

# Meta-Analysis Of Teacher Teaching Practices In Malaysia

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## Abstract

Teachers play a key role in implementing national education policies as outlined in the Malaysian Education Development Plan (PPPM 2013-2025). Thus, teachers' teaching practices need to be studied to make improvements in the learning and teaching process in the classroom. This will help to ensure the success of the students. This meta-analysis was conducted to explore previous studies on teachers' teaching practices in Malaysia from 2009 to 2019. Although there are many studies on teachers' teaching practices abroad, there are still few studies in Malaysia. Based on the search, there are only seven studies published on teachers' teaching practices in Malaysia. The analysis conducted for these seven studies found that there are certain elements in explaining teachers' teaching practices in Malaysia. These studies also found that teachers' teaching practices in primary and secondary schools involved. Apart from that, this research focused on the most important results from all previous investigations. This research also looks at the study's methodology. It is hoped that the results of this study would assist future scholars in their investigations into the teaching methods of Malaysian school teachers. As a result of this investigation, several new avenues for investigation have been opened.

## Keywords

Meta-analysis, teacher-teaching practices

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## Introduction

The third edition of the *Dewan Bahasa dan Pustaka* dictionary defines practice as good deeds that become routine in daily life. Good practice will have a good effect on the people around. Slavin interprets effective teaching practices to include four elements namely teaching quality, appropriateness of teaching level, incentives and teaching time (Noor Lela & Nur Afrina, 2020). Teaching practice is a process that includes planning, implementation, evaluation, and feedback activities that involve between teachers and students. (Mohd Nahi, 2018). Effective teaching is teaching that allows students to acquire prescribed skills, knowledge and attitudes (Kama Shaffeei et al., 2020). Teaching is also a process related to the dissemination of knowledge or skills so that students can learn and master them effectively (Mohd Nahi, 2018). Teaching practice is a series of teaching and learning processes to achieve teaching objectives. Effective teaching is teaching that is able to achieve specific objectives in the process of teaching and learning in the classroom (Maulida Shanti Yusuf et al., 2018). This study aims to review the teaching practices of teachers in general and the teaching practices of Islamic Education teachers in Malaysia in particular. This study will also look at how the methodology used in studies related to the teaching practices of Malaysian teachers. In addition, this study will review the teaching elements used by teachers in studies related to teacher teaching practices in Malaysia. Next, explore the main findings of related studies related to teacher teaching practices in Malaysia. Therefore, this meta-analysis was conducted to explore some aspects of previous studies on teacher teaching practices in Malaysia. Based on these requirements, this study was conducted to answer the following research questions:

- i. What research methods have been used to conduct research on teacher teaching practices in Malaysia?
- ii. What are the elements of the study related to teacher teaching practices in Malaysia?
- iii. What are the samples of teacher teaching practices in Malaysia?
- iv. Who is respondent of teacher teaching practices in Malaysia?
- v. What are the main findings from the study on teacher teaching practices in Malaysia?

## Literature Review

The first study was a study by Hamdi Ishak et al. (2012). The purpose of the study was to look at the teaching of Islamic Education teachers to special education students with hearing problems in the National School of Special Education. The conceptual framework model used in this study is a modification of the teaching and learning model by Imam al-Ghazali and Ibn Khaldun as well as an effective teaching model. A total of four Islamic Education teachers from four National Schools of Special Education for hearing impairment were selected as participants in this study. This qualitative study uses a case study design to obtain study data through interviews, teaching observations and document analysis. Overall, the findings indicate that the study participants have a background as a teacher of Islamic Education for typical students, but they face problems in aspects of pedagogy, knowledge and skills related to the needs of children with hearing impairment. The findings also show that study participants planned lessons using the National Islamic Education syllabus, but differed in implementation related to modifications in teaching. This study shows that improvements need to be made in the aspects of the teaching environment, the position of the furniture arrangement, the arrangement of students and acoustic facilities. It is hoped that the findings of this study can be used as a guide to improve the teaching and learning of Islamic Education as well as improve teacher training programs for Islamic education teachers for students with hearing problems. After then, a second investigation against Mohd Nahi bin Abdullah would be conducted (2018). Teachers of Islamic Education (GPI) in Government Aided Religious schools (SABK) in Kelantan were asked to participate in this study to see how effective their Tilawah al-Quran teaching methods were in terms of induction set practise, teaching development, teaching methods, fuel use, and closing implementation. Teaching Tilawah al-Quran is more

