

THE PROFESSIONAL COMPETENCY OF ISLAMIC STUDIES TEACHERS IN MALACCA, MALAYSIA IN JAWI TEACHING: A REVIEW STUDY

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Abstract

Teacher competency is essential in producing quality teaching. The teacher's knowledge, skills and characteristics are the aspects that determine the teacher's competency level in performing their duties. This study aims to identify the level of professional competency of Islamic Studies teachers in Jawi teaching from the aspects of teaching, the contents of the subject, the teaching and learning skills and the professional attributes. This study was a quantitative study that used survey design. A five-point Likert scale questionnaire was used in this study. The sample of the study consisted of 217 Islamic Studies teachers who were selected using simple random sampling technique that represented the population of Islamic Studies teachers in urban and rural schools in Malaysia. A pilot study showed the reliability value of 0.848 for the professional competency of Islamic Studies teachers in Jawi teaching. This study also showed the mean score for the professional competency of Islamic Studies teachers in Jawi teaching was high. The overall mean score also recorded high mean value (mean=4.074, sd=0.350). In summary, this finding showed that the Islamic Studies teachers in Malacca were competent and they have had high competency level in Jawi teaching.

Keywords: Competency, Jawi lessons, Islamic Studies teachers

1.0 INTRODUCTION

This globalisation era has witnessed a fast-changing education system in line with the current needs and requirements. This phenomenon has indirectly changed the teaching profession that is considered as a dynamic profession from time to time (Alias, Nik Mohd Rahimi & Ruhizan, 2011). The transformation process in this education globalisation (Rosnah, 2013) should be well-managed and wisely handled by the current educators. Hence, it does not only require high level of knowledge among teachers but also the skills, capabilities and competencies in teaching which are the primary basis that the educators need to have to address the changes that occur in the educational environment so that it is relevant all the time (Fullan & Mascal, 2000). In other words, teacher competency is essential in managing the teaching and learning process in the classroom. A skilful, efficient and competent teacher in the subject taught will produce an effective teaching because the quality of a teacher is the most important factor that determine student success (Buletin Anjakan, 2015).

2.0 LITERATURE REVIEW

Teachers act as learning agents in the education community and they are responsible for the process of delivering knowledge and skills to the students (Roslan, 2014). In the current 21st century education, teachers are forced to abide by the new millennium educational demands that require them to constantly facing the changing of interests and learning styles of the

students as well as the parents' expectations (Siti Nur Aisya Sugumarie & Ahmad Zabidi, 2016). This scenario urges teachers not to be passive and allow themselves to be in a static position against a fast-changing education transformation as teachers who do not have the latest skills in the current environment will be left behind (Alias *et al.*, 2011) and at the same time give negative implications to education system of a country.

However, teachers will not be able to carry out their responsibilities and play their role as learning agents well if they do not have high skills and competency in carrying out teaching process. As such, proactive teachers will always strive to enhance their pedagogical knowledge and skills to ensure that they have the skills and are competence in carrying out teaching duties. The skills and competence of a teacher in conveying knowledge in teaching and learning process are important as the teachers are the key to realise a quality education.

In education, the competency level will determine the quality of teaching of a teacher (McCafrey *et al.*, 2003; Rivkin *et al.*, 2005; Rowan *et al.*, 2007) and it has a significant relationship with the school effectiveness and the student success (Norhannan, 2016). The teacher's competency refers to the knowledge, skills and personal characteristics or personality traits that every teacher should have (Syafiqah Solehah & Tengku Sarina Aini, 2017). A teacher is said to be competent when he or she is educated and expert in education (Desi, 2014), has knowledge on the contents of the subject, is able to manage teaching process and classroom effectively (Mustafa, 2013), able to master various strategies as well as techniques of teaching and fundamentals of education (Uzer, 1995). Therefore, it concludes that no matter what subject the teacher teaches, he or she must be expert in the subject taught as well as competent to deliver it to the students effectively.

