



Research Article

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The Significant Correlation between Self Efficacy and the Role of Islamic Education Teachers as a Society Change Agent

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Abstract

The role of Islamic education teacher (IET) as society change agent (SCA) requires a strong internal motivation factor. It begins with confidence in self-ability i.e. self-efficacy (SE) in implementing the trust given to them. This study aims to assess the relationship between SE ITE in Malaysia with the role of SCA in society. This quantitative study has involved 1382 IETs in Malaysia. The sampling technique used was cluster sampling and based on random sample selection. The findings show that the SE level of ITE is at high level. But the role of IET as SCA is at less satisfactory level. Furthermore, SE has been identified to have a significant relationship with IET's role as SCA but was at weak level. The implication is, the study finds that the focus should be on restoring ITE's mindset about the community's work and developing the ummah, as well as the 21st century teaching and learning (T&L) skills. In fact, IET needs to be given practical exposure to engage in society through NGOs, surau, mosques, da'wah organization and government agencies.

Keywords: self-efficacy, Islamic education teacher, society change agent

1. Introduction

The vital role of teachers in strengthening and promoting education in the country is undeniable. In addition to shouldering the enormous trust and responsibility to ensure the goals of Islamic education can be achieved, the role of teachers in society, especially IET, should be appreciated. This is because these educated personalities have an influential position that can bring about changes in society through the aspect of strengthening religion which is a value system that needs to be understood, appreciated and practiced. The role of the teacher as SCA can be realized through its function as a means of knowledge presenter, mind and personality formulator. In producing a future generation with high cognitive ability, full of pure values and strong faith and stand in religion, teachers need to act as a driving force for the transformation of national education.

The era of globalization, the borderless world is witnessing the increasingly challenging role of teachers. The burden of teachers is increasingly heavy and requires great patience and accountability (Abdullah Md. Din, 2011; Mohd Kamal Hassan, 2011; Kagwiria & Amukowa, 2013). Not to mention in this case is IET. In fact, IET's responsibilities are seen as bigger as the *ustaz* and *ustazah* titles bear the role of preachers (Ab. Halim Tamuri, 2012; Ahmad Kilani Mohamed, 2005; Asmawati Suhid, 2005). Even the challenge of providing quality teachers is a global issue that concerns educational policy makers in every country (Corcoran, 2007; Darling-Hammond et al., 2009)

Issues such as moral collapse among adolescents cause IET to struggle in shouldering the trust given to them. IET is also faced with the challenges of booming information technology. Programs shown in electronic media or print media become favorite among teenagers today. This somewhat affects young people's thinking, attitudes and behavior. Therefore, teachers especially ITEs are advised to play a wider role not only in schools but also as SCAs in society (Bourn, 2018; Calvo, 2017). The SCA is a person who helps carry out any social change or organized innovation (Rimal, 2018) other than able to work with other individuals, groups and communities to improve the quality of life (Nnebedum, 2019). Narey (2019) said that effective SCA features are catalysts of change, problem solvers, resource-linkers and process helper.

The children's education, which was originally under the responsibilities of the family, has now been largely taken over by teachers, especially IET in educating the younger generation (Ab. Halim Tamuri, 2011). The willingness of teachers to face the challenges of responsibility and the current student scenario is indirectly influenced by the teacher's belief in the capability and ability to carry out such responsibilities (Casey, 2011; Coady et al., 2011).

The role of IET as a SCA should be appreciated by educators in dealing with the behavior of students in this century. This is because, in order to form a holistic Muslim generation and balanced in terms of spiritual, emotional, intellectual and physical, an IET is not just conveying knowledge, but also guiding the students. The appreciation of the role of IET as a SCA which can be seen through IET's daily practice. IET requires a form of confidence and believe in themselves to do it (al-Ghazali, n.y). This belief is known as teacher's SE (Bandura, 1997; Gibson & Dembo, 1984).

