

COMPETENCE OF TEACHERS IN TEACHING AND LEARNING OF SOCIAL SCIENCE TEACHERS IN SCHOOL TOWARDS THE IMPROVEMENT OF TEACHER PROFESSIONALISM

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Abstract: Competence is a combination of three main aspects, namely the knowledge, skills and attitudes that a person must have to perform a task perfectly. This study was conducted to survey teachers' level of knowledge and skills in teaching and learning as these teachers consist of a group of non-option teachers. This study uses a quantitative approach in which the survey method by using a 4-point Likert scale questionnaire as a research instrument. The study sample involved was a total of 96 people selected by simple random sampling using the Krejcie & Morgan Sample Size Determination Table. The data will be analyzed using Statistical Package for The Social Sciences (SPSS) version 26. Descriptive analysis is used to obtain the mean value, standard deviation, frequency and percentage to see the demographics of the study and see the level of teacher competence in teaching effectiveness and the learning of social science teachers in schools towards the improvement of teacher professionalism. Findings of the study show that teachers' competencies as a whole are at a moderate level (Value of Teacher Professionalism = 3.44, Teachers' competence in teaching and learning = 3.43 & Practice of teacher teaching effectiveness during teaching and learning = 3.39). The study suggests that the development of teachers to build and strengthen better levels of competencies (professional values, teacher competencies and effectiveness practices) for the teaching and learning process can be achieved for the metamorphic process of educational change.

Keywords: competence, level of knowledge, skills, social science.

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1. Introduction

Malaysia is now heading towards 21st-century education centred on information and communication technology (ICT). Due to the sheer rapid advancement of education and technology, the use of teaching materials in the form of website development in the teaching and learning process is beginning to gain attention. The presence of technological variety has the potential to affect good changes in the educational system. Teachers' roles as important implementers in this field have also changed to keep up with the passage of time and new ways offered to support teaching and learning in the twenty-first century. To achieve this latest learning, teachers must have strong knowledge, robust pedagogy and high technical knowledge to take over conventional teaching methods that are less relevant nowadays (Norasiah, Nor Risah Jamilah & Rosnah, 2012).

A country's success is heavily reliant on the knowledge, skills, and competencies of its people or citizens. As a consequence, it is not strange that countries with higher levels of education are more likely to enjoy greater economic prosperity. According to the Malaysia Education Development Plan 2013-2025, education plays a critical role in achieving strong economic growth and development in Malaysia. The planning that has been carried out is based on the Eleventh Malaysia Plan 2016-2020. To preserve and ensure economic success, it is critical to supply comprehensive human capital equipped with knowledge and skills, as well as good ethics and morals (Economic Planning Unit, 2015).

The current situation, however, has posed a great challenge to educators with the emergence of the



COVID-19 Pandemic that had already affected Malaysia, since it has had a significant influence on the national development system in all sectors. According to John Elflein, the number of COVID-19 cases surpassed 180 million from August 25, 2021 to August 24, 2021, with over 4.5 million deaths worldwide. According to a research by A. Abdul Rashid et al., (2020), the closure of all educational institutions throughout the country, including nurseries, schools, tahfiz centres, and colleges, as well as institutions of higher learning involving governmental and private universities and skills institutes. It also stated that, this crisis has made the task of students more challenging when students have to adapt to new norms of life and habits that require the process of Teaching and Learning to be implemented online. It also mentioned that the crisis has made students' tasks more challenging since students must adapt to new living norms and habits that necessitate the deployment of the Teaching and Learning process online.

In response to the challenges of the emerging global, education has become increasingly modern in accordance with current technology developments (Mary Yap Kain Ching, 2015). In this sense, the Malaysian Ministry of Education (MOE) has long established the notion of virtual learning, beginning with the Smart School concept in 1996 and continuing with the Smart School and VLE Frog Site in 2006. (Roshlawaty, 2020). Based on the activities that have been done, this concept and technique of learning has been established and approved by the community during the outbreak of COVID-19 virus (Norehan & Maliza, 2021). . The presence of this pandemic has hastened local community acceptability, primarily of virtual learning, which was traditionally anticipated to take a long time as a normalisation process (Ima & Adam, 2020). This is well acknowledged that Teaching and Learning at Home (PdPr) can take place at home, a community centre, or any other acceptable venue and in compliance with the SOP that has been established. There are three techniques for conducting PdPr sessions: online, device-based, and real-time learning sessions using the DELIMA app, Google Meet, Zoom, video, audio clips, eBooks, and video recordings. The offline PdPr approach leverages devices such as tablets and cellphones. If internet access is disrupted, an off-site PdPr strategy will be adopted at community centres or other approved places (Ministry of Education Malaysia, 2020).