successful when it is accompanied by supporting behaviours like as those identified in this research. Quantitative evidence backs up a qualitative method used in this survey research. For the interviews, a total of five SABK Islamic Education instructors were chosen. N'Vivo 8.0 software was used to analyse the verbatim data from these interviews in order to find patterns and features that help instructors be more successful while teaching Tilawah al-Quran. To further examine the effectiveness of Tilawah al-Quran teaching at GPISABK, a random sample of 150 form four students was selected.

Next is the third study from Mohd Aderi Che Noh (2009). The main purpose of this study is to identify the relationship between teachers' teaching practices and the achievement of Tilawah al-Quran in day secondary schools in Malaysia. This study also tries to identify the variables that have a significant relationship with teachers' teaching practices and students' achievement of Tilawah al-Quran. In addition, this study also aims to identify the variables that are the main contributors to teachers' teaching practices and the achievement of Tilawah al-Quran. Finally, this study will produce a Model of Improving Quranic Recitation. The sample of the study was a total of 257 teachers and 1651 students were randomly taken in layers and groups from all over Malaysia. The findings of this study can provide guidance to teachers on the importance of classroom teaching practices and the importance of teacher input factors such as teaching experience and teachers' attitudes to ensure student mastery of the Quran Recitation. In addition, this study provides an empirical basis for describing the relationship network of input factor models, processes and products. This study also shows how important the components in the teaching practice of teachers are emphasized to improve student achievement in Tilawah al-Quran. In addition, the achievement of Tilawah al-Quran is not only limited to the teaching given in school, but also student input factors such as student attitudes, student learning practices and the environment created by parents and the surrounding community also play a role in producing students who are literate in the Quran.

Shamsul Rizal Khalil et al., (2019) conducted a study entitled 'Tahap komposisi amalan pengajaran guru pendidikan khas dalam program pendidikan khas integrasi (PPKI): Satu tinjauan awal'. The purpose of this study is to identify the composition of teaching practices of special education teachers who teach in the Special Education Integration Program (PPKI). This study was conducted on special education teachers who teach full time in the Special Education Integration Program (PPKI) in the state of Selangor. The study used a survey design involving 195 teachers teaching in primary and secondary schools. The research tool used is a questionnaire that uses a four -point Likert scale for the purpose of identifying the teaching practices of special education teachers. Data obtained and analyzed using SPSS version 21. Overall the findings show that all the proposed compositions such as teacher teaching quality, teaching suitability, incentives, time and teaching preparation are at a high level with the lowest mean average is 3.47 and highest is 3.64. It is hoped that this study can benefit certain parties, especially in the field of special education.

Study by Noorzailiza Zainal Abidin and colleagues in 2020 on the practise of teaching Malaysian in the 21st century while studying traditional prose, 'Amal Pengajaran Guru Bahasa Melayu dalam pengajaran dan pembelajaran abad 21 prosa tradisional di sekolah menengah.' Teachers' abilities to teach classic writing by incorporating 21st century teaching and learning strategies in secondary school classes still need to be regularly monitored, according to the findings of researchers. An in-depth case study methodology was used to gather the data for this report. In order to examine the teaching and learning techniques and procedures utilised by BM instructors while teaching classic prose genres, data were gathered utilising interview methods, observation and document analysis (see below). However, save for one non-option study participant, the results indicated that three BM instructors chosen via selective sampling exclusively utilised non-electronic teaching aids despite adopting 21st century teaching and learning techniques and methods in both conventional prose teaching sessions.. For this reason, instructors should devise engaging exercises to encourage their pupils to read classic prose. Student personalities may be shaped admirably by good teacher teaching methods.