SE theory is generally introduced by Bandura (1977), i.e. a person's personal beliefs to carry out an assignment in accordance with predetermined standards. Later this theory was further developed by Ashton (1984) and Gibson & Dembo (1984) by focusing on teachers' SE. The teachers' SE as highlighted by Ashton (1984) is the measure of teacher's confidence that he or she has an influence on the overall performance of students, not just academics but also student self-formation. Confidence in the strength, capability and self-ability to teach, guide and educate students is the factor that distinguishes between teachers (Gibson & Dembo, 1984).

IET's quality-related studies have not been carried out that many yet. Among the studies that have been conducted are the study of IET's role based on the concept of "Five Mim" by Ab. Halim Tamuri et al. (2010a), a study of professionalism level among IET by Ab. Halim Tamuri et al. (2010b), Sabah IET quality by Mohd Kassim Tusin (2010), Excellent IET by Kamarul Azmi Jasmir (2010), student assessment on ITE professionalism in MRSM by Syed Najmuddin Syed Hassan et al. (2009), the quality of IET by Ghazali Darusalam (2012) and a study on IET as *murabbi* by Noornajihan Jaafar (2015).

From these studies, non-was found conducted on IET as SCA. There are only four studies that touch on the quality of IET in SMK in particular, namely the study of Mohd Kassim Tusin (2010)

which examines the quality of IET in Sabah and the study of Kamarul Azmi Jasmi (2010) which examines the quality of Excellent ITE. Both are qualitative. Although Ghazali Darusalam (2010) study is quantitative, the study examines IET's knowledge, skills and practices based on 19 types of teacher's quality. Similarly, Noornajihan Jaafar (2015) study, it examines the quality of IET as *murabbi* by successfully identifying nine major components. The study of Noornajihan Jaafar (2015) not only examines the quality of IET as *murabbi*, but also analyzes the relationship of SE and IET's environmental factors towards the quality as *murabbi*.

Hence, based on the vacuum left by previous studies from 2010 to 2015 as mentioned previously, it is important that this focused study is conducted to identify the SE relationship with the role of IET as SCA in the community. Therefore, this study aims to achieve the following study objectives:

- i. identifying the level of SE of IET at secondary national school,
- ii. identify the quality level of IET at secondary national school as SCA, and
- iii. assessing the relationship between SE with the role of IET at secondary national school as SCA.

The Implication is, this study will contribute in the aspect of restoration of the IET profession on social duties and development of the ummah, as well as the 21st century teaching and learning skills (T & L). In fact, this study will also contribute to the development of teacher's model as SCA in the community with SE as the basis for such quality. In addition, the IET will especially be practically exposed to the engagement in society through NGOs, *surau*, mosques, *da'wah* organization and government agencies

2. Methodology of Study

This is a quantitative study which involve distributing questionnaires to IET. For the purpose of this study, the researcher has chosen to use the five Likert scale as the respondent's response scale to all the statements used in this research instrument. The Likert scale is suitable for measuring the views given by respondents in a particular space on a regular basis about a practice, perception and attitude (Cohen et al. 2000; Creswell 1998). For the purposes of data analysis, Likert scale scores are normally arranged to show that high scores show the practice, perception and higher frequency (Wiersma 2000). Accordingly, the score given by the respondents for some negatively expressed statements in this research instrument has been re-encoded to indicate the actual score direction for the answers given by the respondents.

This questionnaire was reviewed and validated by five experts in Islamic Education (Noornajihan, 2018). The preliminary results showed that the cronbach alpha level for the reliability of this study was high at 0.917. While for each construct, it is as follows:

Table: Reliability level according to construct

Category	Cronbach Alpha
SE	0.904
Role of IET as SCA	0.968

Data collection procedures are implemented in collaboration with the Islamic Education Division, State Islamic Education Sector and researchers. In total, 1382 sets of questionnaires were returned and analyzed. Frequency analysis involving the upper, mean and standard deviation was carried out in addition to Pearson's correlation to evaluate the relationship between independent variables.