In order to improve a teacher's competence, the aspects that a teacher must master in order to be more competent to implement PdPr, then measuring teacher competency is a significant component in determining the efficacy and excellence of teachers. Saidah and Mohammed Sani (2012) Competence can be defined as a person's competence, capability, and skill in doing a task within an effective and appropriate scope of work. Teacher competence is another topic that is being researched nowadays (Kunter, Klusmann, Baumert, Richter, Voss & Hachfeld, 2013). This is based on the most recent purpose and function of educators, which is perceived as increasingly complicated. In essence, the Malaysia Education Development Plan 2013-2025 focuses on increasing teacher professionalism (Ministry of Education Malaysia 2013). Highly effective teachers are successful in developing students who are proficient and can adjust to changes in their environment.

According to the Public Sector Human Resource Training Policy (DLSM), every member of the civil service must be equipped with the necessary attitude, skills, and knowledge through a planned human resource development programme based on competency development and learning. continuous. Teachers must have a significant degree of expertise in the qualities of teacher professionalism, knowledge and understanding, as well as teaching and learning abilities, according to the Standard Guru Malaysia (SGM), in order to perform a successful role as a professional teacher. Improving teacher professionalism is also necessary to ensure that teacher quality is always at a high level. Similarly, this study sought to increase the value of teacher professionalism by establishing the degree of professional competence of social science teachers, and practise in teaching and learning in schools can be improved from time to time.

2. Teacher Competencies, Ability and Skillful

The disciplinary perfection of students can contribute to the effectiveness of teaching and learning in schools. Students who are successful in life are frequently related to those who are conscientious. Every teacher plays an important part in educational growth strategies (Sri Evariani et al., 2017). Educators are people who play a significant role in generating great and high-quality students. Essentially, the teacher serves as a mentor in the process of developing potential and accomplishing



the desired educational aims' objectives and vision (Sri Evariani et al., 2017). To be a good teacher, a teacher must have elements of competence such as trying to master the content of the subjects taught, knowledge of pedagogy, the capabilities to choose teaching resources, the ability to diversify teaching strategies, technological skills, good communication skills with students, and a positive attitude and personality such as humor and unpretentiousness.

Competence is defined as the knowledge, abilities, and personal characteristics or 'personality traits' required to complete a task or responsibility. Competence, according to Kamus Dewan, is an English term that denotes "qualification, ability, willingness, and competence to accomplish a task" (Dewan Bahasa dan Pustaka, 1999). Daud Ibrahim (2003) defines competence as "competence, proficiency, skillful, and skill." Competence is also defined as a combination of knowledge, abilities, and personal attributes that must be possessed and exercised in order to do a job or position.

Teachers' ought to be more imaginative when organizing lessons in the setting of social science teaching and learning. The teacher's teaching must be suitable to the pupils' talents and capabilities. Teachers must actively engage pupils in the learning process. The old style of "chalk and talk" is less relevant to today's students' demands. Teachers' teaching approaches have been mentioned as the main reason for students' negative perceptions about social scientific subjects (Zahara Aziz, 2000), indicating that social science teachers lack mastery of the several parts of teaching abilities. The reality, the challenge we have to accept is that the majority of social science teachers still adopt traditional approaches in teaching and learning (Aini Hassan, 1998; Siti Hawa Abdullah, 2008), teacher-centered teaching methods (Cuban, 1993, in Wiersma, 2008) and rely on textbooks as a source of facts and the main teaching material (Barton & Levstik, 2004). Only a handful of them exploit digital resources in teaching and learning (Norizan Ahmad, 2003).

