

TRANSFORMING ISLAMIC EDUCATORS: TEACHER EXCELLENCE THROUGH QUALITY PRACTICE IN KUALA SELANGOR

NOR, M. N.¹ – SHARUL AFFENDI, W. S.¹ – ALI, F. D. A.² – SHAMSUDIN, N. H.³ – IDRIS, R.^{4*}

¹ *Department of Islamic Studies Education, Universiti Selangor, Selangor, Malaysia.*

² *Department of Language Literature, Universiti Selangor, Selangor, Malaysia.*

³ *Department of Business Management and Sports Industry, Universiti Selangor, Selangor, Malaysia.*

⁴ *Department of Social Science, Universiti Selangor, Selangor, Malaysia.*

**Corresponding author
e-mail: crashidin7[at]unisel.edu.my*

(Received 21st November 2024; revised 14th January 2025; accepted 22nd January 2025)

Abstract. Competent educators may customize their instruction to the needs and skills of their students. They are also adaptable in responding to changes in teaching methods. The quality of teachers' instruction is sometimes questioned because some teachers fail to completely embrace their responsibility as educators. The primary goal of this research is to identify quality practices in the teaching of Islamic Education teachers in secondary schools in the Kuala Selangor district, investigate the factors that influence quality practices in teaching, and assess the implementation of these practices by these teachers. The majority of Islamic Education teachers in the Kuala Selangor district have excellent teaching skills, notably in material delivery and student interaction. The methodology for this investigation is quantitative. The respondents include 50 Islamic Education instructors from secondary schools in the Kuala Selangor area. The collected data was examined using SPSS version 29.0 to estimate the teaching quality practiced by these instructors. The findings of this study show that Islamic Education teachers apply a variety of effective teaching tactics. They also use interactive ways to actively include students in the learning process. As a result, this study is likely to assist instructors of Islamic education in Kuala Selangor district secondary schools in improving their teaching practices.

Keywords: *quality, teachers, Islamic education, secondary, practice*

Introduction

Islamic education in Malaysia is vital for shaping morals, religious identity, and societal culture, contributing to social and national development. It aims to produce ethical citizens (Mohammad Rusdi et al., 2021). A key part of this education is the History and Civilization of Islam, which serves as a moral guide for Malaysian society (Abdullah et al., 2021). Teaching is often seen as a challenging career due to the significant workload educators face, including administrative and management tasks. As Malaysia aims for development, quality education is crucial for fostering human capital and improving the nation's quality of life (Suhaimi et al., 2024; Idris and Bacotang, 2023). The Malaysia Education Development Plan 2013-2025 (PPPM) highlights teachers as essential to enhancing student performance through effective teaching practices, active student engagement, and assessments that promote higher-order thinking (Idris et al., 2024). Teachers manage a variety of tasks, such as preparing materials, grading assignments, and providing guidance, which adds to their workload

(Ishak and Rusman, 2018). This complexity illustrates the demanding nature of the teaching profession. Effective classroom management is essential for achieving educational goals, relying on teachers' abilities to prepare, communicate effectively, manage behavior, and maintain records (Ariffin et al., 2021; Apak and Taat, 2018). Students are expected to follow rules and instructions to enhance their performance and engagement.

However, the workload can negatively impact classroom management and overall education quality, leading to reduced student achievement (Gilmour et al., 2022). Teachers need systematic planning to meet student needs and subject requirements, ensuring smooth learning processes. Additionally, the physical and emotional quality of the working environment significantly influences teachers' stress and effectiveness. The quality of teachers is crucial for improving education, particularly in schools, as they significantly impact student success (Idris et al., 2023). Competent and qualified teachers are essential for developing human capital and advancing society (Idris and Bacotang, 2023). However, teachers face heavy workloads and various challenges that extend beyond teaching, including responsibilities at the district and national levels (Muttalip et al., 2021; Ishak and Rusman, 2018). Despite a strong education system, high-quality teachers are necessary for effective educational improvement (Rashid et al., 2024). The Education Act of 1996 sets standards for teaching quality, emphasizing that teachers play a vital role in students' holistic development (Bakar, 2022). Issues concerning teacher quality often arise in schools, including a lack of understanding of responsibilities among new teachers and diminished motivation among experienced educators (Holmqvist, 2019). The National Education Transformation Program aims to enhance teacher professionalism and strengthen the education system (Shuib and Yunus, 2021).

