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Junaidy Mohamad Hashim
Ph.D., Malaysian Institute of
Teacher Education, Sultan
Abdul Halim Campus, Malaysia

Syed Ahmad Ezahar Syed Ambon
Malaysian Institute of Teacher
Education, Sultan Abdul Halim
Campus, Malaysia

Mohd Foazi Md. Nor
Malaysian Institute of Teacher
Education, Sultan Abdul Halim
Campus, Malaysia

Mohd Zainuri Embi
Malaysian Institute of Teacher
Education, Sultan Abdul Halim
Campus, Malaysia

Mohd. Hairul Nizam Jamil
Malaysian Institute of Teacher
Education, Sultan Abdul Halim
Campus, Malaysia

Azizah Mohamad
Malaysian Institute of Teacher
Education, Sultan Abdul Halim
Campus, Malaysia

Rohana Yahya
Ph.D., Malaysian Institute of
Teacher Education, Sultan
Abdul Halim Campus, Malaysia

Corresponding Author:
Junaidy Mohamad Hashim
Ph.D., Malaysian Institute of
Teacher Education, Sultan
Abdul Halim Campus, Malaysia

Readiness of prospective physical education teachers to mastering subject content in new normative situations towards the improvement of teaching professionalism

Junaidy Mohamad Hashim, Syed Ahmad Ezahar Syed Ambon, Mohd Foazi Md. Nor, Mohd Zainuri Embi, Mohd. Hairul Nizam Jamil, Azizah Mohamad and Rohana Yahya

Abstract

This study aims to examine and compare the readiness of Physical Education trainee teacher mastering the subject content in new norm situations based on gender. The total sample of the study is 300 trainee teachers Major Physical Education consisting of 151 males and 149 females, selected by purposive sampling. This study is a “experimental ex-post facto” which is the simplest but has high internal validity and is a cross-sectional study and the test is conducted only once. This method will facilitate the process of data collection from a large number of samples and suitable for testing on male and female samples of various ages. The findings of the study descriptively show that the level of mastery the content subject is satisfactory and there is an improvement at each level. Statistical analysis of the Independent Sample t-Test method showed a value of $t(298) = (-7.020, p = 0.000)$ ($p < 0.05$) was significant. The overall results showed that there was a significant difference in mean score and standard deviation of the mastery content level for male trainee teachers ($M = 80.75, SP = 2.94$) and female trainee teachers ($M = 82.94, SP = 2.43$). The overall analysis found that the level of mastering the subject for female trainee teachers were at 94.6% better to male trainee teachers at only 92.7%. This shows that female trainee teachers are more dominant in the mastering subject content than male trainee teachers.

Keywords: new norm, mastery subject content, physical education, trainee teachers, gender

Introduction

The Corona Virus Disease 2019, commonly referred to as COVID-19, which appeared in the first quarter of the year 2020 and quickly spread all over the world has, indubitably, forced the global learner community to transition from the traditional in-class method of learning to a mode of online learning within a very short period of time. The COVID-19 pandemic has brought the world to a standstill, entire cities have been locked down, and people have been restricted to their homes in order to stop or slow the spread of this disease.

Despite this challenging situation, most academic institutions in the world have tried to ensure the continuity of the learning process. They have shifted to an online mode of learning, where the students and teachers interact with each other using different kinds of technological tools and techniques. This method of learning is also referred to as e-learning. Even though some institutions had been experimenting with e-learning before the pandemic, it is only now that its full benefit has been realized.

It provides the students with a lot of opportunities and benefits such as convenience (Poole, 2000) [21], flexibility (Chizmar & Walbert, 1999) [6], time-saving, teamwork, as well as opportunities to collaborate with others across physical boundaries (Hung M. L., Chou, Chen, & Own, 2010) [8]. It also allows students to have more control over their learning activities and to make decisions about their routine classwork in terms of space, pace, depth, breadth, and time management (Stansfield, McLellan, & Connolly, 2004) [22].

Teaching is a profession that aims at the formation of perfect human beings so that human beings understand their roles and responsibilities towards themselves, their families, society, the world in which they live and towards God the Almighty Creator. In the context of modern society today the word teacher carries a very broad meaning.

