students to think well, and believe and believe that the objective of thinking skills can be achieved through subjects taught. In addition to the other studies, teachers also have a positive perception of the value and importance of thinking lesson (Rosnani Hashim & Suhailah Hamzah 2003; Sukiman et al., 2012).

Barathimalar (2014) also noted that teachers are aware of the importance of KBAT and are ready to create a society with a high level of thinking. However, in the study by Sukiman et al. (2012) and Barathimalar (2014) found that there are some other factors that cause the teaching of high-level thinking skills cannot be emphasized. Some teachers argue that students need to first master and know all the facts and concepts of a subject before they can be encouraged to think (Sukiman et al., 2012). Based on these studies, it is clear that there is a discrepancy between teachers' readiness in the aspects of knowledge and skills previously discussed.

According to Tarmizi (2016), the readiness of Islamic education teachers to be further improved in the KBAT teaching. In line with the views of Nooriza Kassima & Effandi Zakaria. (2015) that teachers' readiness in the aspects of implementation and knowledge of KBAT is still inadequate, as Islamic education teachers still have difficulty in building high-profile questions in the classroom. This view by Nooriza Kassima & Effandi Zakaria (2015) is based on a study conducted from the perspective of GPI's knowledge of KBAT's readiness. The findings of the study on Islamic education teachers show that all respondents are unclear about this taxonomic application in teaching. This is like the fact of the respondent D "... It's not clear yet, but if any of the teachers sent for the course to i-Think it might be ...". Three other respondents also stated unclearly about this. However, respondent C noted the use of this taxonomy but it is unclear for the use of up to three top levels like his statement "... Less clear. If it's up to the top three, then if it's up to you again because it's in the book ... ". The use of this taxonomy is also less emphasized in the teaching as stated by the respondent C "... to use for me but not so confirming its use ...".

From the findings of the study, it shows that the input of the course has revealed that Islamic education teachers are still less emphasis on the Reform Bloom Taxonomy app (Anderson and Krathwohl 2001). This is stated by the respondent D "... I do not think there is anything about taxonomy that he only exposes to teachers how to use maps that are all as appropriate. The maps are continuing with the content ... ". Meanwhile, the factors not being able to attend the course are also the factors that erode knowledge about this taxonomy as stated by respondents "... Forgotten. That's my problem. Every five years I never go on the course ... ". The lack of exploring information is also found to be one of the root causes of limited respondents' knowledge of KBAT dominance. This is stated by respondent D "... I do not explore only what is delivered ...". Most of the respondents have knowledge about KBAT which is limited to questioning techniques and thinking maps in i-Think because they are only tied up with knowledge and only KBAT courses.

In conclusion, the knowledge of Islamic education teachers towards the KBAT itself is still worrying, as there are still teachers who have never attended the KBAT course, even though there are teachers who feel that the diversity of skills that the ministry is trying to implement as KBAT is too heavy to be absorbed by teachers (Norafidah Noralidin Jabayan & Juliana Osong 2015).

Hence, the readiness of a teacher is an important aspect of the implementation of skills in KBAT teaching as it implies a passive or active activity of students when PdPc. The higher the readiness of teachers, the more precise the KBAT technique is chosen for students.

METHODOLOGY

SCOPE AND RESEARCH DESIGN

This study uses a survey method which uses questionnaire as the main instrument to answer the research questions. According to Syed Arabi Idid (1998); Najib Ghafar (2003), the survey method is suitable for measuring respondents' views on issues or topics, and achievement of respondents' goals. The survey is also the best data collection method when there is a situation where the population of study is too big for Babbie (2004). The selection of the sample study was based on simple random sampling involving Islamic Education teachers teaching in Secondary schools in Bangi and Kajang areas. Bangi and Kajang areas have 14 secondary schools. Given the small number, researchers are determined to use the population in this study in these two areas.

RESEARCH INSTRUMENT

In this study, the instrument used is the questionnaire administered by the researcher himself. This instrument consists of 25 items that are measured using the 5-point Likert scale consisting of three parts: Part A, B, and C. The items used in this questionnaire were adapted from Ahmad Tarmizi (2016), Hasmaliza (2016), and Nurliyana (2015). Part A contains 5 items on the respondents' demographic profile, while Section B contains 10 items on the attitude of Islamic Education teachers towards the application of KBAT in teaching and learning and Part C contains 10 items on teacher skills on KBAT application. Data and information obtained from respondents through this questionnaire were quantitatively analyzed.