Abdul Halim Masnan, (2014) has conducted a study entitled 'Pedagogical practice of beginning preschool teachers' This study aims to explore the pedagogical practice of beginning preschool teachers (GPP). The objective of this study was to identify GPP

pedagogical practices based on teaching preparation knowledge and teaching implementation skills as well as construct a description of pedagogical practices. This study is a case study involving observation, interview and document analysis of four GPPs in Penang. Findings show that there are three aspects of teaching preparation knowledge identified, namely i) learning outcomes (content and practice appropriate development), ii) preparation of teaching aids (selection factors and preparation management) and iii) RPH preparation (KSPK guide and student development). The findings also show that there are three aspects of teaching implementation skills identified, namely i) teaching approach, (themed, learning through play, student and teacher centered learning, use of information technology, and mastery learning), ii) Glass/focused presentation techniques, English proficiency, and repeated teaching) and iii) classroom management (student management and teaching time management). Based on the findings of the study, the excellent GPP teaching preparation knowledge practices are as follows: mastery in the core content of Communication and the core of Science and Technology, management of teaching activities and interesting teaching aids (existing and non-existent) as well as simple RPH preparation. Meanwhile, excellent GPP teaching implementation practices are as follows: i) combining two or three components through a thematic approach and learning through play, ii) effective student-centered and teacher-centered learning, iii) engaging teaching with the help of laptops, iv) mastery approach in reading/writing skills, v) proficiency in specific activities (experiments, creativity materials, role play and singing), vi) presentation of BI components through communication and body movements, vii) repeated reading instruction through oral and singing, and viii) control of students based on the teaching schedule.

One of the most recent studies done by Roslan Chin (2016) was named, 'Amazing Pemulihan Khas Pemulihan Guru: A Study on Guru Pembelian, Language Learning Strategies in the Middle Class,' and it was carried out by Roslan Chin. It is the goal of this research to find out how to teach the Malay Language to students in Special Rehabilitation Programs, as well as to look at the difficulties students have learning the language. Embedded techniques are used in this exploratory case study that is both descriptive and demonstrative in nature. These models include the Al-Ghazali teaching model, the teacher model as a determinant of motivation, the QAIT model, and the Ellis and Sinclair language learning strategy model (1989). Specifically chosen Special Rehabilitation instructors from Perlis' six national elementary schools totaled six. Research data was gathered via observations, document reviews, and interviews with experts in the fields under consideration. The continuous comparative analysis technique was used to examine the data. Students in the research devised lesson plans based on the Special Rehabilitation Syllabus, according to the findings. However, they have taken steps to tailor the lesson plans and activities to the proficiency levels of the pupils. Participants in the research mostly worked on their reading and writing abilities, while listening and speaking skills came second and were sometimes overlooked. According to the study's results, Special Rehabilitation students have varying degrees of difficulty mastering language skills.

## Research Methodology

This study uses a meta-analysis design which is a secondary study form by identifying, exploring and interpreting all relevant studies related to a topic domain (Webster & Watson, 2002). The internet searches engines such as Google Scholar and Google Search are used to get a broader search on topics. Keywords such as "amalan pengajaran guru di Malaysia" (in Malay) and "teachers teaching practices in Malaysia" were used to search the article. Finally, a total of seven articles and thesis were identified that met the set criteria. Table 1 show a list of research articles and thesis related to teachers teaching practices in Malaysia that have been systematically analyzed to answer predefined research questions.

