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## ELEVATING EDUCATIONAL EXCELLENCE: EMPIRICAL INSIGHTS INTO TEACHER PEDAGOGICAL QUALITY IN LEARNING AND FACILITATING

Josephine Ambon<sup>1</sup>, Bity Salwana Alias<sup>2\*</sup>, Azlin Norhaini Mansor<sup>3</sup>, Julian@Juliana George Jette<sup>4</sup>

<sup>1</sup> Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

Email: p121270@siswa.ukm.edu.my

<sup>2</sup> Centre of Leadership and Educational Policy, Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

Email: bity@ukm.edu.my

<sup>3</sup> Centre for Shaping Advanced and Professional Education, Universiti Kebangsaan Malaysia, Malaysia

Email: azlinmansor@ukm.edu.my

<sup>4</sup> Sekolah Kebangsaan St Matthew, Pejabat Pendidikan Daerah Serian, Sarawak, Malaysia

Email: julianjulianageorgejette@gmail.com

\* Corresponding Author

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### Abstract:

In the quest to elevate educational excellence, understanding the implication of teacher quality becomes paramount, especially as we aim to cultivate a generation of global citizens equipped to navigate and contribute to an interconnected world. Therefore, the aim of this study is to embark on a quantitative exploration of teacher's pedagogical quality in learning and facilitating. An online survey method was used to collect a sample of 113 primary school teachers in Sarawak, Malaysia, aiming to provide a comprehensive understanding of teaching practices in a significant educational context. Data were gathered through a seven-point Likert scale, ensuring implication insights into the teachers' perspectives. Focusing on three critical dimensions of teacher pedagogical quality in learning and facilitating; planning, implementation, and assessment, this study was analysed using SPSS version 29.0 for an in-depth analysis. The results of this study indicate that the overall level of teachers' pedagogical quality in teaching and facilitating is very high ( $M=6.08$ ;  $SP=0.55$ ). For findings according to dimensions, implementation dimension recorded the highest mean score ( $M=6.14$ ;  $SP=0.56$ ). The findings are poised to offer valuable empirical insights into the current state of teacher pedagogical quality within the context of Sarawak's primary education system. By highlighting strengths and identifying areas for improvement, this study aims to inform policy-makers, teachers, and stakeholders about effective strategies to elevate educational excellence. Ultimately, this study seeks to contribute to the ongoing dialogue on enhancing teacher pedagogical quality, with the broader goal of fostering educational

environments that are conducive to developing well-rounded, globally minded individuals. Future research should focus on longitudinal studies that explore the long-term impacts of enhanced pedagogical practices on student outcomes. This would help in developing more customized, effective educational strategies and policies aimed at truly elevating educational excellence on a broader scale.

**Keywords:**

Learning And Facilitating, Teaching Assessment, Teaching Implementation, Teaching Planning, Teaching Quality, Teacher Pedagogical Quality

**Introduction**

The primary role of teachers is to conduct effective teaching. Teachers play a significant role in efforts to transform the nation's education and realize the nation's aspirations in the Malaysia Education Blueprint (MEB) 2013-2025. The increasingly complex and challenging role of teachers today is no longer considered a burden but is a challenge towards achieving global standards in line with rapid changes in the country's education system. The MEB (2013-2025) also pays attention to the skilled professional teacher workforce and emphasizes the improvement of teacher pedagogical quality in learning and facilitating (LF) towards producing excellent human capital. A quality teacher in LF is one who has professional knowledge strength in teaching, such as content knowledge, pedagogical knowledge, and pedagogical content knowledge, and all these are the main attributes of teachers who are consistent in carrying out high-quality teaching (Baumert et al., 2010). Therefore, it is undeniable that quality teachers in LF have a significant influence on student learning outcomes.