The use of digital social science sources in teaching and learning represents a paradigm shift in social science education, which has traditionally relied on published information (Benkler, 2006). According to Holt (2011), digitised materials such as text, photos, and artefacts allow teachers to obtain and use them in the classroom during the teaching and learning process. Teachers' expertise and proficiency in using social science digital resources in teaching and learning allow them to construct a teaching and learning environment that allows students to explore, interpret, and identify the meaning behind the evidence (Bolick & McGlinn, 2004; Endacott, 2010; Sandwell, 2004; Schrum, 2001). Tan and Carol (2013) also acknowledged that teachers' skills for using technology as teaching aids such as YouTube videos in the teaching and learning process of Social Science successfully attract interest and improve students' understanding and memory because the teaching content is presented transparently. However, the majority of social science professors' endeavor to use traditional methods of teaching and learning (Aini Hassan, 1998; Siti Hawa Abdullah, 2008). Most Social Science teachers are still phobic, anxious, and pessimistic about change because they prefer the old technique of depending solely on textbooks, handouts, or writing on green boards (Azwan Ahmad et al., 2005). Only a few of them use social science history internet resources in their teaching and learning (Norizan Ahmad, 2003). The constraints of Social Science teachers' use of ICT in teaching and learning are caused by a number of shortcomings, including a lack of ICT knowledge and expertise (Bolick & McGlinn, 2004; McGlinn, 2007). In line with the requirements of 21st-century learning, students must be given curriculum skills and abilities that will yield balanced students who incorporate principles, curiosity, resilience, and the able to comprehend and communicate effectively. Thus, teacher competency is a teacher's conviction in an individual's (the teacher's) capacity to deliver the resources of cognitivism and the actions required to meet the expectations of a certain situation or situation encountered (Schmitt and Highhouse, 2012). Teachers are advised to take the lead in implementing the education system in order to meet the learning difficulties of the new millennium. To ensure that pupils grasp the necessary 21st century abilities, teachers must constantly develop knowledge and improve the quality of their instruction. According to Rohani's study, Hazri and Muhammad Zohir (2017), producing skilled students in the 21st century can be realized if intelligent teachers interact with appropriate cooperative learning methods, democratic classrooms and motivational techniques (Rohani et al., 2017). In fact, outcomes for student well-being have a significant relationship with teacher well-being (Siti Muhibah & Zetty N., 2018).



3. Methodology

The researchers selected a quantitative approach, conducting a survey research method with a sequence of questionnaires. Based on Krejcie and Morgan's sample size determination, the researcher chose a total of 96 teachers as the study sample. A questionnaire on a 4-point Likert Scale was used to collect data for this study. Researchers adopted a better technique to address time limits and challenges by altering existing test items from earlier studies linked to this topic. Researchers just need to change the elements as needed to guarantee that the study's objectives are achieved.

This allows respondents to answer the questionnaire at the proper level for each question. A survey question used for this study was teacher competence in the teaching and learning effectiveness of social science teachers in schools. Section A contains only five inquiries designed to elicit information about the respondents' gender, age, and teaching experience. Part B has 14 items designed to collect data on the Values of Teacher Professionalism, Part C contains 26 questions designed to assess Teachers' Competence in Teaching and Learning, and Part D contains a question designed to assess Teachers' Effectiveness in Teaching and Learning.

This research aims to study the effectiveness of teaching and learning from the aspect of competence by social science teachers in the class- room and further improve the professionalism of social science teachers. Researchers recollected all sets of questionnaires that had been distributed to teachers in the northern zone states (Perlis, Kedah and Penang) for analysis. The number of forms that have been distributed will be sufficient when returned. Items in the instrument will be analyzed using SPSS version 26. All information and data will be recorded based on the selection of the Likert scale system found in the questionnaire to launch the data analysis process. Each data will be analyzed according to objectives, components and constructs as well as research instrument items. Data were analyzed descriptively to find the frequency, percentage, mean and standard deviation. The interpretation of the mean score was adapted from Jamil (2002) which was used for descriptive statistical analysis. A mean score of 1.00 to 2.33 indicates a mean value at a low level, a score of 2.34 to 3.66 is a mean value at a medium level while a mean value score of 3.67 to 5.00 at a high level.