**Table 1 :**  
Selected articles/ thesis for teachers teaching practices in Malaysia

| Researcher/ Year  | Research Topic  | Journal/ Thesis                                     | Sample size                          |
|---|---|---|--------------------------------------|
| Hamdi Ishak,<br>Ab Halim Tamuri,<br>Rosadah Abdul<br>Majid,<br>Safani Bin Bari<br>2012                    | Amalan Pengajaran Guru dalam Pengajaran dan Pembelajaran Pendidikan Islam di Sekolah Kebangsaan Pendidikan Khas (Masalah Pendengaran) | Journal of Islamic and Arabic Education             | Four SKPK Islamic Education teachers |
| Mohd Nahi bin Abdullah<br>2018  | Amalan pengajaran tilawah al-quran berkesan dalam kalangan guru pendidikan islam  | Thesis UTM  | Five SABK Islamic Education teachers |
| Mohd Aderi Che Noh<br>2009  | Amalan Pengajaran Tilawah al-Quran : Satu Tinjauan Terhadap Persepsi Guru di Sekolah Menengah Harian Malaysia                         | Journal of Islamic and Arabic Education             | 257 teachers                         |
| Shamsul Rizal Khalil<br>Abdul Rahim Razalli<br>Mohd Zailani Ismail<br>2019                                | Tahap komposisi amalan pengajaran guru pendidikan khas dalam program pendidikan khas integrasi (PPKI): Satu tinjauan awal             | Jurnal IPDA   | 195 teachers                         |
| Noorzailiza Zainal<br>Abidin<br>Rozita Radhiah Said<br>Azhar Md Sabil<br>Ahmad Fauzi Mohd<br>Ayub<br>2020 | Amalan Pengajaran Guru Bahasa Melayu Dalam Pengajaran Dan Pembelajaran Abad 21 Prosa Tradisional Di Sekolah Menengah                  | International Social Science and Humanities Journal | Three BM teachers                    |
| Abdul Halim Masnan<br>2014  | Amalan Pedagogi Guru Prasekolah Permulaan   | Thesis UPSI   | Four preschool teachers              |
| Roslan Bin Chin<br>2016   | Amalan pengajaran guru, masalah penguasaan kemahiran bahasa dan strategi pembelajaran bahasa dalam kalangan murid pemulihan khas      | Thesis UUM  | Six special rehabilitation teachers  |

## Findings

Based on the research question, the results of this study may be broken down into five parts. The first part of the paper delves into the research techniques used by academics in their study of Malaysian teachers' teaching practises. The second part explains the elements related to teachers teaching practices in Malaysia. The third section explores the samples of teachers teaching practices. The fourth section explores who is respondent in their research. And the last section is provides an overview of the main findings of the study.

**Research Question 1:** To find out more about Malaysian teachers' teaching techniques, what kinds of research methodologies have been used?

Based on the analysis performed, there are three research approaches used that are qualitative, quantitative and mixed-method. As for the design of the study, four types of design are used namely survey, interview, observation and analysis document. Table 2 shows the study approach used.

**Table 2:**  
Approaches and design of the study

| Approaches   | Design            | f | Studies  |
|--------------|-------------------|---|--|
| Qualitative  | Interview         | 4 | Hamdi Ishak et al. (2012)  |
|              | Observation       |   | Noorzailiza Zainal Abidin et al., (2020)                         |
|              | Document analysis |   | Abdul Halim Masnan, (2014)                                       |
|              |                   |   | Roslan Chin, (2016)  |
| Quantitative | Questionnaire     | 2 | Mohd Aderi Che Noh (2009)<br>Shamsul Rizal Khalil et al., (2019) |
| Mix-Method   | Interview         | 1 | Mohd Nahi bin Abdullah (2018)                                    |
|              | Questionnaire     |   |  |

**Research Question 2:** What are the elements teachers teaching practices in Malaysia?

According to the analysis conducted, there are elements teachers teaching practices in Malaysia. The analysis also found that there are findings related to teachers teaching practices in the studies that have been done show that each study found that elements teachers teaching practices are different from each other. Table 3 shows related to elements teachers teaching practices.