3. Findings of Study

3.1 Questionnaire Respondents

A total of 1382 respondents' profiles were obtained from the survey questionnaire, covering aspects of demographic background such as school and state. The number of respondents according to the

state is Selangor, 230 people (16.6%), Sabah 102 people (7.4%), Sarawak 146 people (10.6%), Perak 109 people (7.9%), Kedah 117 people (8.5%), Kelantan 169 people (12.2%) Pahang 139 people (10.1%), Malacca 152 people (11.0%), Perlis 156 people (11.3%), Wilayah Persekutuan Labuan 62 people (4.5%).

3.2 IET's Perception Towards SE Level

Overall, IET's perception towards SE is at high level (min = 3.94; s.d = 0.414). Table 1 is the details of the items in the SE construct.

Table 1: Self-Effect Analysis

Code Item	Percentage (Frequency) (N=1369)					Mean and Standard deviation	
	SNB	NB	LB	B	SB	Mean	SD
B1 Able to achieve most of the goals I have set.	0.4 (5)	0.7 (10)	8.8 (122)	75.4 (1042)	13.5 (186)	4.02	0.53
B2 Able to finish a difficult task	0.3 (4)	0.9 (13)	14.0 (194)	74.4 (1028)	9.3 (129)	3.92	0.54
B3 Able to obtain the important result for me.	0.4 (5)	0.3 (4)	7.8 (108)	79.1 (1093)	11.1 (153)	4.01	0.48
B4 Able to succeed with the effort I have set in my mind.	0.4 (6)	0.8 (11)	8.4 (116)	76.0 (1050)	13.2 (183)	4.01	0.53
B5 Able to overcome various challenges	0.3 (4)	0.4 (6)	10.9 (151)	74.0 (1023)	12.7 (176)	4.00	0.53
B6 Able to implement different task effectively	0.1 (2)	0.6 (8)	14.0 (193)	73.2 (1011)	11.0 (152)	3.95	0.53
B7 Able to do most of the tasks very well compared to other people	0.9 (12)	1.8 (25)	30.0 (415)	59.5 (822)	6.8 (94)	3.70	0.66
B8 Able to do something fairly well even-though it is difficult	0.2 (3)	0.7 (10)	13.1 (181)	75.5 (1043)	9.5 (131)	3.94	0.52

*SNB= strongly not believe, NB= not believe, LB= less believe, B= believe, SB= strongly believe

Overall, the mean score of interpretation value which can be seen based on table 4.10 has shown that IET perception of SE is high starting with item B1 (mean = 4.02; sd = 0.536) as item having the highest mean score and followed by item B4 (mean = 4.01; sd = 0.485), B5 (Mean = 4.00; sd = 0.533), B6 (min = 3.95; sd = 0.535), B8 (mean = 3.94; sd = 0.523), B2 (mean = 3.92; sd = 0.543), and ends with item B7 which has the lowest mean score i.e.(mean = 3.70; sd = 0.660)

3.3 IET's Perception Towards The Role As SCA

Overall, the role of ITE as SCA in society is at satisfactory level (mean = 3.32; sd = 0.773). However, the findings of the descriptive analysis presented in Table 2 do not show all items achieving a satisfactory mean score and one item even achieves unsatisfactory mean score and some items which achieve a good score.

Based on the table, mean score interpretation shows that 10 items are in good level with the item sequence of C2, C3, C4, C9, C8, C1, C7, C12, C5 and C23. Analysis findings also show that 13 items in this construct are at satisfactory level with the sequence of item C10, C6, C13, C20, C15, C16, C22, C24, C21, C19, C17 and C18. Analysis also shows an item at an unsatisfactory level i.e. item C11.

Overall, this finding demonstrates that, the role of IET as a community SCA through the items stated in the questionnaire is only at satisfactory level even though there are some items that achieve good mean score. This proves that many ITEs are still lacking in playing their role as an educator outside school area, especially in the community.

