

A Study of Religious Teacher's Readiness to Teach Outside The Area of Expertise

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Abstract: The purpose of this study is to identify the religious trainee's teachers readiness level to teach outside the subject area. There are 5 fields taught in school including English, Science and Mathematics, Social Sciences, Music and Arts and Technical and Vocational education. This study uses quantitative surveys using questionnaires to evaluate the willingness of the Islamic education's teachers to teach different subjects. The population will be used for this study among the students of the Faculty of education who specializes in the field of Islamic education. The findings show that the level of willingness of Islamic education trainee teachers towards the different field is at a moderate level. However, there are few different subjects apart from Islamic education that can be suggested to the school's administration for the Islamic education's teachers. As a conclusion, the mastery of different subject is not an obligation but it is more advantages compared to other teachers.

Key words: Religious teacher, Islamic education, trainee teacher, teacher's readiness, vocational education

INTRODUCTION

The teaching profession is a profession that must be addressed because it is the backbone of education in the effort of forming the students in the school environment. Various studies need to be done and pursued because therein lies the strength and image of teachers. Typically, each teacher has the ability and capacity that vary in the face of their daily tasks. The advantages inherent in a teacher, especially for those who have the capability to teach a subject in their different field are actually a bonus to them.

This explains that teachers have the knowledge and skills beyond their teaching field and this will add the values to themselves and help the process of teaching and learning to be smooth. The question is whether teachers should have knowledge and skills in various fields? Are they capable of teaching knowledge and skills outside their field? And whether teachers are said to have these advantages really help the process of teaching and learning or do it without thinking about their responsibility as a teacher?

These questions will be remained unanswered, as long as there's no study that related to the capability of these teachers doing their teaching and learning activities

on different subjects. Thus, this study will examine the willingness and ability of trainee teachers in Islamic education to teach in rural areas.

Problem statement: Previous studies indicated that there was the shortage of teachers in government schools throughout Malaysia, as well as in private schools (Hassan and Mamat, 2007; Awang, 2008). In addition, the study by Siva proved that there are cases of teacher's option is not taken into account for the placement session and teacher's exchange and this has caused teachers to teach subject that is different from their specialization. This suggests that the symptoms of teacher teaching subject that is different from their field occurs until today.

Normally, teachers who are assigned to teach in the different field are not skilled and less knowledgeable about the subjects. As a result, many problems will arise and the situation of effective teaching and learning cannot be achieved (Awang, 2008). At the same time, it is can not be denied that there are also flexible trainee teachers who have the capability to teach the subject in their different field. What is clear that the dependent of teachers who teach subject that is different from their specialization field is a vital situation for using the ability

or capability in an optimum way as possible. This explains that each teacher will most likely be asked to teach on different subject of teaching depends on the academic qualifications obtained. It is a challenge for Islamic education's teachers to equip them with the knowledge and skills to help the students in learning various subjects.

In addition, teachers are able to capture a variety of subjects can also help students to solve problems in their learning. Furthermore, teachers who can perform in various tasks also would help to launch the management activities at school. This ability possessed by the teachers could save the time as well as provide the opportunities for students to ask questions to the teacher whom they feel easy to be approached. Moreover, this can enhance the student's understanding because every teacher has a different way of teaching.

MATERIALS AND METHODS

This study, uses quantitative surveys using questionnaires to evaluate the willingness of the Islamic education's teachers to teach different subjects. Respondents were required to give an answer to the statements provided by the state of their willingness and their abilities. Scale 1 is for strongly disagree and 5 for strongly agree. The score for answers would be interpreted as proposed by Levin and Rubin (1998). The 1:00-2:33 shows the mean scores of respondents who were agreed on the high level, the mean level of agreement 2.34-3.67 showed medium, 3.68-5.00 mean show they agreed on the high level.

The study population will be used for this study is among the students of the faculty of education who specializes in the field of Islamic studies. From the number of the population, clustered random sampling method is used to obtain respondents. The sample size to be used is 60 people. They are the final year students. Number of respondents who will be collected will represent the number of the student population in Islamic education study.

RESULTS

Level of willingness to teach language subjects: Table 1 shows that the respondents have a different perception of their level of willingness and capability to teach apart from the field of Islamic studies. There are 3 subjects namely (English, Arabic Communication and High Arabic) scored on the average level. While, 2 subjects namely Chinese and Tamil were scored in low level. Only English is given the high score, mean = 3.83.

Overall, the willingness and capability of trainees of Islamic education towards the language subjects are at the average level. This is based on the mean score of 2.57.

Level of willingness to teach Science and Mathematics subjects: Table 2 shows the 7 subjects in Science and Mathematics. Majorities of the respondents were negative towards their willingness and capability to teach in this area. However, only two subjects that are in positive level, namely; Mathematics (mean = 3.18) and Science (mean = 3.10).

Based on the average of the mean value for the field of Science and Mathematics, the mean value obtained also in the low level (mean = 2.31). This shows that Islamic education trainee teachers are not prepared to teach in this area.

Level of willingness to teach Science social subjects: Table 3 shows the total of 8 subjects in the field of Social Sciences. Referring to Table 3, the majority of the mean scores obtained at average and high levels of around 3.01 and earlier. Only one of the subjects is at the low level (mean = 1.93) indicates that the respondents are not prepared to teach the subject.