In Islamic education, challenges include outdated teaching materials and a rigid curriculum that limits innovative teaching methods (Amiruddin et al., 2021; Ahmad, 2020). Additionally, many Islamic education teachers lack training in modern pedagogical approaches (Hamid, 2018). Effective teacher performance assessment is needed to identify areas for improvement and evaluate teaching achievements. Research indicates significant issues with teachers' preparedness and ability to adapt to curriculum reforms (Idris et al., 2023). Addressing these challenges is vital for effective teaching strategies in Islamic education. Therefore, this research aims to identify and analyze quality teaching practices among Islamic education teachers in secondary schools in the Kuala Selangor District. It seeks to determine the extent to which these practices are implemented, explore the factors influencing their quality, and examine how these practices are carried out in the schools.

Literature review

Quality practices in teaching by teachers

Factors influencing the quality practices of Islamic Education teachers in secondary schools include mastery of knowledge, teaching methods, character, motivation, and the teacher's environment (Kasmin et al., 2019). A deep understanding of the subject matter is essential for effectively conveying knowledge to students, which involves interpreting Islamic teachings and addressing contemporary issues (Wahab and Mamat, 2021; Ibrahim and Mahmud, 2020; Ismail and Yusof, 2019). Continuous reflection and lesson planning based on clear learning outcomes are also vital for professional growth (Idris

et al., 2024; Ali et al., 2023). Teacher competency in knowledge and pedagogical skills significantly affects teaching effectiveness (Idris et al., 2024). Additionally, teachers' workloads and responsibilities can impact the quality of their work, highlighting the need for skilled, motivated, and ethical educators to enhance the teaching and learning process (Ali et al., 2023).

Factors influencing quality teaching practices of teachers

Various effective teaching methods can significantly enhance student engagement and understanding. Zeki et al. (2021) emphasize the importance of integrating Higher Order Thinking Skills (HOTS) to develop students' critical and analytical thinking abilities. Creative teaching practices play a crucial role in improving the quality of teaching and learning (PdP). Creative teaching involves using imaginative methods to make the learning process engaging and effective. In Islamic Education, this requires integrating teaching methods that align with Islamic principles and student needs (Saili and Taat, 2024). Such practices enhance students' understanding of religious concepts while fostering interest, motivation, and critical thinking skills (Mohammad Rusdi et al., 2021). Furthermore, applying creativity in teaching Islamic History and Civilization can provide students with a deeper understanding of Islamic values and enhance their thinking about these teachings (Saili and Taat, 2024). However, there are significant challenges in implementing creative practices in teaching Islamic History and Civilization. These include a lack of engaging teaching materials, time constraints, curriculum limitations, and insufficient training among teachers (Khory et al., 2021). Negative perceptions of the subject by both students and teachers further complicate the situation (Abdullah et al., 2021). As a result, traditional and passive teaching methods, like lectures and rote memorization, are often used, leading to student boredom and disengagement (Awi and Zulkifli, 2021). This lack of creativity in teaching can cause students to perceive Islamic History and Civilization as difficult and irrelevant, which undermines their intellectual development (Abdullah et al., 2021). Teachers' struggles with the concept of creativity often seen as subjective and irrelevant hinder the implementation of innovative teaching methods (Awi and Zulkifli, 2021). This ultimately decreases student motivation and interest in learning (Mohammad Rusdi et al., 2021).