Referring to this statement, Jawi teaching also requires teachers who have such expertise and competencies to ensure students can master the Jawi reading and writing skills well. Jawi lesson was one of the components contained in Islamic Studies subject and was included in the Integrated Curriculum for Primary Schools (ICPS) in 2003 with a special emphasis on Jawi reading and writing skills (Faisal & Niswa, 2009; The Ministry of Education, 2003; Nazimah, 2013). Jawi lesson is not a subject that is easy to learn because it uses a writing system adapted from Arabic letters and assimilated into Malay (Berhanundin, 2012).

The contents in Islamic Studies subject are fully taught in Jawi, the materials and the Islamic Studies textbooks are also written in Jawi entirely (Akmariah & Sofiah, 2010; Asyraf Ridwan & Berhanundin, 2015; Nazimah, 2013; Norizan & Nor Azan, 2013), which means that the teachers have to ensure that the students are able to master Jawi reading and writing skills well. Therefore, teachers who teach Jawi should first master the Jawi reading and writing skills very well as well as having the ability to deliver these skills to the students through effective teaching strategies and techniques. Hence, as a group that teaches Jawi subject, it is a requirement for Islamic Studies teachers to be competent and proficient in Jawi as well as capable in the application of various pedagogical skills in teaching Jawi.

However, previous studies have found that there were many weaknesses regarding the competency level of Islamic Studies teachers in teaching Jawi. The quality of teaching of Islamic Studies teachers was still unsatisfactory (Kamarul Azmi & Mohd Faez, 2011), at a moderate level and was still unable to meet the Educational Philosophy (Sarimah *et al.*, 2010). The teaching methods used by the Islamic Studies teachers were also less creative (Hairul Aysa *et al.*, 2010), less skillful in teaching, using the old approach (Asmawati *et al.*, 2015; Kamarul Azmi, 2011; Norhafizah & Asnuurien Najma, 2008) 'text book centered' (Kamarul Azmi, 2011) as well as less creativity to apply variety of effective teaching methods and strategies (Alias *et al.*, 2011). This should not happen because every teacher should be creative and innovative in teaching (Nutcharat & Sumalee, 2011) because the teacher's ability in teaching is one of the measurements of the competency level of a teacher.

The findings by Asyraf Ridwan (2011 & 2012) and Niswa (2014) also showed that the proficiency of Jawi spelling among teachers-to-be were low and moderate. This phenomenon has reached an alarming stage because of the lack of Jawi proficiency among Islamic Studies teachers that would likely giving inaccurate facts to students during teaching and learning sessions. This situation was not supposed to happen because the teachers should have deep knowledge of the contents of the lessons (Magdeline & Zamri, 2014; Noor Sairah & Lilia, 2017; Zulkefli & Fatin Aliah, 2013) and lack of subject matter knowledge shows the level of teachers' competency in Jawi teaching.

The study by Kamarul Azmi (2011) revealed the competency problem of Islamic Studies teachers in terms of the lack of satisfaction of the teacher's personalities such as too dependent on other parties in carrying out their duties and not being able to show good identity and personality (Mohd Anuar *et al.*, 2016). It is worth noting that the competency of Islamic Studies teachers is not only based on the knowledge acquisition of the subject and the capability of teaching alone, but it also includes the ability to display great personality traits as a professional to produce quality students (Syafiqah Solehah & Tengku Sarina Aini, 2017). In fact, the quality of education itself is largely related to the teacher's competency in teaching profession, great knowledge and noble identity and personality (Norhannan, 2016).

Therefore, in order to determine the quality of teachers and their competency level, certain initiatives have been implemented by the Ministry of Education Malaysia by establishing the Malaysian Teacher Standards which outline the professional competencies that every teacher should achieve (Asmawati *et al.*, 2015). The establishment of this standard is to ensure that the teachers always have teaching professionalism value, knowledge and understanding, great teaching and learning skills and good personal attitudes and behaviours to enable them to be competent and effective teachers (Ministry of Education Malaysia, 2009). This effort aims to enhance the teaching of Islamic Studies teachers through the Malaysian Education Development Plan to ensure they remain competent in the national education system throughout their services. The professional competency of Islamic Studies teachers in Jawi teaching is as shown in figure 1.