Pilot Study

According to Sekaran (2000), the need for pilot research is highly helpful in avoiding misunderstanding in the format and language used in the questionnaire. The pilot study was also designed to examine whether the study could help rectify the issues before the main study began (Leedy & Ormrod, 2001). Thirty (30) social science educators from schools throughout the Northern Zone participated in a pilot study. This sample size can be chosen because for a small sample size for inferential statistical tests in the form of T-test, the required subject size is 5 subjects and above, as indicated at the beginning of this study in the sub-topics of population and sampling (Chua Yan Piaw, 2014).

Table 3.1 Results of Variable Reliability Test

Variables	No of Items	Alpha respondent value
Basics	14	0.6
Function	26	0.8
Personality	12	0.7

The results of the reliability test found that the Cronbach Alpha value obtained by each variable is acceptable (alpha value exceeds 0.60). A reliability index value exceeding 0.6 can be considered adequate (Mohd Majid, 1994). This is supported by the statement of Sekaran (2003) who stated that a reliability efficiency value of 0.8 and above is good while a value of 0.6 to 0.8 is an acceptable value but less than 0.6 is considered weak.

4. Findings

Teacher competence in the teaching and learning effectiveness of social science teachers in school: Values of Teacher Professionalism.



Table 1 shows the frequency and percentage recorded for each item in teacher competence in the teaching and learning effectiveness of social science teachers in schools. Item 1, a total of 56 teachers (58.3%) stated that they strongly agree, 32 teachers (33.3%) agreed that they can work together as a team in the implementation of teaching and learning tasks in school. For item 6, a total of 16 teachers (16.7%) have stated that they do not agree to show their ability as a teacher to face challenges in school. Meanwhile, 59 teachers (61.5%) stated that they strongly agree and are able to face all challenges in school. For item 10, a total of 21 teachers (21.9%) expressed disagreement, and 50 teachers (52.1%) to perform quality work within the allotted time.

Overall shows that the level of value of teacher professionalism is at a high level (mean = 3.44, standard deviation = 0.207). Thus, the findings of the study indicate that the value of teacher professionalism influences the dependent variables of teacher competence in the teaching and learning effectiveness of social science teachers in schools

Table 1 Values of Teacher Professionalism

Item	n (%)			
	1	2	3	4
Work as a team in the implementation of teaching and learning tasks in school	0 (0.0%)	8 (8.3%)	32 (33.3%)	56 (58.3%)
Menunjukkan kemahiran interpersonal yang baik semasa berinteraksi di sekolah	0 (0.0%)	1 (1%)	51 (53.1%)	44 (45.8%)
Demonstrate good inter- personal skills while interacting in school	0 (0.0%)	9 (9.4%)	30 (31.3%)	57 (59.4%)
Demonstrate self-appearance appropriate to the teaching profession	0 (0.0%)	21 (21.9%)	16 (16.7%)	59 (61.5%)
Demonstrates the ability to face challenges in school	0 (0.0%)	10 (10.4%)	27 (28.1%)	59 (61.5%)
Practice a noble value in performance of daily tasks in school	0 (0.0%)	16 (16.7%)	32 (33.3%)	48 (50%)
Demonstrate proactive practice in the execution of tasks in school	0 (0.0%)	5 (5.2%)	33 (34.4%)	58 (60.4%)
Demonstrate discipline when performing tasks	0 (0.0%)	6 (6.3%)	32 (33.3%)	58 (60.4%)
Strive to improve in performing tasks in school	0 (0.0%)	11 (11.5%)	28 (29.2%)	57 (59.4%)
Produce quality work in timely manner	0 (0.0%)	21 (21.9%)	25 (26%)	50 (52.1%)



Give donation willingly	0 (0.0%)	19 (19.8%)	25 (26%)	52 (52.4%)
Demonstrates sincerity in work	0 (0.0%)	12 (12.5%)	24 (25%)	60 (62.5%)
Demonstrates the ability to manage workloads	0 (0.0%)	11 (11.5%)	34 (35.4%)	51 (53.1%)
an = 3.44 Standard Deviation= 0.207 Interpretation Mean Score= Moderate				