There is also a lack of awareness regarding innovation in modern learning, which prevents Islamic Education teachers from adopting approaches that encourage critical thinking and collaboration. Enhancing teachers' understanding of creativity is vital to meet contemporary educational demands. Additionally, equipping students with creative problem-solving skills is essential in preparing them for challenges in the Fourth Industrial Revolution (Jawas and Zulkifli, 2022). Research shows that the absence of these skills often results from teaching methods that emphasize memorization over critical and creative thinking (Awi and Zulkifli, 2021). The current school curriculum has not fully integrated these aspects, which disadvantages students in facing future challenges (Mohammad Rusdi et al., 2021). Therefore, educational programs should focus on developing creative thinking and problem-solving abilities to prepare students for the 21st century. Student-centered teaching methods are vital for enhancing the quality of Islamic Education, particularly in teaching Islamic History and Civilization. Problem-based learning approaches encourage active student engagement, leading to a deeper understanding of subjects. This approach can empower students to positively influence their communities in the future.

Implementation of quality practices

In modern education, the teaching approach plays a crucial role in student learning success (Ali et al., 2023). Effective teaching requires teachers to master content, prepare engaging materials, and select suitable strategies (Saili and Taat, 2024). However, many teachers lack confidence in using integrated subject approaches due to insufficient understanding. Clear instruction and systematic lesson implementation are essential for quality teaching (Wahab and Mamat, 2021), while effective classroom management fosters a positive learning environment (Ali et al., 2023). Innovative methods like i-Think concept map can enhance creativity and critical thinking but challenges arise from teachers' limited understanding of the thematic curriculum, highlighting the need for systematic planning (Shuib and Yunus, 2021; Rashid et al., 2024). In Malaysia, the Ministry of Education emphasizes equipping students with 21st-century skills (PAK21), such as critical thinking and digital literacy, which depend on teachers' competencies (Saili and Taat, 2024; Shuib and Yunus, 2021). Teachers must integrate innovative methods and create dynamic learning environments, yet many struggle due to inadequate professional development and limited access to resources, especially in rural areas (Rashid et al., 2024). The effectiveness of thematic and innovative teaching methods relies on teachers' readiness and mastery of these approaches (Awi and Zulkifli, 2021). Overall, the success of PAK21 in Malaysian classrooms requires comprehensive support for teachers to develop the necessary competencies through ongoing training and resources.

Materials and Methods

In this section, it discusses the methods that will be utilized in a more detailed way. The purpose of this study is to identify quality practices in the teaching of Islamic Education teachers in secondary schools in the Kuala Selangor District. In addition, this study uses quantitative methods because it is suitable for collecting data in this study. This study uses a questionnaire in order to identify and examine the factors of quality practice in the teaching of teachers of Islamic Education in secondary schools in the Kuala Selangor District. The researcher selected a population consisting of Islamic Education teachers in secondary schools in Kuala Selangor district. A total of 50 respondents were randomly selected for the purpose of to see the teaching quality practice of the teachers involved. This study uses the method of simple random sampling. To make this study a success, as many as 50 respondents have taken part. The respondents are all Islamic Education teachers in secondary schools in the Kuala Selangor District.

Data from the respondents were collected and processed using SPSS version 29.0. Descriptive statistical methods were employed to analyse the data, focusing on frequency, percentage, and mean scores. The results in sections B, C, and D were categorized into three levels-high, medium, and low-based on the mean score values, as shown in the *Table 1*. The level determination in the table above is based on the assigned score values. This study uses a five-point Likert scale, which includes the following options: Strongly Disagree (SD), Disagree (DS), Uncertain (U), Agree (A), and Strongly Agree (SA).

Table 1. Min score value.

Min score	Interpretation
1.00-2.33	Low
2.34-3.66	Moderate
3.67-5.00	High

Results and Discussion

The following *Table 2* display the distribution and demographics of respondents across several categories, including gender, age, teaching experience, and area of specialization. This study involved 50 respondents, including 21 men and 29 women. In terms of age, 22% were aged 25-35, 20% were 36-45, 30% were under 25, and 28% were over 45. For teaching experience, 44% had 1-10 years, 26% had 11-20 years, and 30% had 21-30 years of experience. In terms of specialization, 56% were in Islamic Education, 16% in Science, and 12% in the Arts.