Every individual who engages themselves formally or informally in the process of educating that involves the imparting of knowledge or skills to an individual or group of individuals is called a teacher (Junaidy Mohamad Hashim, 2017; 2014; Atan Long, 1984) ^[12, 13, 3]

There is no denying that the responsibilities and roles of teachers are increasingly challenging in facing the era of a borderless world. Teachers now not only teach, educate and guide students but the more important role of teachers is to control the moral and ethical balance of students (Junaidy Mohamad Hashim, 2017; 2014; Zamri Mahamod, 2010) ^[12, 13, 26]. This statement is supported by Wan Zahid Nordin (1993) as stated by Sulaiman Daud “the role of teachers has changed and will continue to change to be more complex in the future. Therefore, teacher education plans should not only provide them with knowledge, skills and attitudes but should also enable them to be sensitive agents of change”

To achieve the goal of national education, it must start with the teacher because it is the teacher who is responsible for educating, guiding, nurturing, shaping behavior and being a 'role model' for his students. Therefore, the prospective teachers produced must be quality, ethical, moral and have a noble personality (Junaidy Mohamad Hashim, 2017; 2014; Mohd. Aziz Mohd. Din, 2010) ^[12, 13, 18]. As for the Ministry of Education, as an employer that trains and prepares prospective teachers, it certainly wants teachers who have and practice good values or work ethic. According to Kraska (1991); Montague (1986) and Oimoneri (1984), employers want employees who have good values or work ethic because they are found to be able to show satisfaction in carrying out work and be positive in decision making.

Problem Statements

Teaching is a field that involves teaching. Members of this profession known as teachers are responsible for helping communities understand their culture, acquire knowledge that has accumulated over the ages and prepare them for future challenges.

In order to produce excellent, quality teachers and able to bring challenges towards improving teacher professionalism, prospective teachers should always be sensitive to the needs of the characteristics of such professionalism. In this study, the focus is on prospective teachers of Physical Education in an effort to improve the professionalism of teachers, especially in the field of Physical Education, but often there are obstacles to achieve that goal. Among the important needs that are often an obstacle towards achieving these goals are problems in terms of health and fitness as well as problems in mastering the content of the subject.

Readiness in terms of teacher professionalism also often causes problems for teachers, especially in mastering the content of the subject to be taught. According to Julismah Jani (2006) ^[10], the problematic teacher is that the teacher does not master the content of the subject or the content to be taught to students. Shulman (1997), on the other hand, stressed that teachers often do not practice the core knowledge during the teaching and learning process to obtain effective teaching. Academic accountability in the field of Physical Education is also a problem that arises and needs to be addressed because it can cause the quality of teaching and learning of this subject

does not achieve its objectives (Wee Eng Ho, 2010). The selection of the teaching profession as a last resort also shows that there is real insincerity when choosing to be a teacher as a career (Veenman, 1994).

The Importance of the Study

This study can determine the extent of readiness in terms of the level of mastery content of Major Physical Education subject in IPGs based on gender. The results of this study will be able to provide knowledge and awareness to prospective Physical Education teachers about the importance of mastery content subject towards improving teacher professionalism to ensure the quality of teaching and learning, especially Physical Education subject.

Research objective

Identify the readiness of the level of mastery content subject based on gender among trainee teachers of the Major in Physical Education at the Institute of Teacher Education (IPGs).

Research questions

To what extent is the readiness in terms of the level of mastery content subject of Physical Education among the trainee teachers of the Major in Physical Education at the Institute of Teacher Education (IPGs)?

Methodology

Research Design

This study is a true experiment, the simplest “ex-post facto” experiment but has high internal validity (Chua Yan Piaw, 2006; Thomas & Nelson, 1996). The study sample was divided into groups such as gender (male & female) because they had different variable characteristics from each other (Cicciarella, 1997) ^[7].

In this study, attribute variables are variables that already exist before a study is conducted and characteristics such as gender and age cannot be manipulated (Mohd Majid 1990). This design is also a cross-sectional study and the test is conducted only once. This method will facilitate the process of collecting data from a large number of samples and is suitable to be tested on male and female samples of various ages. (Golding, Meyers & Art 1989)

Sampling

Sampling is one of the most important components of the study. It is related to the process of selecting a number of subjects from a population to be the respondents of a study (Chua Yan Piaw, 2006). The use of inappropriate samples will reduce the validity and reliability of the study. Study sampling also influences the quality of research results (Barbie, 1990; Bartlett, Kotrlík & Higgins, 2001; Sekaran, 2000)

In this study, researchers have used purposive sampling, that is based on a set of criteria (Patton, 1990). Therefore, the researcher has selected a sample consisting of male and female trainee teachers of final semester Major in Physical Education at IPG only.

The table below shows the distribution of sample size by IPGs and gender based on number and percentage

Schedule 1: Sample size distribution by IPGs and gender

| No | IPG | Number | | | % | Total |
|----|---------|--------|-------|--------|-------|-------|
| | | Male | % | Female | | |
| 1 | IPGKDA | 10 | 6.6 | 10 | 6.71 | 20 |
| 2 | IPGKSAH | 11 | 7.30 | 9 | 6.04 | 20 |
| 3 | IPGKPs | 30 | 19.87 | 30 | 20.13 | 60 |
| 4 | IPGKTb | 10 | 6.6 | 10 | 6.71 | 20 |
| 5 | IPGKKB | 10 | 6.6 | 10 | 6.71 | 20 |
| 6 | IPGKIK | 30 | 19.87 | 30 | 20.13 | 60 |
| 7 | IPGKTI | 30 | 19.87 | 30 | 20.13 | 60 |
| 8 | IPGKG | 10 | 6.6 | 10 | 6.71 | 20 |
| 9 | IPGKTAR | 10 | 6.6 | 10 | 6.71 | 20 |
| | Total | 151 | 100 | 149 | 100 | 300 |

Data Analysis**Descriptive Analysis**

In this study, the first step of the researcher is to conduct a

descriptive analysis to obtain the mean score and standard deviation.