In this era of globalization, the transformation of education as a process of improving the quality of the country's education system, as desired in the MEB (2013-2025), must prioritize the quality of LF by a teacher because a quality teacher in LF is one who prioritizes academics in the success of students. At the same time, a quality teacher in LF will be able to improve the performance of teaching in the classroom, making the delivery of knowledge more effective and well-received by students. However, the quality of a teacher's teaching remains a critical issue as it will have a positive impact on the quality of education (Pribudhiana et al., 2021). This is because high-quality schools are influenced by several factors including teacher teaching performance and the use of learning resources (Hidayat, 2014). The quality of teacher teaching in LF should not be taken lightly by the MOE. Therefore, to further strengthen the quality of teacher in LF, the MOE needs to plan policies and strategies that are in line with the requirements of the current education system. The formation of a nation's future depends on the quality of superior education (Banu, 2022) because quality teachers in LF are one of the most critical targets for educational renewal (Desimone, 2009).

Although the MOE has taken various initiatives to improve the quality of teacher in LF, there are still teachers who do not emphasize quality in their teaching. A quality teacher in LF is one who practices teacher leadership in their teaching, demonstrating knowledge, skills, and appropriate behaviour. A high-quality teacher in teaching is one who displays quality in their teaching, thereby producing quality students. Teachers need to achieve the desired level of teaching quality to ensure that students obtain maximum learning outcomes. It is because, according to Musa and Seng (2017), weaknesses in student achievement are often linked to teacher teaching inefficiencies, and this fact cannot be denied because a teacher who is unable

to deliver teaching well is also incapable of delivering quality teaching to students. This opinion is supported by the findings of a study by Juliana (2021) that examined the impact of teacher's teaching quality on student development; the findings indicate that the quality of teachers in teaching through the planning aspect is at a moderate level. This stems from inefficient teaching management, contributing to weak planning outcomes. As a result, teachers fail to provide variety in teaching (Serirama & Roslee, 2021), so teaching practices in the classroom need to be changed from conventional methods to more creative and dynamic teaching methods (MEB 2013-2025). In conclusion, the quality level of teacher in teaching needs to be further enhanced so that the national aspirations in the 11 Shifts of the MEB (2013-2025) can be realized and achieved. Therefore, this study was conducted to identify the level of teacher pedagogical quality in LF of primary school teachers in Sarawak, Malaysia, based on three dimensions: planning, implementation, and assessment. This study was also conducted to answer four research questions, which are:

1. What is the level of teacher quality in LF of primary school teachers in Sarawak?
2. What is the level of teacher quality in LF of primary school teachers in Sarawak based on the planning dimension?
3. What is the level of teacher quality in LF of primary school teachers in Sarawak based on the implementation dimension?
4. What is the level of teacher quality in LF of primary school teachers in Sarawak based on the assessment dimension?

## Literature Review

### *Concept of Elevating Educational Excellence*

The concept of "Elevating Educational Excellence" represents an objective of outstanding excellence in all aspects of education (Fauth et al., 2019). The goal of this initiative goes beyond simple academic success to include students' entire development and provide them with the information and abilities needed to succeed in the quickly evolving global environment. It is a multi-tiered strategy that makes use of technology in pedagogy, fosters a culture of continuous learning, improves teacher quality, and refines curriculum design (Ruslina et al., 2019). An effective structure that incorporates cutting-edge teaching techniques and global best practices is necessary to raise the standard for educational achievement (Kawuryan et al., 2021). To achieve this, teachers, leaders, policy makers, and the community collectively must make a commitment to work together to develop an educational system that values critical thinking (Kadrija et al., 2022; Siti Noor et al., 2022), creativity (Mohd Zaid et al., 2019), and lifelong learning (Artacho et al., 2020) in addition to high academic standards. Another essential component is ensuring equal access to high-quality education, which supports the idea that all students, regardless of background, should have the chance to realize their full potential (Norhaini et al., 2012; Salwana et al., 2020).