Table 1: The mean analysis of trainee teacher to teach in different languages

Subjects	Mean	Level
Malay	3.83	High
English	2.37	Average
Chinese	1.17	Low
Tamil	1.13	Low
Arabic Communication	3.52	Average
High Arabic	3.37	Average
Total	2.57	Average

Table 2: The mean analysis of willingness level on islamic education's trainee teacher to teach Science and Mathematics subjects

Subject	Mean	Level
Mathematic	3.18	Average
Additional Mathematic	1.93	Low
Science	3.10	Average
Additional Science	2.17	Low
Physics	1.92	Low
Chemistry	1.92	Low
Biology	1.95	Low
Total	2.31	Low

Table 3: The mean analysis trainee teacher to teach Science Social subjects

Subjects	Mean	Level
Geography	3.22	Average
History	3.38	Average
Local Studies	3.48	Average
Basic economy	2.65	Average
Commerce	2.67	Average
Civic and citizen education	3.82	Tinggi
Moral education	3.85	Tinggi
Accounting	1.93	Low
Total	3.13	Average

Table 4: The mean analysis trainee teachers to teach Music and Health subjects

Subjects	Mean	Level
Music education	1.95	Low
Art visual	2.18	Low
Physical education	3.40	Average
Health Science	3.00	Average
Health Education	3.07	Average
Total	2.72	Average

Table 5: The mean analysis trainee teachers to teach Vocational and Technical subjects

Subjects	Mean	Level
Life skills and innovation	2.72	Average
Vocational education	2.25	Low
Total	2.49	Average

However, based on the total mean score (mean = 3.13) indicates that the field of Social Science is a field that can be taught by student teachers of Islamic education at the average level.

Level of willingness to teach Music and Health subjects:

Table 4 shows the mean score of the subject in Music and Health. Referring to the analysis, the level of willingness and capability of trainees is on the average (mean = 2.72). There are 3 subjects that obtained average scores namely Physical education, Health Science and Health education. Music education and Visual Arts, received the low scores indicate Islamic education teachers are not prepared to teach the subject.

Level of willingness to teach Vocational and Technical subjects (PTV):

Table 5 shows the analysis of the mean in PTV which consists of Life skills and Vocational education. For the subject Life skills and innovation, analysis shows that the mean scores are at their average (mean = 2.72). This may indicate that the student teachers of Islamic education are less willing to teach on this subject. While for vocational education subjects, mean scores on the low show Islamic education teachers are not prepared to teach the subject.

Therefore, based on the total score obtained (mean = 2.49) showed that as Islamic education trainee teachers are less willing to teach the field of PTV.

DISCUSSION

In general, the majority of trainee teachers are prepared to teach at the average level in the chosen field of language, namely; Music, Health, Technical and Vocational education (PTV). On the other hand, trainee teachers of Islamic education are not prepared to teach science and mathematics. Figure 1 illustrates the overall level of willingness of Islamic education student teachers on the 5 fields subjects.

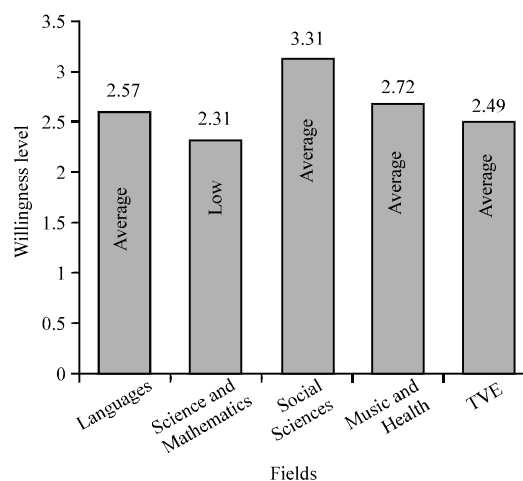


Fig. 1: Overall level of willingness to teach 5 fields subjects

There are some subjects scored high level of effectiveness and some subjects scored the average level. This shows the willingness of the Islamic education trainee teachers are varied. About 3 subjects which scored high indicate that the Islamic education teachers willing to teach the subject while the 14 subjects showed that the average scores of Islamic education trainee teachers have the average level of willingness.

It is often heard that the skilled teacher of Islamic education only reads books but now, the challenges throughout the globalization world have exposed the trainees to learn a variety of skills, such as the use of technology in teaching and learning (Nawi *et al.*, 2012). Besides, they need to involve themselves in extra-curricular activities and student affairs skills. As a result, teachers will be born not only focuses on the field of study alone but also capable of handling the curriculum and co-curriculum.

In addition, the syllabus and the courses taken by the trainee teacher need to be studied again whether it is still relevant to the current claim (Som and Daud, 2008) so that the trainee teachers can be produced are able to meet the concept of 5 mim.

CONCLUSION

In general, students who attending the courses in the field of Islamic education should be skilled in learning more about the teaching of religious studies at the respective institutions. However, the advantage to have skills to other areas is an added value to be nurtured from the teaching institution. Furthermore, the needs and learning styles of students is different now, especially in this digital era. This point is important to help the students to face the world new era while maintaining and enhancing the image of the teaching profession.

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