**Jadual 3:**  
Elements teachers teaching practices in Malaysia in Malaysia

| Elements teachers teaching practices | f | Studies                             |
|--------------------------------------|---|-------------------------------------|
| -Induction Set                       | 1 | Hamdi Ishak et al., (2012)          |
| - Teaching Aids (BBM)                |   |                                     |
| -Lecture methods and explanations    |   |                                     |
| - Teacher Movement Variations        |   |                                     |
| - Assessment                         |   |                                     |
| - Closing                            | 1 | Mohd Nahi bin Abdullah, (2018)      |
| -Practice induction sets,            |   |                                     |
| -Teaching development,               |   |                                     |
| -Teaching methods,                   |   |                                     |
| -Use of fuel,                        |   |                                     |
| -Closing implementation practices.   | 1 | Mohd Aderi Che Noh, (2009)          |
| -Beginning of teaching               |   |                                     |
| -Teaching development                |   |                                     |
| -Closing the lesson                  |   |                                     |
| -Learning aid.                       | 1 | Shamsul Rizal Khalil et al., (2019) |
| -quality of teaching                 |   |                                     |
| -suitability of teaching time        |   |                                     |

|  |   |  |
|--|---|--|
| -incentives  |   |  |
| -time  |   |  |
| -Planning and preparation of traditional prose teaching.                 | 1 | Noorzailiza Zainal Abidin et al., (2020) |
| -Strategies and methods of teaching and learning traditional prose.      |   |  |
| -Experience, skills, pdp by BM teachers, options, creativity, motivation |   |  |
| -Teacher pedagogy practice based on knowledge of teaching preparation    | 1 | Abdul Halim Masnan, (2014)               |
| -Teacher pedagogy practice based on teaching implementation skills       |   |  |
| -Descriptive pedagogical practices of teachers                           |   |  |
| -Aspects of the teacher namely knowledge, skills and personality         | 1 | (Roslan Chin, 2016)                      |
| -Teacher teaching involves planning, implementation and evaluation       |   |  |

**Research Question 3:** What are the samples teachers teaching practices in Malaysia?  
Based on the analysis conducted, there are four samples used in related studies namely, preschool, primary school, secondary school and primary and secondary school. Table 4 shows the sample of studies used.

**Table 4:**  
Sample Study

| Sample                       | f | Studies  |
|------------------------------|---|--|
| Preschool                    | 1 | (Abdul Halim Masnan, 2014)   |
| Primary school               | 2 | (Hamdi Ishak, 2011a)<br>(Roslan Chin, 2016)  |
| Secondary school             | 3 | (Mohd Nahi bin Abdullah, 2018)<br>(Mohd Aderi Che Noh, 2008)<br>(Noorzailiza Zainal Abidin et al., 2020) |
| Primary and secondary school | 1 | (Shamsul Rizal Khalil et al., 2019)  |

**Research Question 4:** Who is respondents of teachers teaching practices in Malaysia?  
Based on the analysis conducted, there are two type of respondent used in related studies namely, teachers and teachers and also pupils. Table 5 shows the respondent of studies used.

**Table 5:**  
Respondent of teachers teaching practices in Malaysia?

| Respondent          | f | Studies   |
|---------------------|---|---|
| Teachers            | 5 | (Hamdi Ishak, 2011)<br>(Shamsul Rizal Khalil et al., 2019)<br>(Noorzailiza Zainal Abidin et al., 2020)<br>(Abdul Halim Masnan, 2014)<br>(Roslan Chin, 2016) |
| Teachers and pupils | 2 | (Mohd Nahi bin Abdullah, 2018)<br>(Mohd Aderi Che Noh, 2008)  |

**Research Question 5:** What are the main findings from the study on teachers teaching practices in Malaysia?  
The main findings of the related studies are based on the objectives of the study as shown in

Table 6.