Schedule 2: Descriptive statistical analysis of mean scores and standard deviations of all study components for male and female trainee teachers of Major in Physical Education at IPG

| Components | Gender | N | Mean | SD |
|-----------------|--------|-----|-------|------|
| Subject Content | Male | 151 | 80.75 | 2.94 |
| | Female | 149 | 82.94 | 2.43 |
| Total | | 300 | 81.84 | 2.91 |

Overall mastery content level**Schedule 3:** The norm of the raw score of the overall content mastery level

| Level | |
|-----------|---------------|
| Excellent | 90.57 above |
| Very Good | 83.30 – 90.56 |
| Good | 80.39 – 83.29 |
| Medium | 77.48 – 80.38 |
| Weak | 77.47 below |

Schedule 4: Comparison of percentage of achievement of subject content mastery level overall by gender

| Level | Gender | Number | % |
|-----------|--------|--------|-------|
| Excellent | Male | 0 | 0 |
| | Female | 0 | 0 |
| Very Good | Male | 16 | 10.59 |
| | Female | 56 | 37.58 |
| Good | Male | 74 | 49.00 |
| | Female | 85 | 57.04 |
| Medium | Male | 50 | 33.11 |
| | Female | 4 | 2.68 |
| Weak | Male | 11 | 7.28 |
| | Female | 4 | 2.68 |

Based on Table the comparison in terms of number and percentage between male and female prospective teachers for the level of mastery content as a whole found that none of the prospective teachers got an excellent level, very good level, male prospective teachers, 10.59% representing 16 people while for female teachers there are 56 people which is 37.58%. A good level can be seen, only 74 male prospective teachers which is 49.00% compared to female teachers who got 57.04% which is 85 people. For the intermediate level, male prospective teachers represent 33.11% which is 50 people compared to only 4 female prospective teachers which is only 2.68%. 11 male prospective teachers representing

7.28% are at a weak level compared to only 4 female prospective teachers which is only 2.68%.

Inferential Analysis

Inferential statistical analysis of the Independent Sample t - Test method showed that the value of $t(298) = 7.020$, $p = 0.000$ ($p < 0.05$) was significant. The results of the test analysis showed that there was a significant difference in the mean score and standard deviation of the overall subject content proficiency level for male trainee teachers ($M = 80.75$, $SP = 2.94$) and female trainee teachers ($M = 82.94$, $SP = 2.43$) Major Physical Education of IPG

Schedule 3: Independent sample t - test

| | | Levene's Test of Equation Mean | | Equations for the t-Test Variants | | |
|------------------|---------------------------------------------|--------------------------------|------|-----------------------------------|--------|-----------|
| | | F | Sig | t | Df | Sig (2-t) |
| Subjects Content | Assumptive Variance equations | 3.35 | .068 | -7.020 | 298 | .000 |
| | Assumptive Variance equation Not assumption | | | -7.029 | 248.68 | .000 |

Significant level 0.05

Discussion and Conclusion

As a result of data analysis obtained from a study sample of 300 prospective male teachers (151 people) and female (149 people) Physical Education Major from nine IPGs involved, researchers have been able to produce grade achievement of the level of mastery of the content of the subject of Major in Physical Education as a whole.

Based on the achievement grades produced by the researchers, it is clear that the gender factor has a high impact in terms level of mastery of the subject's content. Gender factors also influence and affect the score. Various factors can be considered why such a situation can occur. As a result of the analysis by the researchers, female prospective teachers are more dominant in the content of the subject than male prospective teachers. This is evidenced by the analysis as a whole found that the readiness of the content mastery level of the subject of female prospective teachers is better which is 94.6% at a very good level and good compared to male prospective teachers, 92.7% based on the highest level of 90.57.

Although none of the prospective teachers, whether male or female, got an excellent level, but the high percentage shows that they have a high readiness in mastering the content of the subject and need to find solutions on how to improve to an excellent level. However, the researchers are proud that these prospective Physical Education teachers are ready to enter the world of work with enthusiasm and confidence towards professionalism and academic accountability especially in the new norms pandemic now.

For prospective teachers who are at the intermediate and weak levels, they must strive and find ways to achieve the highest level of subject content to ensure the quality of teaching and learning and academic accountability of Physical Education can be dignified in teaching professionalism later.

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