AREA OF STUDY

The study takes place at 14 secondary schools in Bangi and Kajang, Selangor. The location of this study was chosen as it is in the vicinity of the researcher area and the study of high-level thinking skills (KBAT) has not been conducted yet in this area. This indirectly encourages researchers to conduct studies on the mastery of teachers, especially Islamic Education teachers in relation to high-level thinking skills at secondary school level. In addition, the location of this study was chosen because it facilitated researchers to conduct surveys of all schools involved at lower cost and save time researchers as the areas around Bangi and Kajang were closer and easier to visit than other areas.

DATA ANALYSIS

Answered questionnaires were analyzed using computers with *IBM Statistical Package* application. The analysis of this data involves descriptive statistics to see the level of mastery of the attitude and the willingness of Islamic Education teacher skills towards the application of KBAT in the Islamic Education subject. Descriptive statistics were analyzed in terms of frequency, percentage and mean to describe the study sample and answer the study questions. According to Mohd Majid (2009), data analysis using SPSS programming software can produce accurate and error-free calculations.

FINDINGS

RESPONDENT PROFILE ANALYSIS

Sample distribution of this study consists of 105 Islamic Education teachers teaching Islamic Education subjects at national secondary schools in Bangi and Kajang, Selangor. Teacher background analysis focused on respondents' demographic information. The findings of the respondents' profile are shown in Table 1:

Table 1: Respondent Profile

Demographic	Respondent Category	Frequency	Percentage (%)
Gender	Male	12	11.4%
	Female	93	88.6%
	Attended	94	89.5%

Attendance of the KBAT workshop	Never attended	11	10.5%
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The respondents were 12 (11.4%) male teachers and 93 (88.6%) female teachers. On the other hand, the number of attendance on the KBAT workshop was more than ever before. Overall, in this study, female teachers are more likely to be compared with male teachers and the number of participant to the KBAT workshop is more than ever. However, the findings are staggering because there are still Islamic education teachers who have never been to the KBAT workshop within the time of the introduction.

DESCRIPTIVE ANALYSIS

This section aims to answer the questions of study, namely the level of readiness of the Islamic Education teacher skills to the application of high-level thinking skills (KBAT) in the teaching and learning of Islamic Education. The results analysis report is displayed in the form of min and standard deviation.

THE PREPARATION OF THE MASTERY LEVEL OF ISLAMIC EDUCATION TEACHERS ON THE APPLICATION OF KBAT

Based on Table 2, as a whole, the level of readiness of Islamic Education teachers towards high-level thinking skills (KBAT) is at a high level with a total score of 3 to 4 as shown in Table 2. However, there are three items min the lowest level of attitude the three 3.91, 3.96 and 3.99. In facts, these three items of attitude did not show a significant difference and it is still at high level based on Jamil's (2002) score.

Table 2: Mastery level and the willingness of Islamic Education teachers towards the application of high level thinking skills (KBAT)

NO	READINESS ITEM	MIN	STANDARD DEVIATION
1	I always participate in KBAT activities with students in the classroom.	4.05	.489
2	I have always been facilitating Pdpc sessions in an active way using KBAT in the classroom.	4.15	.428
3	I am willing to build a KBAT question to solve student problems.	4.05	.489
4	I always read additional reading materials before the start of the PdPc session.	3.96	.532
5	I am ready to answer the questions inside and out of the classroom with KBAT unsure.	4.16	.454
6	The training workshops provided by the ministry have built my desire to use KBAT in teaching.	3.91	.629
7	I am willing to accept any changes and instructions from the ministry concerned with KBAT teaching.	3.99	.549
8	I always provide an opportunity for students to ask questions during the session using KBAT in the classroom.	4.16	.454
9	I always encourage students to answer consolidation questions after completing the teaching session using KBAT in the classroom.	4.14	.434
10	Time is a constraint in implementing KBAT in PdPc.	4.09	.677
OVERALL		4.06	.347

DISCUSSION AND IMPLICATION

THE PREPARATION MASTERY OF ISLAMIC EDUCATION TEACHERS ON THE APPLICATION OF KBAT

In order to successfully implement the thinking skills implementation, the readiness of teachers is a key factor and a catalyst for determining the success and failure of the curriculum change (Habib Mat Som, Ahmad Kamaluddin. 2008). This readiness includes content, teaching materials, extensive knowledge of pedagogy as well as skills in applying high-level thinking skills (Zamri Mahamod & Nor Azah Mohd Nordin 2011).