Table 2. Demographic.

Category	Frequency (N)	Percentage (%)
Gender		
Men	21	42
Women	29	58
Age		
25-35	11	22
36-45	10	20
<25	15	30
>45	14	28
Teaching experience		
1-10	22	44
11-20	13	26
21-30	15	36
Specialization		
Islamic education	28	56
Science	8	16
Arts	6	12

Identifying quality practices in Islamic education teaching by teachers in Kuala Selangor district secondary schools

Table 3 shows the average scores (mean) and standard deviations for identifying quality teaching practices among secondary school teachers in Kuala Selangor. The highest-rated item is "Teaching face-to-face helps students understand better," with a mean of 4.18. Other items scored as follows: item 6 (M=4.14, SD=0.783), item 7 (M=4.08, SD=0.804), and item 9 (M=4.08, SD=0.724). Items 8 and 10 both scored 4.04, while items 3 and 5 scored 4.02. Item 4 scored 3.96 (SD=0.638). The lowest-rated item was "I am skilled in hybrid teaching/learning," with a mean of 3.78 (SD=0.679). Overall, the average score for quality teaching practices is 4.03, indicating a high level of quality.

Table 3. Mean values and standard deviations of quality practices in Islamic education teaching by teachers in Kuala Selangor district secondary schools.

No	Item	Frequency (N) Percentage (%)	Mean	Standard deviation
----	------	---------------------------------	------	--------------------

		SD	DS	U	A	SA		
1	I am skilled in using hybrid teaching/learning methods.	-	1 (2.0)	15 (30.0)	28 (56.0)	6 (12.0)	3.78	0.679
2	Face-to-face teaching helps students understand subjects better.	-	-	10 (20.0)	21 (42.0)	19 (38.0)	4.18	0.748
3	I use student-centered teaching to provide flexibility in learning schedules.	-	1 (2.0)	10 (20.0)	26 (52.0)	13 (26.0)	4.02	0.742
4	I believe student-centered teaching ensures active student engagement.	-	-	11 (22.0)	30 (60.0)	9 (18.0)	3.96	0.638
5	I use student-centered teaching models to enhance student engagement.	-	-	10 (20.0)	29 (58.0)	11 (22.0)	4.02	0.654
6	I frequently prepare teaching materials for face-to-face sessions.	-	-	12 (24.0)	19 (38.0)	19 (38.0)	4.14	0.783
7	I assess the overall effectiveness of teaching through evaluations.	-	-	14 (28.0)	18 (36.0)	18 (36.0)	4.08	0.804
8	I use teaching aids that can be integrated into my lessons.	-	-	10 (20.0)	28 (56.0)	12 (24.0)	4.04	0.669
9	I use PAK21 teaching strategies to engage students' interest.	-	1 (2.0)	8 (16.0)	27 (54.0)	14 (28.0)	4.08	0.724
10	I use teacher-centered instruction to present important facts.	-	-	13 (26.0)	22 (44.0)	15 (30.0)	4.04	0.755
Overall average mean							4.03	0.503

Note: SD=Strongly Disagree; DS=Disagree; U=Uncertain; A=Agree; SA=Strongly Disagree.

Examining quality practice factors in Islamic education teaching by teachers in Kuala Selangor secondary school

The Table 4 presents data on the overall factors related to quality practices in Islamic Education teachers' teaching. According to the findings, the second item, "I have the skills to conduct teaching and learning effectively," had the highest average score (M=4.14, SD=0.808), followed by item 5 and item 8 with an average of 4.10. Item 9 had an average of 4.08 (SD=0.853), item 3 and item 7 scored 4.06, item 1 scored 4.02 (SD=0.795), and item 6 scored 3.98 (SD=0.714). Item 4 scored 3.96 (SD=0.755), while the lowest average was for item 10, "I create an enjoyable teaching and learning environment in the classroom," with a score of 3.92 (SD=0.752).

Table 4. Mean values and standard deviations of quality practice factors in Islamic education teaching by teachers in Kuala Selangor district secondary schools.