Table 2: Analysis of the Role of IET as SCA

Code Item	Percentage (Frequency) (N=1370)					Mean and Standard Deviation	
	EL	L	M	H	EH	Mean	SD
C1 Spiritual guidance	1.4 (20)	13.2 (182)	21.1 (291)	44.9 (621)	18.2 (252)	3.66	0.97
C2 Living according to <i>syariat</i> .	0.7 (10)	6.7 (92)	17.6 (243)	48.4 (669)	25.4 (351)	3.92	0.87
C3 Lecture/advice.	0.7 (10)	7.8 (108)	18.0 (249)	47.7 (659)	24.6 (340)	3.88	0.89501
C4 Awareness about issue and current challenges based on the stand of <i>Ahli Sunah Waljamaah</i> .	2.2 (30)	10.6 (147)	18.7 (259)	45.9 (635)	21.3 (294)	3.74	0.98
C5 Involvement in community activities at surau/mosque.	1.4 (19)	20.8 (288)	25.0 (346)	35.6 (492)	16.1 (222)	3.44	1.03
C6 Well verse in various field of knowledge to solve problem in the community.	2.0 (28)	19.8 (273)	27.4 (379)	36.8 (509)	12.7 (176)	3.38	1.00
C7 The use new media to increase religious knowledge.	1.5 (21)	9.5 (131)	27.2 (376)	46.8 (647)	13.7 (190)	3.62	0.89
C8 Learning plan which is suitable with the audience (mad'u).	1.5 (21)	8.8 (121)	24.6 (340)	47.8 (661)	16.3 (225)	3.69	0.90
C9 Leaning preparation which is suitable to the audience (mad'u).	1.5 (21)	8.8 (122)	23.2 (320)	49.1 (679)	16.2 (224)	3.70	0.89
C10 Expert in religious field	2.6 (36)	14.4 (199)	29.8 (412)	41.1 (568)	9.0 (124)	3.40	0.94
C11 Writing (eg: magazine, news-paper, paper work and journal)	24.1 (333)	27.4 (378)	21.6 (298)	20.8 (287)	4.4 (61)	2.53	1.19
C12 Spreading knowledge	1.7 (23)	13.0 (179)	27.7 (383)	42.6 (589)	12.5 (173)	3.52	0.93
C13 New Media (social media such as Facebook, Twitter dan blog).	5.8 (80)	16.4 (226)	28.9 (400)	37.6 (519)	9.1 (126)	3.28	1.03
C14 Active self-involvement in volunteer activities	6.9 (96)	30.6 (423)	26.8 (371)	27.1 (375)	6.8 (94)	2.96	1.07
C15 Self-involvement in welfare activities	2.7 (37)	24.3 (336)	28.9 (399)	34.8 (481)	7.6 (105)	3.20	0.98
C16 Self-involvement in sports and recreational activities.	3.8 (53)	25.0 (346)	30.0 (415)	31.3 (432)	7.5 (103)	3.13	1.01
C17 Involvement as committee in my Residential societies and associations	11.3 (156)	25.9 (358)	26.7 (369)	28.6 (395)	6.2 (85)	2.92	1.12
C18 Role as representative/mediator to local community to solve issues which arise.	16.8 (232)	31.0 (429)	21.4 (296)	24.7 (341)	4.3 (60)	2.68	1.15
C19 Development of communication network with various parties	8.6 (119)	26.4 (365)	27.0 (373)	30.4 (420)	6.0 (83)	2.98	1.08
C20 Practicing open attitude in handling social issues.	5.2 (72)	16.4 (226)	31.1 (430)	38.0 (525)	7.7 (107)	3.27	1.00
C21 Practicing open attitude in handling political issues.	9.6 (132)	20.0 (276)	29.7 (411)	32.6 (450)	6.5 (90)	3.06	1.08
C22 Continuous motivation towards economic growth.	7.4 (102)	21.0 (290)	27.7 (383)	35.2 (486)	6.8 (94)	3.13	1.06
C23 Problem solving in matters relating to Islam.	2.7 (38)	15.7 (217)	25.3 (349)	43.9 (607)	10.3 (142)	3.4420	.97289
C24 Offering best alternative to solve problems in the community	8.6 (119)	21.5 (297)	26.0 (360)	33.8 (467)	8.1 (112)	3.11	1.11

*VL= very low, L= low, M= moderate, H= high, VH= very high

3.4 Correlation Between SE With The Role Of ITE As TA

The Pearson correlation analysis was carried out to examine the relationship between the variables studied. The study found that there was a significant correlation between the SE and the IET role as SCA ($r = .386$; $sig = .000$).