(Note : 1 = strongly disagree, 2 = disagree, 3 = agree, 4= strongly agree)

Teacher competencies in the teaching and learning effectiveness of social science teachers in schools: Teacher competencies in Teaching and Learning

Table 2 shows the teacher competencies in teaching and learning recorded the frequency and percentage for each of the following items. For item 1 a total of 68 teachers (70.8%) strongly agreed, 21 teachers (21.9%) agreed, 5 teachers (5.2%) disagreed and 2 teachers (2.1%) strongly disagreed stating that the ability to teach in the subject specialization. A total of 58 teachers (60.4%) stated that they agreed on the ability to teach subjects other than the subject of specialization for item 2. For item 6, a total of 52 teachers (54.2%) stated that they agreed on the ability to use media (Powerpoint, LCD, Kahoot, Frog VLE, Zoom, Microsoft Team etc.) in the teaching and learning process. For item 16, a total of 71 (74%) teachers agreed that they have the ability to manage ICT, workshop equipment and laboratories in schools. The frequency and percentage recorded in Item 25 was that 49 teachers (51%) agreed that they were skilled in helping to formulate test items based on the test specification table. Overall shows that the level of teacher competence in teaching and learning is at a moderate level (mean = 3.43, SD = 0.225). Therefore, the findings show that the competence of teachers in teaching and learning influences the dependent variable that is the competence of teachers in the effectiveness of teaching and learning of social science teachers in schools.

Table 2 Teacher competencies in Teaching and Learning

Item	n (%)			
	1	2	3	4
Able to teach in specialization subjects	2 (2.1%)	5 (5.2%)	21 (21.9%)	68 (70.8%)
Able to teach subjects other than specialization	2 (2.1%)	17 (17.1%)	58 (60.4%)	19 (19.8%)
Able to plan daily lessons based on the syllabus	0 (0.0%)	20 (20.8%)	19 (19.8%)	57 (59.4%)
Plan the arrangement of content according to simple until complex levels.	0 (0.0%)	2 (2.1%)	37 (38.5%)	57 (59.4%)
Able to deliver the content of the lesson according to the ability of students	1 (1%)	5 (5.2%)	30 (31.3%)	60 (62.5%)



Able to use media (Powerpoint, LCD, Ka- hoot, Frog VLE, Zoom, Microsoft Team etc.) in teaching and learning sessions.	1 (1%)	16 (16.7%)	52 (54.2%)	27 (28.1%)
Able to perform a continuous assessment to improve student achievement	1 (1%)	4 (4.2%)	42 (43.8%)	49 (51%)
Able to diversify teaching techniques to increase students understanding in teaching and learning process	1 (1%)	10 (10.4%)		4936 (51%)(37.5%)
The ability to inculcate noble values and admirable personality in students	3 (3.1%)	3 (3%)	33 (34.4%)	57 (59.4%)
Ability to apply elements0 of unity in the classroom	(0.0%)	6 (6.3%)	27 (28.1%)	63 (65.6%)
Able to motivate students0 during teaching and learning	(0.0%)	10 (10.4%)		2462 (25%)(64.6%)
Able to stimulate students to generate comprehensive and pragmatic self-ideas during teaching and learning	1 (1%)	1 (1%)	55 (57.3%)	39 (40.6%)
Able to control student teaching discipline	0 (0.0%)	3(3.1%)	29 (30.2%)	64 (66.7%)
Wisely planning and dividing teaching and learning time systematically	0 (0.0%)	12 (12.5%)	33 (34.4%)	51 (53.1%)
Able to use level of language in accordance with the level of understanding within ability of students	0 (0.0%)	4 (4.2%)	43 (44.8%)	49 (51%)
Able to manage ICT, workshop equipment and laboratories in school.	0 (0.0%)	9 (9.4%)		7116 (74%)(16.7%)
Able to speak with appropriate intonation and language manners	0 (0.0%)	2 (2.1%)		2470 (25%)(72.9%)