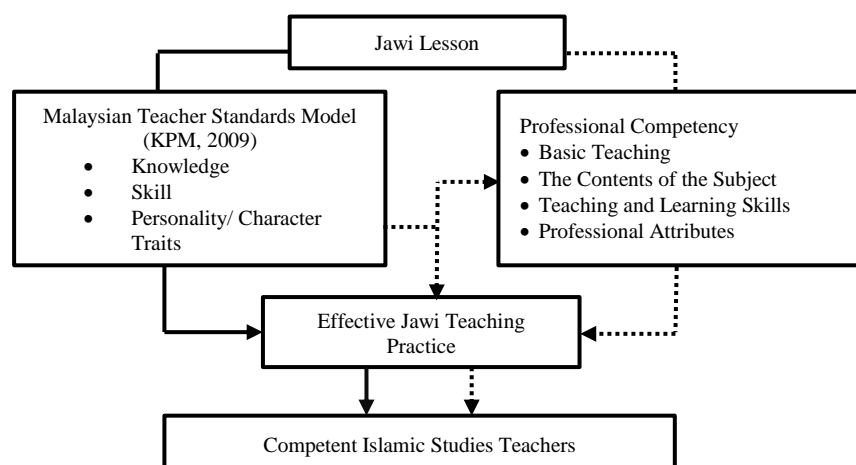


Figure 1 The Professional Competency of Islamic Studies Teachers in Jawi Teaching

3.0 RESEARCH OBJECTIVES

This study was conducted to achieve the following objectives:

- (a) To identify the profiles of Islamic Studies teachers who teach Jawi.

- (b) To identify the professional competency of Islamic Studies teachers in Jawi teaching from the aspects of basic teaching, the contents of the subject, teaching and learning skills and professional attributes.

4.0 RESEARCH METHODOLOGY

This study used a quantitative approach with a survey design to get the feedback (Check & Schutt, 2012; Noraini, 2010) on the phenomenon studied. The population for this study were the Islamic Studies teachers in Malacca, Malaysia who have taught Jawi. Based on the Sample Size Determination Table (Krejcie & Morgan, 1970), the total sample of this study were consisted of 217 Islamic Studies teachers in Malacca who were selected using simple random sampling technique. The instrument used was questionnaire that was distributed to 217 respondents to identify their professional competency level in teaching Jawi. This questionnaire was divided into two sections as shown in table 1.

Table 1 Research Instruments

Part	Research Instrument	Item
A	Questionnaire	Teacher's demographic data (age, gender, academic qualification, professional qualification and teaching experience)
B	Questionnaire	Professional competency of Islamic Studies teachers in Jawi teaching from the aspects of basic teaching, the contents of the subject, teaching and learning skills and professional attributes

This questionnaire used a five-point Likert scale. The scores included Strongly Disagree (SD) with point 1, Disagree (D) with point 2, Less Agree (LA) with point 3, Agree (A) with point 4 and Strongly Agree (SA) with point 5. A pilot study was administered to 30 Islamic Studies teachers from various schools in Melaka that were randomly selected representing the urban and rural area. The reliability of this study was measured using the internal consistency through Cronbach Alpha and the reliability of the questionnaire obtained the value of 0.848. This value was considered high because according to George and Mallery (2006), the coefficient alpha value of 0.8 was considered good while the coefficient alpha value above 0.9 was considered excellent.

5.0 FINDINGS

5.1 Teacher's demographic data

The data gathered were analysed descriptively using The Statistical Package for the Social Sciences (IBBM SPSS) program version 21.0. Based on the sample distribution as shown in Table 2, 26.7% were men and 73.3% were women. The highest academic qualification of the respondents were Islamic Studies teachers under graduate category (89.2%) and 11.1% were non-graduate category. The highest professional qualification were Diploma of Education holders (39.6%), 33.6% were Bachelor of Education holders while 26.7% have Certificate of Education as their professional qualification. In terms of experience, category 1-5 years reported the highest value which were 31.3%.