4. Discussion

Overall, SE IET in Malaysia is at high level i.e. 3.94. Similarly, all items are at high level. This illustrates that IET has a positive SE although it still does not reach a very high level. The high SE is

very important as it will affect teachers' teaching practices and their role as SCA through the development of skills (Trentham et al., 1985), acceptance and readiness towards any innovation and task challenges (Guskey, 1987), continuous work improvement and improved performance (Bandura, 1977). This can be seen in the four highest items i.e. "able to obtain results which are important to me"; "able to achieve most of the goals that I have set"; "able to succeed with the effort that I have set in my mind"; and "Able to successfully overcome various challenges". SE IET can be enhanced through the development of teacher's professionalism, building excellent model teachers, continuous learning, quality and continuous training, collaboration networks with others in either field or non-field.

While, the study found that the role of IET as a SCA was at an unsatisfactory level because the overall mean was only at moderate level of 3.32. The findings show that no item is at a very high level and this should be given due attention by the Malaysian Ministry of Education. If analyzed more closely, it is found that items with high mean are related to routine tasks or routine tasks frequently performed by Islamic education teachers. In general, the role that is being done around self-development, daily tasks as educators and spiritual aspects. Teachers focus more on individual aspects of inner and spiritual development.

For items which are at moderate level, relevant items involve more challenging tasks and community. Among the more challenging responsibilities such as the mastery of various disciplines to solve community problems, as experts in religious affairs, involvement in welfare activities, addressing social issues and building communication networks with various parties as well as the lack of ability to offer the best alternatives to solving problems in the community. Even their involvement in the community where they reside is also at moderate level and this also exists in inactive involvement in volunteer activities. Two unfavorable aspects are the practice of open attitude in addressing political issues as well as providing continuous motivation towards economic growth. One element that seems less satisfying is the lack of involvement in sports and leisure activities. IET is also lacking in using new media or social media such as facebook, twitter and blogs in the community. IETs are also lacking in playing their role as SCA through writing in the magazines, newspapers, paper works, and journals. In fact, lower items were also identified regarding IET's role as a representative / mediator to the local community to resolve their issues.

Kamarul Azmi Jasmi (2010) highlighted that the active participation of teachers in community activities such as delivering lectures at mosques or suraus, opening of Quran and *farḍhu ain* classes at night and weekends, writing and posting in magazines and other media is compatible with the characteristics of a *murabbi* or catalyst. IET as SCA is also in line with the role of *murabbi* who develops morals not only as a conveyor of knowledge (*mu'allim*). In short, the teacher should also try to apply manners (discipline in thinking, physical and spiritual) by becoming a *muaddib* as well as forming an effective teaching characteristic in them (*mudarris*) and able to lead by giving guidance (*mursyid*).

In addition, this study found that there was a significant relationship between the SE and the role of IET as SCA. This shows that IETs with high SE have a great role in society. This finding reinforces the view of Ashton (1984) that the high SE teacher not only affects academic achievement, but also the formation of good student and the people around them. This factor, according to Guskey (1987) distinguishes the quality of a teacher.

5. Conclusion

In practice and the *sirah* of *Nabawiyah*, the task of teachers should be linked to the task of preachers. In other words, a IET is also a preacher or *da'i*. So, as teachers who act as preachers, their important task is to educate the public about Islamic teachings and their implementation in everyday life, especially among their students. The role of IET as the SCA really needs to be paid attention because the role of the teacher is to spread the knowledge that can provide noble values to society as well as play a role as a social TA. Abd Ghafar Mahmud (2011) considers IET as the earliest SCA in the community based on their role in teaching, educating and guiding accordingly as planned. IET must meet the community's demands to become a role model to the community either directly or indirectly as well as having broad and global views and not subject to the scope of existing responsibilities. This huge role cannot be attributed to the level of SE of the IET in carrying out the trust given to them.

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