No	Item	Frequency (N) Percentage (%)					Mean	Standard deviation
		SD	DS	U	A	SA		
1	I have the knowledge to effectively conduct teaching and learning.	-	1 (2.0)	12 (24.0)	22 (44.0)	15 (30.0)	4.02	0.795
2	I have the skills to effectively conduct teaching and learning.	-	1 (2.0)	10 (20.0)	20 (40.0)	19 (38.0)	4.14	0.808
3	I conduct the teaching and learning process in the classroom with full commitment.	-	1 (2.0)	10 (20.0)	24 (48.0)	15 (30.0)	4.06	0.767
4	I am always energetic in conducting the teaching and learning process.	-	2 (4.0)	9 (18.0)	28 (56.0)	11 (22.0)	3.96	0.755
5	I practice leadership in the classroom to foster student discipline.	-	1 (2.0)	10 (20.0)	22 (44.0)	17 (34.0)	4.10	0.789
6	I make independent reflections to evaluate my effectiveness as a qualified teacher.	-	2 (4.0)	7 (14.0)	31 (62.0)	10 (20.0)	3.98	0.714
7	I adjust my teaching strategies to match students' abilities.	-	-	10 (20.0)	57 (54.0)	13 (26.0)	4.06	0.682
8	I show compassion when resolving students' problems.	-	-	10 (20.0)	25 (25.0)	15 (30.0)	4.10	0.707
9	I sacrifice my time and energy for the welfare of students.	-	2 (4.0)	10 (20.0)	20 (40.0)	18 (36.0)	4.08	0.853
10	I create a fun teaching and learning environment in the classroom.	-	1 (2.0)	13 (26.0)	25 (50.0)	11 (22.0)	3.92	0.752
Overall average mean							4.04	0.562

Note: SD=Strongly Disagree; DS=Disagree; U=Uncertain; A=Agree; DA=Strongly Disagree.

Analysis of quality practice implementation in Islamic education teaching by teachers in Kuala Selangor district secondary schools

The Table 5 shows data on the overall implementation of quality practices in Islamic Education teaching among secondary school teachers in Kuala Selangor. According to the findings, item 8, "I face difficulty in adapting teaching based on data," has the highest mean score (M=3.98, SP=0.714). This is followed by item 6 with a mean score of (M=3.92, SP=0.752), item 2 (M=3.90, SP=0.763), item 7 (M=3.86, SP=0.857), and both items 3 and 9 (M=3.84). Item 4 scores (M=3.80, SP=0.670), and item 10 scores (M=3.70, SP=0.839). The lowest scores are for item 1 and item 5, both with a mean score of 3.68.

Table 5. Mean values and standard deviation for the implementation of quality practices in Islamic education teaching by teachers in Kuala Selangor district secondary schools.

No	Item	Frequency (N) Percentage (%)					Mean	Standard deviation
		SD	DS	U	A	SA		
1	I use diagnostic assessments to identify students' learning needs.	1 (2.0)	-	19 (38.0)	24 (48.0)	6 (12.0)	3.68	0.768
2	Diagnostic assessments help me understand individual student needs.	-	1 (2.0)	14 (28.0)	24 (48.0)	11 (22.0)	3.90	0.763
3	Assessment data helps me improve my teaching effectiveness.	-	-	18 (36.0)	22 (44.0)	10 (20.0)	3.84	0.738
4	The use of assessment data improves my students' academic performance.	-	-	17 (34.0)	26 (52.0)	7 (14.0)	3.80	0.670
5	I evaluate the overall effectiveness of using diagnostic assessments and data.	-	1 (2.0)	19 (38.0)	25 (50.0)	5 (10.0)	3.68	0.683
6	I use assessment data to plan student lessons.	-	-	16 (32.0)	22 (44.0)	12 (24.0)	3.92	0.752
7	I face time constraints in conducting diagnostic assessments.	-	3 (6.0)	13 (26.0)	22 (44.0)	12 (24.0)	3.86	0.857
8	I encounter difficulties in adjusting my teaching based on data.	-	-	13 (26.0)	25 (50.0)	12 (24.0)	3.98	0.714
9	I use extra time to analyze and plan lessons to assess teaching more effectively.	-	-	14 (28.0)	30 (60.0)	6 (12.0)	3.84	0.618
10	I use diagnostic assessments to identify students' learning needs.	1 (2.0)	-	21 (42.0)	19 (38.0)	9 (18.0)	3.70	0.839
Overall average mean						3.82	0.406	