Table 2 Teachers' Demographic Data

Factor	Category	Frequency	Percentage (%)
Gender	Male	58	26.7%
	Female	159	73.3%
Academic qualification	Graduate	180	82.9%

	Non-Graduate	37	17.1%
Professional qualification	Bachelor of Education	73	33.6%
	Diploma of Education	86	39.6%
	Certificate of Education	58	26.7%
Teaching experiance	1-5 years	68	31.3%
	6-10 years	59	27.2%
	11-15 years	54	24.9%
	More than 15 years	36	16.6%

5.2 The Professional Competency of Islamic Studies Teachers in Jawi Teaching

To identify the professional competency of Islamic Studies teachers in Malacca in Jawi teaching, 19 items that were divided into four domains which were 'Basic Teaching' (4 items), 'The Contents of the Subject' (5 items), 'Teaching and Learning Skills' (5 items) and 'Professional attributes' (5 items) were used to get the respondents' perceptions on these aspects. The detailed distribution of the findings is shown in table 3. The overall mean for the professional competency of Islamic Studies teachers in Jawi teaching was high (mean=4.074, sd=0.350).

Table 3 The Distribution Score of the Professional Competency of Islamic Studies Teachers in Jawi Teaching

ASPECT	ITEM	CRITERIA	FREQUENCY / PERCENTAGE					MEAN	SD
			SD	D	LA	A	SA		
Basic Teaching	D1	I have understood clearly the educational goals in Malaysia contained in the National Education Philosophy.	0 0%	0 0%	3 1.4%	148 68.2%	66 30.4%	4.290	0.484
	D2	I have mastered the contents of the Teacher Education Philosophy.	0 0%	1 0.5%	5 2.3%	156 71.9%	55 25.3%	4.221	0.497
	D3	I have mastered the student's aspiration in the Malaysia Education Blueprint 2013-2025 well.	0 0%	17 7.8%	45 20.7%	89 41.0%	66 30.4%	3.940	0.908
	D4	I have made the Quran and the Sunnah as the basis to realise the aspiration of the Islamic Studies Philosophy.	0 (0%)	0 0%	1 0.5%	104 47.9%	112 51.6%	4.511	0.510
The Contents of the Subject	D5	I understand clearly the objectives of Jawi subject.	0 0%	1 0.5%	5 2.3%	149 68.7%	62 28.6%	4.253	0.513
	D6	I have mastered yearly topics arrangement of the Jawi subject well.	0 0%	12 29.0%	43 19.8%	99 5.5%	63 45.6%	3.981	0.844
	D7	I fully master the contents of Jawi lessons well.	0 0%	2 0.9%	24 11.1%	161 74.2%	30 13.8%	4.009	0.535
	D8	I know the latest progress of the Complete Jawi Spelling System (CJSS).	1 0.5%	3 1.4%	47 21.7%	148 68.2%	18 8.3%	3.824	0.606
	D9	I have been able to relate the contents of the Jawi lessons with the students' daily lives effectively.	0 0%	7 3.2%	46 21.2%	120 55.3%	44 20.3%	3.926	0.735

ASPECT	ITEM	CRITERIA	FREQUENCY / PERCENTAGE					MEAN	SD
			SD	D	LA	A	SA		
Teaching and Learning Skills	D10	I have mastered different techniques and methods of Jawi teaching.	0 0%	4 1.8%	26 12.0%	171 78.8%	16 7.4%	3.917	0.511
	D11	The student-centered learning approach that I have used encourages the student's critical and creative thinking.	0 0%	0 0%	7 3.2%	187 86.2%	23 10.6%	4.073	0.365
	D12	I am able to arrange the contents of Jawi lessons through systematic teaching stages.	0 0%	0 0%	8 3.7%	183 84.3%	26 12.0%	4.082	0.387
	D13	I managed to convey clearly the knowledge and skills that conform to Jawi teaching and learning objectives.	0 0%	6 2.8%	45 20.7%	92 42.4%	74 34.1%	4.078	0.809
	D14	The cooperative learning strategy that I have applied was effective.	2 0.9%	9 4.1%	50 23.0%	95 43.8%	61 28.1%	3.940	0.871
Professional attributes'	D15	I have taught Jawi with full responsibility and accountability.	0 0%	8 3.7%	48 22.1%	87 40.1%	74 34.1%	4.046	0.843
	D16	I have the ability to produce quality work within stipulated time.	0 0%	1 0.5%	9 4.1%	196 90.3%	11 5.1%	4.00	0.333
	D17	I am committed when teaching Jawi.	0 0%	0 0%	7 3.2%	184 84.8%	26 12.0%	4.087	0.380
	D18	I exhibit high emotional intelligence when teaching Jawi.	0 0%	3 1.4%	34 15.7%	119 54.8%	61 28.1%	4.096	0.697
	D19	I have modified various new teaching techniques to be more creative and innovative in teaching Jawi.	0 0%	0 0%	8 3.7%	175 80.6%	34 15.7%	4.119	0.424
Overall Mean=4.074, Standard Deviation=0.350									

