

Effects of Using Audio (Hearing) and Visual (Sight) Techniques To The Teacher Self Efficacy in Teaching Ibadah: Pilot Study Among Excellent Teachers of Islamic Education

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ABSTRACT

In order to renurture students' interest in learning Ibadah, it is imperative that Teacher of Islamic Education (Tie) utilize the right and suitable teaching technique and model. Past studies have shown that exposure to various teaching models and techniques may assist in enhancing students' interest in learning that results in them excelling their education. Nonetheless, such exposure is not much emphasized by TIE. In addition, educators are also facing with problems in producing effective instruction due to the reason that they do not fully understand their students' interest and learning style. Teachers' failure in identifying appropriate learning style will result in students' becoming disinterested in learning. In order to obtain an effectiveness of the teaching and learning process at the optimal level, TIE must identify students' learning styles as well as using an appropriate strategy. One of the teaching techniques that teachers can employ is the audio and visual technique. Studies have shown that teachers' self-efficacy (SE) beliefs were examined as determinants of their job satisfaction and students' academic achievement. In addition, studies also found that teaching strategies and techniques is one of the prominent factors that led to high SE of a teacher. Precisely, this study will: 1) identify the using of audio (hearing) and visual (sight) for Excellent Teachers of Islamic Education (ETIE) in teaching subject Ibadah and 2) to analyse the effects of using audio (hearing) and visual (sight) techniques towards the SE of ETIE. This study used a qualitative approach while interview and observation are as the main instruments. This study has also seen to have implications for the policy and practice of teaching among Teachers of Islamic Education TIE.

Keywords: *audio, visual, teacher self-efficacy, Teacher of Islamic Education*

INTRODUCTION

The Islamic Education subject is divided into several areas namely Quranic Recitation, Hadiths, Aqidah, Akhlak, Ibadah and Sirah as well as Sirah. The teaching of Ibadah is essential in the life of mankind because it serves as the platform in fulfilling the purpose of the creation of man that is to worship Allah as mentioned in Surah (Chapter) al-Zaariyat (51:56):

“And I did not create the jinn and mankind except to worship Me”

In order to renurture students' interest in learning Ibadah, it is imperative that TIE utilize the right and suitable teaching technique and model. Past studies have shown that exposure to various teaching models and techniques may assist in enhancing students' interest in learning that results in them excelling their education. Nonetheless, such exposure is not much emphasized by TIE.

In addition, educators are also facing with problems in producing effective instruction due to the reason that they do not fully understand their students' interest and learning style.

Teachers' failure in identifying appropriate learning style will result in students' becoming disinterested in learning (Anuar Ahmad dan Nelson Jingga, 2015). The roles of educators is highly important in assisting their students to participate actively in the teaching and learning process. According to Anuar Ahmad dan Nelson Jingga (2015), educators are those individuals who play an important role in producing excellent and high quality students.

In the context of formal teaching and learning of Ibadah, TTe as educators must be creative in their teaching and must use a teaching technique that is in alignment with their students' capacity and ability. In the context of formal teaching and learning of Ibadah, TTe as educators must be creative in their teaching and must use a teaching technique that is in alignment with their students' capacity and ability. (Nur Hanani, 2015).

In order to obtain an effectiveness of the teaching and learning process at the optimal level, TTe must identify students' learning styles as well as using an appropriate strategy. One of the teaching techniques that teachers can employ is the audio and visual technique. In general, these techniques had been used since the time of the Prophet Muhammad SAW. Such claim can be verified based on the Hadiths that recorded the learning technique using the audio and visual in delivering and receiving knowledge throughout the span of the Prophet Muhammad's SAW life.

Moreover, a technique or strategic instruction is an aspect that is evaluated in measuring a teacher's level of self-esteem (Tschannen-Moran et al., 1998). It encompasses the decision on the approach based on the learning objective; the selection of instructional technique and method based on the selected approach; the arrangement of method and technique in a systemic manner; the planning of time allocation for each instructional step; and the use of instructional materials in accordance to each method and step (Mak Moon Song, 2009).

However, the current study focused on the effects on the use of the audio and visual technique. This study aimed at achieving two objectives: 1) To explore the use of VAK technique in teaching the Ibadah subject amongst Islamic Education who were awarded the title 'Teachers of Excellent' and 2) To analyse the effect of the use of the VAK technique on TTe who were awarded the title 'Teachers of Excellent' in the teaching of Ibadah.