### *Concept of Teacher Pedagogical Quality*

Excellent teachers may surely produce excellent pupils in our globalized society (Rosnah et al., 2013). Because they work closely with students to carry out teaching and learning activities, teachers are the primary factor in a school's performance (Jaya & Hidayat, 2020; Wulandri & Supriyoko, 2022). Teachers are essential to LF in the current educational system, and they continue to be given importance since machines, radios, tape recorders, or even the most advanced computers cannot take the place of their job (Jaya & Hidayat, 2020). The

effectiveness of teachers in providing pupils with educational materials has a significant impact on the learning outcomes of students (Juliana, 2021). It is hard to disagreement, then, that the quality of teachers has a significant impact on the quality of education at all levels (Wolde, 2021). LF quality and schools are two interdependent components that rely on one another (Rusmini, 2004). One may say that schools, teachers, and other administrators are highly professional (Jaya & Hidayat, 2020). Skillful use of effective teaching approaches is vital for professional teachers to positively affect student learning results (Bahriadi et al., 2022). According to Jaya and Hidayat (2020), enhancing teacher pedagogical quality should be a top priority that is ongoing and closely linked to classroom management elements. Therefore, a teacher who practices quality may directly contribute to high-quality education and ensure student success as a priority. In this study, there are three dimensions involved in the discussion; (i) planning in LF, (ii) implementation in LF and (iii) assessment in LF.

### ***Planning***

Planning carefully is necessary to provide high-quality teaching skills (Norazlin & Siti Rahaimah, 2019). As a result, when implementing LF, teachers' planning role must priorities preparedness and careful planning (Zulkifly et al., 2021). Teachers must have planned the LF by creating a Daily Teaching Plan (DTP) containing instructional activities and objectives prior to the LF's implementation to be better prepared (Norazlin & Siti Rahaimah, 2019). On the other hand, if the teacher does not carefully plan, LF will not go as smoothly as it should. This is since poor LF planning by teachers can have a poor impact on student learning results. Furthermore, a measure of effective LF's planning is the learning outcomes, which is the mastery of students in knowledge, skills, and value practices throughout the LF process.

### ***Implementation***

The process of putting LF into practice involves planning, implementation, and learning assessment, which is meant to track the impact of a teacher's teaching. To implement more innovative and better LF that is in line with current developments, LF should be carried out successfully with the use of a variety of support resources (Chuah & Al Amin, 2022). According to Slavin (1987), there are four ways to assess a school's educational quality: the quality of the teachers, the comprehensiveness of the curriculum, the accessibility of incentives, and enough time. Accordingly, the activity of conveying knowledge, abilities, and establishing values through the teaching and learning process in the classroom depends critically on the quality of the instruction provided by teachers (Ling & Norasmah, 2018). However, the skill of the teacher who organizes and delivers the lesson in the classroom still determines the quality of education (Keller et al., 2017). Keller et al. (2017) believe that a teacher's skill affects what they do, how they act, how they plan their lessons, and how they engage with pupils. In conclusion, the instructional strategies used by the teacher have a direct impact on the quality of LF. This is since the primary factor influencing a teacher's LF pedagogical quality is their teaching strategies.

### ***Assessment***

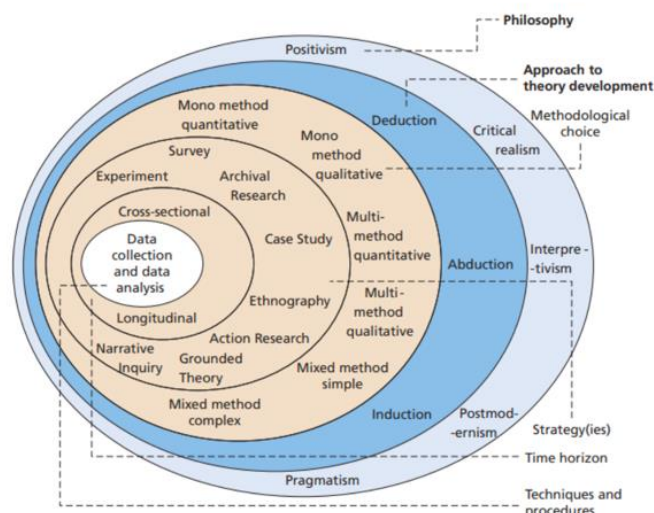
Nowadays, teachers use a variety of techniques to assess their pupils in the classroom. Because assessment is an ongoing process that gathers data on student performance to identify strengths and problems, it is crucial to LF (Naila et al., 2022). Students get a variety of enrichment and remediation exercises that are appropriate and required for the LF process once the assessment is finished. If any one of the three components of the LF process; planning, implementation, and assessment, is not given equally, the entire LF process, which includes all three of the