Able to relate and apply subjects to daily life	0 (0.0%)	4 (4.2%)	31 (32.2%)	61 (63.5%)
Able to apply the elements of innovation and creativity in teaching and learning	0 (0.0%)	8 (8.3%)	56 (58.3%)	32 (33.3%)
Able to achieve teaching and learning objectives	0 (0.0%)	4 (4.2%)	38 (39.6%)	54 (56.3%)
Able to improve teaching and learning practices through school-based research/reflection	1 (1%)	4 (4.2%)	54 (56.3%)	37 (38.5%)
Able to reflect on the implementation of teaching and learning.	1 (1%)	3 (3.1%)	44 (45.8%)	48 (50%)
Able to consider the differences in the abilities of each student in implementing teaching and learning	0 (0.0%)	4 (4.2%)	44 (45.8%)	48 (50%)
Able to help formulate test items based on test specification tables	0 (0.0%)	1 (1%)	49 (51%)	46 (47.9%)
Able to use appropriate questioning techniques	0 (0.0%)	3 (3.1%)	44 (45.8%)	49 (51%)
Able to minimize the use of common language (slang, dialect, etc.) during teaching and learning.	0 (0.0%)	10 (10.4%)	44 (45.8%)	42 (43.8%)
Able to control emotions during teaching and learning.	0 (0.0%)	3 (3.1%)	31 (32.3%)	62 (64.6%)
Mean = 3.43 Standard Deviation = 0.225				
Interpretation Mean Score= Moderate				

(Note : 1 = strongly disagree, 2 = disagree, 3 = agree, 4= strongly agree)

Teacher competencies in the teaching and learning effectiveness of social science teachers in schools: Teachers' Teaching Effectiveness Practices during Teaching and Learning

Table 3 shows the frequency and percentage recorded for item in Teacher Teaching Effectiveness Practice during Teaching and Learning. Based on the data collection, teachers are more likely to fill in sections 3 (agree) and 4 (strongly agree). However, for items 1 and 3, the percentage for those items is different than for other items. For item 1, the percentage of teachers for option 2 had 21.9% (n = 21) and was followed by item 3 which was 18.8% (n = 18).

Overall shows that the practice of teacher teaching effectiveness during teaching and learning.



Table 3 Teachers' Teaching Effectiveness Practices during Teaching and Learning

Item	n (%)			
	1	2	3	4
I am very interested in teaching Social Science subjects in school	0 (0.0%)	21 (21.9%)	26 (27.1%)	49 (51%)
I conduct teaching and learning sessions according to the order of teaching plan in an orderly manner	0 (0.0%)	10 (10.4%)	43 (44.8%)	43 (44.8%)
I identify and monitor my students' abilities from time to time	2 (2.1%)	18 (18.8%)	31 (32.3%)	45 (46.9%)
I will make a teaching plan based on the students' ability level	0 (0.0%)	15 (15.6%)	34 (35.4%)	47 (49%)
I always try to reach out students and understand a little bit about their family backgrounds	0 (0.0%)	12 (12.5%)	33 (34.4%)	51 (53.1%)
I always make different and interesting approaches in teaching and learning sessions	0 (0.0%)	10 (10.4%)	43 (44.8%)	43 (44.8%)
I have a good relationship with students, teachers, support staff and school management	0 (0.0%)	11 (11.5%)	30 (31.3%)	55 (57.3%)
I always give ideas, assistance, reading material to my students	0 (0.0%)	7 (7.3%)	42 (43.8%)	47 (49%)
I advise my students not to engage in immoral activities	0 (0.0%)	11 (11.5%)	31 (32.3%)	54 (56.3%)
Implement teaching that encourages critical, creative and innovative thinking	0 (0.0%)	4 (4.2%)	41 (42.7%)	51 (53.1%)
Apply pure values in teaching and learning from time to time.	0 (0.0%)	9 (9.4%)	41 (42.7%)	46 (46.9%)
I am committed in fulfilling the aspirations of the country (Malaysia Education Development Plan 2013-2025) to produce excellent human capital for the sake of beloved country of Malaysia	0 (0.0%)	5 (5.2%)	40 (41.7%)	51 (53.1%)
Mean = 3.39 Standard Deviation= 0.217				
Interpretation Mean Score= Moderate				