This study employed the qualitative method using the case study design. The data were collected using interviews and classroom observation. The 'semi-structured world-life interview' by Kvale (2007) was used to explore teachers' beliefs in their self-efficacy in the teaching of Ibadah. Purposive sampling method was used in the sample selection (Miles & Huberman 1994). Purposive sampling denotes the selection of samples by first identifying the respondents who could provide adequate and suitable information for the study. Two IETs who were awarded with the Excellent Teacher title were selected for the current study based on the suggestion from the Education Departments throughout Malaysia. The selected participants were named by pseudonyms (Bloomberg & Volpe 2008).

AUDIO DAN VISUAL FROM THE PERSPECTIVE OF QURAN DAN SUNNAH

The term audio in the Quran refers to the word (السمع) while the term visual refers to the word (البصر). The word (السمع) is repeated 185 times in the Quran and the word (البصر) is repeated 148 times. Based on the observation of Quranic verses related to hearing (السمع), the researcher

found that the word (السمع) and its conjugations are preceded in its pronunciation and sequence in comparison to the word seeing (البصر). The sequence of each word in the Quran has its own secret in which it requires a very detailed observation and study by the Muslims especially in the development era of science and technology. For example, scientific studies on the reasons for the term (السمع) is often mentioned prior to the term seeing (البصر) in almost every verse in the Quran.

One of the audio techniques that had been narrated in the Prophet's SAW Hadith is a scenario between the Prophet Adam a.s. with the Angel when the Prophet Adam a.s. was taught about Islamic greetings. Imam Bukhari had recorded this Hadith in Chapter 79 on Giving Permission and Initiating Greetings (Salam).

The Prophet (ﷺ) said, "Allah created Adam, making him 60 cubits tall. When He created him, He said to him, "Go and greet that group of angels, and listen to their reply, for it will be your greeting (salutation) and the greeting (salutations of your offspring." So, Adam said (to the angels), Assalamualaikum (i.e. Peace be upon you). The angels said, "Assalamualaika warahmatullahi" (i.e. Peace and Allah's Mercy be upon you). Thus the angels added to Adam's salutation the expression, 'Wa Rahmatullahi,' Any person who will enter Paradise will resemble Adam (in appearance and figure). People have been decreasing in stature since Adam's creation.

On the other hand, the Prophet Muhammad SAW advocated the visual learning technique to be used by his followers in disseminating the Islamic teaching. One of the Hadiths that supports this narration is Hadith 6008 in Sahih al-Bukhari who recorded how the Prophet Muhammad SAW instructed his companions to perform prayers the way he did. This incident took place while the Prophet Muhammad SAW was on a travel with several of his companions. The narration of such a teaching is in alignment with what is discussed in the earlier section in which observing a teacher's modeling is also one form of learning through a visual method.

REPRESENTATION SYSTEM OF AN INDIVIDUAL

In general, there are three ways of how an individual observe information. The three systems are visual, auditory and kinesthetic. These three systems are the systems that are used as learning techniques to observe information which is subsequently transform into knowledge. Each individual is dominant in one system in comparison to the others.

However, according to Taib Mat and Jasmi Bahrim (2012) every student has their own satellite which comprises Visual (V), Auditory (A), Kinesthetic (K), Olfactory (O), and Gustatory (G). These five satellites are more well known as VAKOG and within the Neuro Linguistic Programming (NLP) term known as the sensory that receives external stimuli which is later processed to form students' perception. Generally, in NLP, sensory is summarized into three major categories, which are seeing (Visual), hearing (Auditory), and touching (Kinesthetic), well known as VAK. The smelling (olfactory) and tasting (Gustatory) are categorized as Kinesthetic (K). Table 1 shows the characteristics of an individual's VAK.