Note: SD=Strongly Disagree; DS=Disagree; U=Uncertain; A=Agree; DA=Strongly Disagree.

The findings indicate a high level of quality practices among Islamic education teachers in Kuala Selangor secondary schools, as seen by the overall mean score of 4.03. The preference for face-to-face instruction (mean 4.18) demonstrates its effectiveness in enhancing comprehension, particularly in subjects that require personal interaction and complex explanations. According to research, direct participation improves student comprehension and provides a dynamic learning environment (Idris and Bacotang, 2023). The frequent use of teaching aids (mean 4.14) indicates a dedication to make lessons more interactive and engaging, which is consistent with educational practices that incorporate visual and tactile tools for successful learning (Suhaimi et al. 2024). However, the poorer skill in hybrid teaching approaches (mean 3.78) indicates a deficiency in teacher preparation for technology integration. This finding is consistent with Amiruddin et al. (2021) views concerning the difficulties

experienced by Islamic education teachers in adopting new approaches due to limited exposure to digital pedagogies.

The study reveals that Islamic education teachers have extensive pedagogical expertise and dedication, as evidenced by excellent scores in knowledge (mean 4.02) and teaching skills (mean 4.14). These backs up Wahab and Mamat (2021) claim that mastery of topic and methodology is essential for effective teaching. Furthermore, instructors' dedication (mean 4.06) and energy levels (mean 3.96) demonstrate their professionalism, which is consistent with Apak and Taat (2018) research on the role of teacher passion in retaining student engagement. However, the comparatively low score for generating delightful learning environments (mean 3.92) suggests room for growth in encouraging student-centered approaches. This is consistent with Abdullah et al. (2021) argument that traditional techniques frequently fail to encourage creativity and interest in learners.

The findings in Section D show that, while teachers effectively use assessment data for lesson planning (mean 3.92), they struggle to change their teaching practices based on this data (mean 3.98). These findings are consistent with Khory et al. (2021) findings, which identify time restrictions and insufficient professional growth as hurdles to properly using diagnostic assessment. Furthermore, the low mean scores for rating the usefulness of diagnostic assessments (3.68) indicate the need for comprehensive assessment literacy training. Rashid et al. (2024) argue that effective use of evaluation tools can greatly improve both teaching quality and student outcomes. Overall, the research indicates that Islamic education teachers are implementing quality teaching practices at a satisfactory level, with an average score of 3.82. Additionally, 59% of respondents agreed or strongly agreed with all items in Section D, demonstrating that many teachers exhibit quality teaching practices in secondary schools within the Kuala Selangor District.

Conclusion

The study found that Islamic Education teachers in the Kuala Selangor District have noteworthy teaching practices, stressing face-to-face involvement, effective use of teaching aids, and a commitment to student-centered approaches. These methods indicate their commitment to creating a dynamic and participatory learning environment that meets current educational requirements. However, obstacles such as low proficiency in hybrid teaching approaches, difficulty modifying teaching strategies based on diagnostic data, and a need for more engaging classroom environments highlight areas for improvement. Addressing these gaps through specialized training in digital pedagogy, creative teaching methods, and evaluation literacy is critical to improving the quality of Islamic education. Finally, the findings provide significant insights for educational stakeholders seeking to assist Islamic Education teachers' professional growth. Such measures will not only improve teaching effectiveness, but will also contribute to students' overall development, which is consistent with Malaysia's broader educational aims.