(Note : 1 = strongly disagree, 2 = disagree, 3 = agree, 4= strongly agree)

5. Discussions

According to the findings of this research, the level of teacher competency in the teaching and learning effectiveness of social science teachers is moderate. As per the study, some of these social science teachers are less committed to their abilities to raise the level of professionalism in teaching and learning. Nonetheless, the teachers are dedicated to developing the principles, competencies, and practices that will be followed, as well as to serving as a model for other teachers. This is agreed with by Razif et al., (2020), who demonstrate that the MOE's training programmes ensure that teachers remain competent, especially when their service life increases. Following on from that, these pedagogical competences empower teachers to manage the classroom environment, develop instructional lessons, establish a conducive environment, develop high- level thinking abilities in students, and strengthen technology usage capabilities. According to Ibrahim Mamat's (2001) literature study, the objectives of the teacher professionalism development programme are vital in order for teachers to know what is expected of them. Teachers' competency in teaching and learning had a moderate mean value (mean = 3.43, standard deviation = 0.225), indicating that most teachers approach the teaching and learning process in diverse ways. This is further evidenced by the findings of, the realm facing 21st century learning, teachers should be sensitive in the use of ICT technology in educational literacy including the cyber world, culture, emotions, ecology, media and finance (Sulaiman et al., 2013).

Continuity from this proves that teachers play an important role in achieving the objectives of teaching and learning. Teachers should be more sensitive and proactive in delivering learning. Thus, the high quality of teachers in teachers causes teachers to be more committed in performing responsibilities, gaining the necessary knowledge and skills, interested in the work done, performing tasks willingly without any coercion and loyal to his job (MOE, 2016). According to the survey, the number of teachers is much more likely to agree. Only a few teachers whole- heartedly agreed, indicating that teachers have differing views on how teaching and learning are presented. Every student requires a different method of learning, so the pedagogy of learning must be in line with the student's acceptance and capacity for the social science subject. During the teaching and learning process, a teacher must also play a part in approaching students by controlling emotions, ethics, way of speech, and questioning strategies. Most people believe that teachers with excellent academic credentials will be respected more than normal teachers. According to a study by Saadiah, Jamal, and Hamidah (2020), a strong academic background among teachers is not a barometer to the value of professionalism in task performance.

According to the results of the literature review, being highly educated does not guarantee that a person will become a professional, and even the capacity to apply it in teaching alone will assist strengthen teachers' professionalism (Mohamed, 1999). As a result, teachers should use appropriate tactics and ideals in order to persuade students to embrace the techniques and applications. Furthermore, teachers' teaching effectiveness techniques during teaching and learning exhibited a moderate mean value (mean = 3.39, standard deviation = .217). This reinforces a teacher's obligation to implement his or her best for his or her students. Teacher teaching approaches that are consistent and pragmatic can have a good impact on pupils and the environmental acceptance. A teacher can help by modelling effective practice. Van and Bergen (2009) discovered that the professional development programme methodologies used had a substantial impact on the effectiveness of teaching practice based on the findings from the highlights of Cooten's study. This demonstrates the importance of teachers striving to be competent teachers in whatever they do. Teachers are widely recognized as major role models for pupils; consequently, teachers play a significant role in establishing a degree of professionalism that allows them to handle all difficulties and tribulations.

However, there are some weaknesses in conducting this study, among them is that the respondents only consist of some teachers of social science subjects (history, geography, visual arts education and civics and citizenship education). Therefore, the findings of this study cannot be generalized to all populations and places. Thus, future studies should be extended with a more complete amount of data. In addition, a more detailed study of teacher competencies in the teaching and learning effectiveness



of social science teachers in schools so that this instrument can be used to assess the standards and quality of teacher professional development programs on an ongoing basis

6. Conclusions

Overall, it demonstrates that teacher competence is directly influenced by the teacher's ideals, professionalism, and practice. As a result, whether in elementary or secondary school, a school leader must acknowledge the need for and significance of developing teacher professionalism in order to help enhance the level of teacher competence. Ongoing and permanent implementation of planned, structured, and systematic training seems to have the potential to increase teacher quality.

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