The Characteristics of Visual Individuals Mahyana Mukhtar (2016)

Main Characteristics of Visual	Commonly used terms
<ul style="list-style-type: none"> • Keen to describe things • Keen to remember things by picturing the image or mental model • Fast learner of new things • Easily get bored when doing things without planning • Prefer overall view than details 	<p>Focus Describe Imagine Enlighten See</p>
Advantages to Others	Challenges to Others
<ul style="list-style-type: none"> • Able to discuss many things at one time • Good time management • Can easily understand the overall/general view of any plan • Have a lot of ideas 	<ul style="list-style-type: none"> • Uncomfortable with time change or unsystematic time planning • Less interested in reading details such as a manual • Less interested in listening to detailed briefing about anything

The Characteristics of Auditory Individuals Mahyana Mukhtar (2016)

Main Characteristics of Auditory	Commonly Used Words
<ul style="list-style-type: none"> • Remember every detail • Learning by hearing • Keen on sharing • Thinking out loud • Keen on hearing sounds such as oh, ah 	<ul style="list-style-type: none"> • Quiet • Loud • Outspoken • Highly Talkative • Wasteful Conversation
Advantages to Other People	Challenges to Other People
<ul style="list-style-type: none"> • Can be a good spokesperson • Have a lot of ideas and keen on brainstorming • Keen on lengthy discussion • Like to write • Like to tell stories 	<ul style="list-style-type: none"> • Keen on repeating the same sentence until he/she is sure that the idea is heard • Outspoken • Easily become angry if his/her idea is not heard • Keen on hearing voices especially his/her own voice • Keep jumping from one idea to another

The Characteristics of Kinesthetics Individuals Mahyana Mukhtar (2016)

Main Characteristics of Kinesthetics	Commonly Used Words
<ul style="list-style-type: none"> • Speak softly • Learning from experience • Needs time to adapt with a new environment • Comfort is a priority in everything • Keen on challenging outdoor activities 	<ul style="list-style-type: none"> • Feel • Togetherness • Comfortable • Happy • Contact
Advantages to Others	Challenges to Others
<ul style="list-style-type: none"> • Prioritize good relationship • Like to work in a team • Tactful to others • Always provide support and motivation • Quite funny and entertaining 	<ul style="list-style-type: none"> • Feel bad when being excluded • Like to do something that attracts people's attention • Confused and will avoid to do too much work at one time • Willing to do anything to secure relationship • Prefer untidiness

TEACHERS' EFFICACY

Bandura (1974) introduced the Self-Efficacy theory (SE) referring to one's belief of his ability to carry out a task according to its set standard. This theory was later developed by Aston (1984) as well as Gibson and Dembo (1984) with the focus on the SE theory (Noornajihan & Ab. Halim Tamuri, 2013). According to Ashton (1984), a teacher's SE is the index of the teacher's confidence that he or she has the influence in students' overall performance, not only their academic performance but also their students' self-development. What differentiates between one teacher and another is each teacher's confidence in his or her strength, ability and capacity to teach, guide and educate his or her students (Gibson & Dembo, 1984). Apart from that, Ashton (1984) also states that ES is important for teachers because it serves as a motivator for them to carry out their duty to guide and educate that requires a high level endurance, creativity and patience. On the other hand, Guskey (1987) views that the level of ES is the determining variable for the effectiveness of instruction. According to Ashton (1984), a high level of teachers' ES influences their effort, productivity and activity in assisting their students' achievement.

On the contrary, Ashton (1984) argues that teachers with a low ES often have a negative thinking, perceive weaknesses as barriers, less responsible, less proactive, often find excuses not to carry out their duty, do not have goals in their career, see the teaching profession merely as a career path to continue their lives; hence, blaming students' failure to be due to their students' lack of capacity, motivation, attitudes and background.

Therefore, the TIE who plays a role as a murabbi should possess a high SE in order to ensure that he is able to achieve the intended goals through guiding and educating the students. TIEs are generally perceived as individuals who have a strong religious background in religious education and as such they become an icon in the society. They are also perceived by their students, colleagues, administrators and society as exemplary individuals in terms of their religiosity and morals. TIEs with a high SE will demonstrate personality or characteristics such as patience, gratefulness, risk-taking, willingness to sacrifice, positive thinking, open-mindedness towards critiques and comments, hopeful, consistent, light-hearted and strong reliance on Allah (Noornajihan, 2015).

FINDINGS

The findings of the study show that both participants took VAK students into account in their instruction. For example, the ETIE considered the individual differences in terms of style of learning whether auditory, visual or kinesthetic when preparing the instructional materials. Based on the researchers' observation, the ETIEs were really concerned about the students' different learning styles as reflected by the nature of activities as well as the type of instructional materials used in the classroom. For example, (i) for visual students; attractive colourful slides were used and the teachers spoke with a loud voice, (ii) for auditory students; ETIE's explanation was followed by question and answer session, the ETIE approached the students when the students were answering the questions as well as an Islamic song element was used in the instruction and (iii) kinesthetic students; the ETIE addressed this category of students by asking them to write the answer on the board and the teacher also used gestures when explaining as a scaffold for the students to remember terminologies.