Acknowledgement

We are deeply grateful for the support and welcoming research environment provided by Universiti Selangor (UNISEL). We also sincerely thank the staff members

and associates whose steadfast cooperation and insightful advice made this endeavor feasible.

Conflict of interest

The authors confirm that no conflict of interest is involved with any parties in this research.

REFERENCES

- [1] Abdullah, W.A.A.W., Razak, K.A., Hamzah, M.I. (2021): Inovasi I -Think Menurut Perspektif Guru Inovatif Pendidikan Islam. – *Journal Of Contemporary Islamic Studies* 7(1): 1-8.
- [2] Ahmad, M. (2020): Cabaran dalam pengajaran Pendidikan Islam di sekolah menengah. – *Jurnal Pendidikan Islam* 15(2): 123-135.
- [3] Ali, F.D.A., Zaid, N.N.M., Johdi, N.A.M., Shanmugam, J., Amir, M.M. (2023): Examining Lecturers' Perceptions on the Interplay between Artificial Intelligence and the Sustainable Development Goals. – *International Journal of Advanced Research in Education and Society* 5(3): 450-458.
- [4] Amiruddin, A.Z., Ab. Halim, Z., Zainuddin, N. (2021): Reka bentuk dan pembangunan pembelajaran bahasa arab dalam talian. – *E-Jurnal Bahasa Dan Linguistik (e-JBL)* 3(1): 18-30.
- [5] Apak, J., Taat, M.S. (2018): Pengaruh kesediaan guru terhadap pengurusan bilik darjah abad ke-21. – *Malaysian Journal of Social Sciences and Humanities (MJSSH)* 3(4): 6-22.
- [6] Ariffin, A., Nordian, N.F.N., Hamzah, N., Zakaria, N., Rubani, S.N.K. (2021): Hubungan antara sikap pelajar dengan tahap tekanan guru program pendidikan inklusif dalam pendidikan teknikal dan vokasional. – *Online Journal for TVET Practitioners* 6(1): 7-14.
- [7] Awi, A., Zulkifli, Z. (2021): Kaedah dan teknik pengajaran dalam pembelajaran: Memastikan penyampaian ilmu yang berkualiti. – *Jurnal Pendidikan Malaysia* 10(2): 55-68.
- [8] Bakar, A.Y.A. (2022): The equal and equitable provision of primary school education in Malaysia: Issues and challenges. – *Journal of Positive School Psychology* 6(7): 2476-2485.
- [9] Gilmour, A.F., Sandilos, L.E., Pilny, W.V., Schwartz, S., Wehby, J.H. (2022): Teaching students with emotional/behavioral disorders: Teachers' burnout profiles and classroom management. – *Journal of Emotional and Behavioral Disorders* 30(1): 16-28.
- [10] Hamid, A. (2018): Profesionalisme guru Pendidikan Islam: Isu dan cabaran. – *Jurnal Pendidikan Guru* 8(3): 78-90.
- [11] Holmqvist, M. (2019): Lack of qualified teachers: A global challenge for future knowledge development. – *Teacher Education in the 21st Century* 13p.
- [12] Ibrahim, M., Mahmud, R. (2020): Teachers' understanding of islamic education curriculum: A case study in Malaysian Secondary Schools. – *International Journal of Educational Sciences* 14(2): 112-125.
- [13] Idris, R., Bacotang, J. (2023): Exploring STEM education trends in Malaysia: Building a talent pool for Industrial Revolution 4.0 and Society 5.0. – *International Journal of Academic Research in Progressive Education and Development* 12(2): 381-393.
- [14] Idris, R., Bacotang, J., Abdurahman, M.S., Khalid, M.F., Hamid, H.A., Salleh, M.A., Abdullah, N.A., Hassan, K.B., Ali, F.D.A., Sulaiman, M.A. (2024): Redefining horizons: Delving into personality trends and diverse challenges in STEM education across Malaysia. – *International Journal of Academic Research in Progressive Education and Development* 13(1): 2083-2095.