**Table 6:**

Main Findings of the Studies

| Studies                                  | Topic   | Main findings  |
|--|---|--|
| (Hamdi Ishak, 2011)                      | Amalan pengajaran guru Pendidikan Islam di Sekolah Kebangsaan Pendidikan Khas (Masalah pendengaran). Satu kajian kes      | Study participants had a background as an Islamic Education teacher for typical students, but they faced problems in aspects of pedagogy, knowledge and skills related to the needs of hearing impaired children. Study participants also planned lessons using the National Islamic Education syllabus, but differed in implementation related to modifications in teaching.  |
| (Mohd Nahi bin Abdullah, 2018)           | Amalan pengajaran tilawah al-quran berkesan dalam kalangan guru pendidikan islam  | The findings of the study show that the characteristics of effective teaching practice of Tilawah al-Quran among GPISABK from the aspect of induction set practice is closely related to the approach of introducing the title. Meanwhile, the development of teaching, GPISABK is more focused on the active involvement of students. From the aspect of the use of BBM, textbooks are the main reference while the teaching method that is often used in teaching Tilawah al-Quran is Talaqqi Mushafahah method, and the supporting element of GPISABK teaching effectiveness in Tilawah al-Quran is the morals and personality of teachers. |
| Mohd Aderi Che Noh (2008)                | Hubungan antara amalan pengajaran guru dan pencapaian tilawah al-quran pelajar tingkatan dua di malaysia                  | Provide guidance to teachers on the importance of classroom teaching practices and the importance of teacher input factors such as teaching experience and teachers 'attitudes to ensure students' mastery in Tilawah al-Quran.  |
| Shamsul Rizal Khalil et al., (2019)      | Tahap komposisi amalan pengajaran guru pendidikan khas dalam program pendidikan khas integrasi (PPKI): Satu tinjauan awal | All the proposed compositions such as teacher teaching quality, teaching suitability, incentives, time and teaching preparation are at a high level.   |
| Noorzailiza Zainal Abidin et al., (2020) | Amalan Pengajaran Guru Bahasa Melayu Dalam Pengajaran Dan Pembelajaran Abad 21 Prosa Tradisional Di Sekolah Menengah      | The findings of the study showed that three BM teachers selected by purposive sampling only used non-electronic teaching aids despite applying 21st century teaching and learning strategies and methods for both traditional prose teaching sessions except for one non-option study participant.   |
| Abdul Halim Masnan, (2014)               | Amalan Pedagogi Guru Prasekolah Permulaan   | Findings show that there are three aspects of teaching preparation knowledge identified, namely i) learning outcomes (content and practice appropriate development), ii) preparation of teaching aids (selection factors and preparation management) and iii) RPH  |

|                     |  |   |
|---------------------|--|---|
| (Roslan Chin, 2016) | Amalan pengajaran guru, masalah penguasaan kemahiran bahasa dan strategi pembelajaran bahasa dalam kalangan murid pemulihan khas | preparation (KSPK guide and student development). The findings also show that there are three aspects of teaching implementation skills identified, namely i) teaching approach, (themed, learning through play, student and teacher centered learning, use of information technology, and mastery learning), ii) Glass/focused presentation techniques , English proficiency, and repeated teaching) and iii) classroom management (student management and teaching time management).<br>This study found that the teaching and learning strategies of Visual Audio Kinesthetic Tactile (VAKT), Chart Book Computer Fun (CBCF), and language cipher, were applied by study participants to overcome the problem of mastery of language skills among Special Rehabilitation students. |
|---------------------|--|---|

## Discussion

Based on the findings of this study, it is found that there so many elements in the study related to teachers teaching practices in Malaysia. Those elements indicate the findings of different teaching practices in each study. However, almost all involve instructional planning and evaluation. It is found that there are many studies conducted more focused on qualitative approaches in studies related to educational leadership in schools. This suggests that, the findings are more focused on qualitative perspectives. This approach is also used possibly because researchers are more interested in obtaining broader data. Through this meta - analysis study, it is found that there are still many researchers who only focus on qualitative research. Therefore, it is suggested that further studies focus more on quantitative or mixed approaches. Based on the findings of the study, it was found that most of the studies were done on teachers. Five studies selected teachers as respondents. This may be because the researcher wants to get more accurate and true data. Based on the findings of the study, it was also found that the majority of studies related to teachers' teaching practices are conducted in primary and secondary schools. While the rest is a combination of the two schools.

## Conclusion And Suggestion

Overall, it is found that studies related to teachers teaching practices in Malaysia are still less than overseas studies. There is still chance for further research on teacher teaching practices in Malaysia. This teachers teaching practices is a very important thing to discuss so that all weaknesses can be improved and improvements can be improved from time to time. This is because teaching practice can increase the level of student achievement whether it is achievement in exams or their self -achievement.

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