Based on the analysis, there were 13 items which obtained the mean value more than 4.00 whereas the remaining 6 items obtained the mean value below 4.00 but not less than 3.50. D4 item 'I have made the *Quran* and the *Sunnah* as the basis to realise the aspiration of the Islamic Studies Philosophy' achieved the highest mean value (mean=4.511, sd=0.510) where 112 respondents (51.6%) answered 'strongly agree', 104 respondents (47.9%) answered 'agree' and only one respondent (0.5%) answered 'less agree' for this item. The findings showed that the Islamic Studies teacher in Malacca has achieved high competency level in the basic teaching aspect as well as the *Quran* and the *Sunnah* are the main guidance in an effort to achieve the aspiration of the Islamic Studies Philosophy.

D1 item 'I understand clearly the educational objectives in Malaysia contained in the National Education Philosophy' also obtained high mean value (mean=4.290, sd=0.484). Through this item, 66 respondents (30.4%) answered 'strongly agree' and 148 respondents (68.2%) answered 'agree' that they understand the educational goals in Malaysia. However, there were three respondents (1.4%) who answered 'less agree' and this suggested that there were a small number of respondents who admitted that they still did not understand clearly on the educational goals of this country's education system. Meanwhile, for D2 item 'I mastered

the contents of the Teacher Education Philosophy well' also recorded high mean value (mean=4.221, sd=0.497) where 55 respondents (25.3%) responded 'strongly agree', (71.9%) answered 'agree', 5 of them (2.3%) answered 'less agree', one respondent (0.4%) answered 'disagree' and no one answered 'strongly disagree' for this item. Overall, the findings showed that the Islamic Studies teachers in Malacca have clearly understood the specific contents of the National Education Philosophy related to the goals and direction of education in Malaysia and the concepts contained in the Teacher's Education Philosophy.

Regarding the competency of the Islamic Studies teachers in terms of the contents of the subject, item D5 'I understand clearly the objectives of the Jawi subject' obtained the mean value (mean=4.253, sd=0.513) which was high. For this item, 62 respondents (28.6%) answered 'strongly agree' and 149 respondents (68.7%) answered 'agree' that they understood the goals and objectives of the Jawi subject while five respondents (2.3%) and one respondent (0.5%) answered 'less agree' and 'disagree' with the statement. Similarly, the D7 item 'I fully mastered the contents in the Jawi syllabus' obtained high mean value (mean=4.009, sd=0.535). Only two respondents (0.9%) answered 'disagree' and 24 respondents (11.1%) answered 'less agree', while 30 respondents (13.8%) answered 'strongly agree' and 161 respondents (74.2%) answered 'agree' for this item. This finding showed that the Islamic Studies teachers in Malacca have a high competency level and they have understood clearly the goals and objectives of the Jawi subject as well as mastered the contents of the Jawi lessons.

However, the Islamic Studies teachers in Malacca were found to have little knowledge about the latest development of the Complete Jawi Spelling System (CJSS). This can be seen through the findings of D8 item 'I know the latest development on the Complete Jawi Spelling System (CJSS)' which earned the lowest mean value for the teacher professional competency (mean=3.84, sd=0.606). Through this item, only 18 respondents (8.3%) answered 'strongly agree' and 148 respondents (68.2%) answered 'agree' that they knew the latest development of CJSS, while 47 (21.7%) answered 'less agree' with the statement. Based on this finding, overall, the Islamic Studies teachers in Malacca were aware of the latest development on the CJSS although there were few of them who have different perception.