- [15] Idris, R., Govindasamy, P., Nachiappan, S. (2023): Challenge and obstacles of STEM education in Malaysia. – *International Journal of Academic Research in Business and Social Sciences* 13(4): 820-828.
- [16] Ishak, R., Rusman, S.N.F. (2018): Prestasi kerja guru dan hubungannya dengan faktor beban tugas, persekitaran kerja dan personal: Kajian kes di sebuah sekolah di Sabah. – *JuPiDi: Jurnal Kepimpinan Pendidikan* 5(1): 1- 15.
- [17] Ismail, N., Yusof, N.M. (2019): Teachers' critical thinking skills in teaching islamic education in Malaysian Secondary Schools. – *Malaysian Journal of Educational Technology* 19(1): 45-58.
- [18] Jawas, J., Zulkifli, Z. (2022): Amalan pengajaran kreatif guru pendidikan islam bagi murid berkeperluan khas masalah pembelajaran. – *QALAM International Journal of Islamic and Humanities Research* 2(1): 1-9.
- [19] Kasmin, R., Baharan, M.F., Mohsin, N., Kila, N., Hassan, M.A. (2019): Amalan kualiti guru dalam kalangan Guru Pendidikan Islam di Sekolah Kebangsaan. – *Journal of Management and Operation Research* 1(4): 1-23.
- [20] Khory, H.H.M., Rahman, M.N.A., Zailani, M.A. (2021): Pengurusan pentaksiran bilik darjah mata pelajaran bahasa arab berasaskan keperluan pembelajaran murid. – *Jurnal Kepimpinan Pendidikan* 8(2): 41-57.
- [21] Mohammad Rusdi, A.M., Che Mohd Zaid, Y., Mohd Alauddin, O., Aznida, A. (2021): Model kreativiti pengajaran guru bahasa arab di Malaysia. – *International Journal of Education and Training* 7: 11p.
- [22] Muttalip, D.A., Amir, R., Amat, S. (2021): Hubungan tingkah laku kepimpinan guru besar dan beban kerja guru terhadap prestasi kerja guru. – *Jurnal Dunia Pengurusan* 3(1): 30- 40.
- [23] Rashid, Y.K.A., Idris, R., Shukri, N.Z.M., Rabu, M., Ahmad Adha Mohd@Muhamad, S.H.M.N., Sapuan, N.A., Ali, F.D.A., Kamal, N.A., Sulaiman, M.A. (2024): Embracing innovation: Teacher insights and preparedness for I-THINK thinking maps in 21st century education. – *International Journal of Academic Research in Progressive Education and Development* 13(3): 5182-5196.
- [24] Saili, J., Taat, M.S. (2024): Pengaruh pengetahuan teknologi pedagogi kandungan terhadap amalan kreativiti guru pendidikan islam dalam bidang sirah dan tamadun islam. – *Quantum Journal of Social Sciences and Humanities* 5(1): 64-81.
- [25] Shuib, S., Yunus, J.@N. (2021): The development of teacher professionalism towards the self-effectiveness of secondary school teachers. – *International Journal of Academic Research in Business and Social Sciences* 11(6): 253-267.
- [26] Suhaimi, P.F.M., Abdullah, A., Zubairi, A.A., Ali, F.D.A., Idris, R. (2024): Unveiling the nexus: Organizational climate and psychological well-being of secondary school teachers in Kuala Selangor. – *International Journal of Academic Research in Progressive Education and Development* 13(3): 2350-2363.
- [27] Wahab, A.R., Mamat, I. (2021): Understanding the content knowledge of islamic education among secondary school teachers in Malaysia. – *Journal of Islamic Educational Research* 6(1): 15-30.
- [28] Zeki, M.Z.M., Kamal, N.M.M., Hidayat, R., Mazlan, N.H., Moshidi, N. (2021): Cadangan penyelesaian pakar pendidikan berkaitan pengajaran guru pendidikan islam dalam mengintegrasikan kemahiran berfikir aras tinggi (kbat) di sekolah menengah. – *Journal of Islamic Educational Research* 6(1): 18-34.