topics covered in this chapter, will not result in a successful LF implementation. These three elements together contribute to a teacher's high-quality LF, which can support academic achievement and the success of the school (Normiatâi & Abdul Said 2019). On the other hand, poor teacher quality could negatively affect students' long-term results (Feng & Sass, 2017). This is since student learning environments and teacher pedagogical quality both affect the quality of education (Mustapha et al., 2020). It is because teacher pedagogical quality has a significant impact on students' academic performance. It can be concluded that quality in teacher instruction needs to be developed continuously as a way for teachers to become more proficient in delivering quality education at any educational level (Mustapha et al., 2020; Wolde, 2021).

## Methodology

### Research Design

In every study, choosing a suitable research design tries to make the processes, methods, measurements, and data analysis clear to explain the data collecting strategies employed, the kind of sample, and issues like financial limits and time limitations that must be addressed (Saunders et al., 2019). To determine the design of this study, the researcher used the research methodology model (as seen in Figure 1.1), which was derived from Saunders et al. (2019). According to Saunders et al. (2019), there are a few basic questions that must be answered to assess the reliability of study analytic methods and data gathering strategies. Every significant research design concern should be addressed in turn, following the order specified by the Research Onion design (Saunders et al., 2019). The six essential layers of the Research Onion (Saunders et al. 2019); philosophy, theory development approach, methodological choice, strategy, time horizon, and methodologies and procedures, help to clarify these issues.



**Figure 1: Research Onion Model**

Source: Saunders et al. (2019)



**Table 1: Summary Of Research Design Selection**

Layer	Selection
Philosophy	Positivism
Approach to theory development	Deductive
Methodological choice	Mono method quantitative
Strategy	Survey
Time horizon	Cross sectional
Techniques and procedures	Questionnaire

Source: Saunders et al. (2019)

### ***Population and Sample***

Teachers employed in primary schools run by the Sarawak State Education Department (SSED) make up the population of this pilot research. There are 113 respondents in all, which corresponds to a sample size. This figure is consistent with Cooper and Schindler (2011) suggestion that the optimal sample size for pilot study be between 25 and 100 participants.

### ***Instrument***

The instrument used in this study has 26 items that have been adapted from the Malaysia Education Quality Standard (MEQS, 2017), instrument of Standard 4 (LF), which has been renamed as MEQS Quality@School. The research conducted by Juliana (2021) provided references for these items. The teacher's LF quality variable is measured using this device. This tool was first utilized by the researcher to evaluate the LF performance quality of primary school teachers. The overall internal reliability value (Cronbach Alpha) of the original items is 0.97. Items are also measured based on a seven-point Likert scale ranging from 'strongly disagree' to 'strongly agree'.

### ***Data Collection***

The data collection for the survey was carried out online using the Google Forms application. Before the study was conducted, an application to conduct the study from the Planning and Policy Research Division of the Malaysian Ministry of Education, Sarawak State Education Department, District Education Office, and primary school heads was made. After receiving approval and consent from the headmasters, the Google Forms link was sent to the schools involved via email and the WhatsApp application.