For the teaching and learning skills domain, D12 item which was 'I am able to arrange the contents of the Jawi lessons through organised teaching steps' recorded the highest mean value (mean=4.082, sd=0.387). There was no respondent who answered 'strongly disagree' and 'disagree', but 183 respondents (84.3%) answered 'agree', 26 respondents (12.0%) answered 'strongly agree' and the remaining 8 (3.7%) answered 'less agree'. Item D10 'I mastered different Jawi teaching methods and techniques' obtained low mean value compared to other items (mean=3.917, sd=0.511) although it was still high. Only 16 respondents (7.4%) answered 'strongly agree' and 171 respondents (78.8%) answered 'agree', while 26 respondents (12.0%) and 4 respondents (1.8%) answered 'disagree' and 'less agree'. This finding explained that the Islamic Studies teachers in Malacca have a perception that they were still not competent in diversifying the Jawi teaching methods and techniques.

The domain of the professional attributes through item D18 'I exhibit high emotional intelligence when performing tasks' also obtained high mean value (mean=4.096, sd=0.697). 61 respondents (28.1%) answered 'strongly agree', 119 respondents (54.8%) answered 'agree', 34 respondents (15.7%) answered 'less agree' and the remaining 3 respondents (1.4%) answered 'disagree'. Item D17 'I am committed in doing the tasks' also obtained high mean value (mean=4.087, sd=0.380). 26 respondents (12.0%) answered 'strongly agree', 184 respondents (84.8%) answered 'agree' and 7 respondents (3.2%) answered 'less agree'. In summary, it could be concluded that the Islamic Studies teachers in Malacca have displayed

good personality such as being committed and having high emotional intelligence when performing their duties. Therefore, in general, this study showed that the Islamic Studies teachers in Malacca were expert and have reached competency level in Jawi teaching.

5.3 The Professional Competency Level of Islamic Studies Teachers

The professional competency level of Islamic Studies teachers in Malacca in Jawi teaching is as shown in table 4. The findings showed that no respondent obtained 'Low competency level' for the mean score interpretation. 34 respondents (15.7%) obtained 'Medium competency level' between 2.34 and 3.66. While the remaining 183 respondents (84.3%) recorded 'High competency level' which was between 3.67 to 5.00. Overall, the data analysis showed that the professional competency of Islamic Studies teachers obtained the overall mean value (mean=2.926, sd=0.262). Therefore, this finding showed that the professional competency level of Islamic Studies teachers in Jawi teaching was high.

Table 4 The Mean Score Level of Professional Competency

Mean Score	Frequency	Percentage	Mean Score Interpretation
1.00 until 2.33	0	0%	Low competency level
2.34 until 3.66	34	15.7%	Medium competency level
3.67 until 5.00	183	84.3%	High competency level
Total	217	100%	

Overall Mean = 2.926, Standard Deviation = 0.262

6.0 DISCUSSION

Competency is often translated as the ability of an individual to carry out a task (Zaiha Nabila, 2014) given efficiently and effectively (Syed Jaafar, 2014). In the context of teachers and education, teachers with great teaching and creativity skills in delivering the contents of the lessons will enable students to understand the concepts and skills easily (Norfazila, 2013). However, such skills and creativity will not happen without profound knowledge of the contents and positive attitude and personality of the teachers. Knowledge, skills and attitudes or personality are the combination of the elements that the teacher needs to have before achieving the competency level in the teaching profession. The absence of any of these three elements will cause a teacher to be considered as incompetent in his or her duties.

Referring to this statement, overall, this study showed the competency level of Islamic Studies teachers in Malacca was high based on the combination of the three elements. For this study, the aspect of knowledge refers to the domains of 'The Contents of the Subject' and the 'Teaching and learning skills' which referred to the skills aspect, the 'Professional attribute' domain which represented the attitude of the personality aspect, while the 'Basic teaching' domain described the basic knowledge of the Islamic Studies teachers in the teaching profession. For the 'Basic teaching' domain, the findings showed that this aspect has been well-mastered by the Islamic Studies teachers in Malacca. The concept of the National Education Philosophy is one of the most basic teaching aspects that has been deeply understood by the Islamic Studies teachers in Malacca together with the Islamic Studies Philosophy and Teacher Education Philosophy. Hence, this finding was consistent with the study by Mohd Fathi *et al.* (2010) which stated that the teacher's understanding of the National Education Philosophy has changed their personality and opinions to be positive towards the task as a teacher in an effort to realise the goal of the National Education Philosophy. In addition, the teacher's understanding on the National Education Philosophy will indirectly motivate the teachers to change their teaching strategies and techniques to make them more effective in producing quality students.