For example, Ustazah Safa developed her instructional materials by combining music, pictures and activities. This integration is reflected in the following excerpt, "*my materials*

comprises V, A, and K. Can address all students. There is hand gesture, music, my voice, there is a picture. The instructional we prepare must include sounds, picture, activities that address everyone. A students are addressed, V students are addressed, and K students were also addressed. Don't just provide texts without pictures or audio. Only picture without audio disregards K students. So, we ourselves should include various elements in our teaching..." (U Safa TB2/59:59). Ustazah Safa was also meticulous when presenting any instructional slide to her students. She placed importance in using short and accurate sentences (U Safa TB1/105:105), highlighting important words (U Safa TB1/142:142) and to bring in the audio and visual elements (U Safa TB2/59:59).

The findings also show that the ETIe varied their instructional delivery method to address VAK students in order to attract their interest. Ustaz Hakim for instance, varied his instructional materials in order to attract his students' interest. This is reflected in the following excerpt, "*perhaps today we use a video, and maybe tomorrow we use other things, we vary them. We just can't...because we have to see the students' mood, we just can't. That's why we see everyday, we see their moods.*" (U Hakim TB1/164:164).

Regarding kinesthetic students, Ustaz Hakim explained that when students practice, indirectly it will strengthen their memory and enhance their confidence to perform a religious practice. In fact, the participants of this study were observed to have more confidence in delivering knowledge using the methods that they used in their classrooms. More importantly, such delivery can avoid taqlid in religious practice. This is reflected in the following excerpt; "*...this student is not sleepy, he has a good memory. In addition, he is confident, most important is that his confidence in performing a religious practice is high. Oh, this is how we pray! This is sufficient for Takbir, he saw how the hands were raised and this is how it should be learned. That way he will remember, blindly following others is not an issue anymore'. When the teacher saw that the students were confident to perform the religious practice, the teacher will be more confident to teach the following topic.*" (U Hakim TB1/292:292).

DISCUSSION

Teachers behaviour in identifying auditory, visual and kinesthetic students has a relationship with the method human acquire knowledge as stated in Surah al-Nahl (16:78) with the approximate meaning:

"And Allah has extracted you from the wombs of your mothers not knowing a thing, and He made for you hearing and vision and intellect that perhaps you would be grateful."
(Abdullah Basmeih 2011)

As such, the knowledge about students' learning styles which was applied by the participants in their Ibadah lesson is actually in connection with the senses that Allah created mankind with. It is impossible to use only one method for all students and for all instructional topics. Integration of methods and varied activities as well as suitable instructional materials such as having students to write in handouts may assist kinesthetic students, discussion in pairs assists auditory and visual students to memorize a concept, are among the factors for effective teaching and learning.

Siti Mistima (2011) states that teachers' belief that their instruction is a good one plays a role in developing teachers' confidence while teaching provided that they have the appropriate required knowledge for the development in the teaching profession. According to Hazri et al.

(2011) mentions that knowledgeable teachers are important asset in gearing students' mind toward first class mind.

In relation to this, according to Gao et al. (2009), effective teachers are those who "love both their subject and the teaching of it" which instructional condition motivates students to adapt themselves with the instruction, solve problems, enhance interest and strengthen students' confidence.

In addition, Schempp et al. (1998) view excellent teachers to commonly have high self confident in their instruction and expertise. They are also identified as more independent, believe in their knowledge and experience in selecting the pedagogy that is most suitable. According to Berliner (2001), excellent teachers commonly are those who have an extensive knowledge, a good control in delivering their lessons, employ effective strategy in problem solving, a good decision maker, a good classroom control, able to overcome students' varied behaviour, always focus on their students' learning, and provide feedback to students. Instruction by excellent teachers commonly result in students with more motivation, good understanding and enhanced understanding (Berliner 2001).

CONCLUSION

Overall, the current study shows that teaching and learning process that includes audio and visual technique is able to enhance the participants' SE who are also ETIe for Ibadah subject. Thus, Tie should use those techniques in teaching and learning process in order to enhance their SE in teaching Ibadah. As mention earlier, high SE among teachers will lead to the increasing of motivation, willingness in carrying certain task and resistance toward challenges.

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