The result of this study shows that the availability of GPI to KBAT is at a high level of 4.06. This study was supported by the study conducted by Norlela Ali and Mohd Munaim Mahmud (2014) on teacher of Institut Perguruan Guru (IPG) trainees who found the high mean level in the dimension of readiness and application of KBAT questions, min = 3.93), questionnaire technique (min = 3.99) and purpose of using KBAT question (min = 4.00). This finding is parallel with Sukiman, et al. (2012) which shows that teachers have significant assumptions about the readiness of thinking lesson and practicing KBAT teaching in the classroom and

there is a relationship between teacher assumptions on thinking teaching and practice thinking skills. This study is also supported by another study by Nor Hasmaliza (2015) which finds the level of readiness of the teacher's implementation of skills-141 teachers in KBAT during teaching in the overall level moderately high (Min = 3.58). Similarly, the study of Hawa Hanis Abdullah & Ghazali Darusalam (2018) shows the willingness of a simple teacher.

However, this study differs from the study of Rajendran (2001) which reports that teachers are less prepared in terms of pedagogical skills, knowledge, and attitude to teach KBAT. This is evidenced by only 10% of the KBAT questions that teachers use in their teaching process. Thus, this shows that the teaching and learning process in the classroom is still centered on teachers, but studies by Rajendran can be tested for review since the study period has been more than 10 years old. The study on KBAT (Yahya 2014) shows that teachers have not mastered the concept of thinking skills as well as how to implement them in the classroom.

This is likely because teachers are less optimistic about using KBAT questions in their teaching. Teachers do not emphasize high-level thinking skills and rarely provide opportunities for students to master thinking skills if teachers are less confident with knowledge and skills teaching thinking skills (Rajendran, 2000). Also in this study, take the support of the study by Rajendran which can be tested for review since it has exceeded 10 years. Another study conducted by Norliyen Ahmad, (2006) & Norsham Abdul Ghani, (2014) shows that the readiness and practice of teaching or application of thinking skills among teachers are still unsatisfactory.

According to Norasmahani Nor et al. (2015), the implementation of KBAT in PI will be enhanced by providing more exposure to teachers through courses, workshops, and in-service training. This disclosure helps GPI prepare the teaching and learning of KBAT. The challenge that needs to be addressed is to address the attitude of teachers who take the easy factor of teaching readiness. The readiness of teaching is a day-to-day plan that teachers need to provide as early as possible to formulate PdPcc. The preparation includes information about the students, the content or the topics to be discussed, the teaching aids and so on. Teaching preparations have three key companions: preparation, delivery, and closing (Mok, S.S 2002).

Teachers who do not have teaching planning will have a negative impact during the learning process where without good preparation and planning of learning sessions cannot achieve effective objectives in addition to the delivery of unsystematic and quality information. This is coupled with a handful of educators who did not provide teaching strategies (Norakma Daud, Abdul Razak Ahmad, Noria Munirah Yaku 2015).

To conclude, the researcher observes, although there is a study showing that the implementation of skills in teaching against KBAT is not satisfactory and moderate, the findings are more than 10 years ago, which is necessary to review. In fact, recent studies show that the implementation of skills is positive and is at a high level. Therefore, to be fair, the review of Rajendran's research location (2001) can be re-implemented and can also be carried out using qualitative methods to make it more practical to implement the skills.

CONCLUSION

In a nutshell, the findings show that the level of readiness of Islamic Education teachers to implement KBAT in the teaching and learning process is high and positive. This can be seen from the level of readiness for good Islamic Education teachers in implementing high-level thinking skills (KBAT) in the teaching and learning of Islamic Education. It is hoped that the information from this study will provide a clear picture on the level of readiness of teacher readiness, especially the Islamic Education teacher in secondary school on the application of thinking skills (KBAT) in the teaching and learning process of Islamic Education in Bangi and Kajang, Selangor.

Higher Order Thinking skills (KBAT) are the basis of the educational process and import to improve in our education. The ability of a teacher towards the willingness to practice skills in the mindset of thinking influences thinking skills among the students thus ensuring the effectiveness of the teaching process. Teachers as the main element of integrating high-minded people require the teachers themselves to be competent to use KBAT. When teachers carry out a lesson that contains pedagogy that helps students develop KBAT, teachers are able to directly improve student achievement. In addition, the development of KBAT will facilitate the transition of knowledge and skills to their responsible actions and their particular functions within society. Indeed, the authority of Islamic Education teachers will be evident when Islamic Education teachers, in particular, are able to transfer the knowledge and skills learned to situations requiring them to apply KBAT in the teaching process. This study needs to be further refined in qualitative form in order to have empirical evidence.

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