However, the measurement of the teacher's competency is the knowledge or the content acquisition of the subject acquired by the teacher. Knowledge is the information that the teachers have in the teaching profession that can be applied in carrying out the teaching activities which benefited the students (Syed Jaafar, 2014). Based on this study, the Islamic Studies teachers in Malacca were seen to be well-mastered about the objectives, the arrangement of the topics in Jawi lessons and the recent development on the CJSS. Great knowledge on the contents of the Jawi subject reflected that the Islamic Studies teachers in Malacca were categorised as competent teachers as according to Kamarul Azmi and Ab Halim (2015), competent teachers would always strive to study the contents of the subjects taught and ensure the level of knowledge learned is profound, accurate and comprehensive so that they are able to convey the knowledge as much as possible. Teachers with deep knowledge on every field would also be more confident and competent when performing their duties, as well as reflecting their competency in teaching.

The implementation of every task is an element that is closely related to the skills aspect which was the ability in terms of behaviour and psychomotor activities to produce a work process. For teaching profession, the psychomotor activity skills performed in a work process refers to the teacher's skills in carrying out teaching activities which is conveying knowledge to students. For this study, the findings showed that the Islamic Studies teachers in Malacca have high competency level in skills aspect such as efficient in organising the contents of the lessons according to the structured teaching steps and able to encourage students to be critical and creative in thinking using student-centered learning approach. Teachers who are capable of shaping students to have critical, creative and innovative thinking skills are the teachers who are competent because the students will be able to compete globally (Hamdiah & Zarina, 2016). The ability of teachers to apply critical and creative thinking among students is not easy because teachers need to produce students who have the ability to apply their assumptions, knowledge, skills and abilities to think deeply about an issue (Salihuddin *et al.*, 2014).

In addition, the aspect of knowledge and skills should also be accompanied by positive attitude or personality of a teacher to complete his or her competency level. Competent teachers will always have a great aspiration to carry out teaching duties as well as having self-confidence to perform the task to the best of their ability. Based on this study, the Islamic Studies teachers in Malacca were seen to have positive personality such as responsible and accountable, adhering to the time, committed and displaying high emotional intelligence while performing their duties as a teacher. This finding is consistent with the study by Iskandar *et al.* (2009) which stated that self-emotional intelligence is the trait personality that every teacher needs to have to be competent in his career (Iskandar *et al.*, 2009) because the efficiency of using emotional intelligence will result in productivity and quality of an educational organisation (Tengku Elmi Azlina & Noriah, 2014). Individuals who are committed to their profession are also those who have emotional intelligence (Iskandar *et al.*, 2009) and the tasks implemented from high emotional intelligence will create inner satisfaction in the individuals (Tengku Elmi Azlina, 2014). Therefore, the discussion concluded that each teacher must be competent in knowledge, skills and attitudes as the teaching profession requires educators who have high quality working practices, highly educated and ethical.

7.0 CONCLUSION

Competency is a driving force for a quality work accomplished professionally and ethically (Habibah @ Artini *et al.*, 2016). This statement concluded that each teacher should have high

competency level to produce quality tasks to realise the goals of national education which is world class. Challenges in education today require educators who have deep knowledge especially in the contents of the subject taught and are highly skilled in delivering lessons according to the student's achievement and potential. Profound knowledge and great skills demonstrated the wisdom and competence of a teacher in producing an effective teaching. The teacher's competency also lies in the effectiveness of the delivery of knowledge and skills to students because the process of transferring knowledge will not occur if the knowledge is not understood (Al-Ghazali, n.d). Having self-motivation, strong passion and aspiration for self-development in line with the current educational demands which is challenging are also a benchmark on the ability and competency of a teacher.

8.0 ACKNOWLEDGMENT

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