### ***Data Analysis***

The Statistical Package for Social Sciences (SPSS) software version 29.0 was used to analyze the data. The study data were analyzed with descriptive statistics to obtain mean values, standard deviations, and percentages. To interpret the average mean scores, the mean value categories used in this study were adapted from Fauzi et al. (2014) to determine the level of mean strength in teacher quality in LF. This average mean score is very suitable for interpretation for the seven-point interval scale in this study (Table 2).

**Table 2: Interpretation of Average Mean Score**

Average mean score	Interpretation
1.00 – 1.99	Very low
2.00 – 2.99	Low
3.00 – 3.99	Moderate
4.00 – 4.99	Slightly high
5.00 – 5.99	High
6.00 – 7.00	Very high

Source: Fauzi et al. (2014)

## Result and Discussion

### *Respondent Profile*

The following are the findings of the pilot study that include demographic analysis and reliability analysis. Based on the table 3, the total number of respondents is 113, consisting of 29.2 percent male and 70.8 percent female.

**Table 3: Demographic Information of Pilot Study Respondents**

Characteristics	Profile	Frequency	Percentage
Sex	Male	33	29.2
	Female	80	70.8
Age	20 to 29 years old	5	4.4
	30 to 39 years old	45	39.8
	40 to 49 years old	43	38.1
	50 years old and above	20	17.7
Race	Malay	34	30.1
	Chinese	22	19.5
	Sarawak Bumiputera	52	46
	Sabah Bumiputera	5	4.4
Total years of teaching experience	1 to 5 years	10	8.8
	6 to 10 years	25	22.1
	11 to 20 years	51	45.1
	21 to 30 years	23	20.4
	31 years and above	4	3.5
School location	Urban	67	59.3
	Rural	46	40.7
Highest academic qualification	Master's degree	21	18.6
	Degree	85	75.2
	Diploma	5	4.4
	Certificate	2	1.8
Current position	Committee head	38	33.6
	Committee member	71	62.8
	Non-member	4	3.5
Current grade	DG48	14	12.4
	DG44	69	61
	DG42	3	2.7
	DG41	20	17.7
	DG38	2	1.8

	DG34	2	1.8
	DG32	3	2.7
Course Attendance /CPD	Have attended.	105	92.9
	Never attended	8	7.1
Frequency of attendance	1 time	16	14.2
	2 to 3 times	36	31.9
	4 to 5 times	23	20.4
	6 times and above	30	26.5
	Not applicable	8	7.1
Results of LF observation	Excellent	65	57.5
	Good	46	40.7
	Moderate	2	1.8

Table 3 shows that 39.8% of respondents were between the ages of 30 and 39, and that 46% of respondents are Sarawak Bumiputeras, the predominant ethnic group. Regarding teaching experience, 45.1% of teachers have been in school for 11–20 years. In terms of location the schools are situated, urban schools are attended by 59.3% of the respondents. 75.2 percent of respondents have a bachelor's degree as their highest level of education. In addition, 62.8 percent of respondents are the subject committee members based on their present positions, and 61 percent are DG44 grade employees based on their employment category. Of those who stated they have participated in seminars, training sessions, or courses for professional development, 92.9 percent said they had.

To determine the reliability level of items, the researcher applied internal consistency reliability using Cronbach's Alpha ( $\alpha$ ) criteria. Based on Table 3.10, the reliability values of all constructs and subconstructs exceed the value of 0.7, which indicates that the instrument has sufficient stability, consistency, and accuracy, which is in line (Hair et al. 2003).

**Table 4: Instrument Reliability**

Construct/Subconstruct	Total number	Cronbach's Alpha ( $\alpha$ )
Teacher Quality in LF	26	0.976
Planning	5	0.916
Implementation	15	0.966
Assessment	6	0.930

#### ***Level of Teacher Quality in LF***

Based on the descriptive statistics (Table 5) below, the overall level of teacher quality in LF is very high ( $M=6.08$ ,  $SD=0.55$ ). The dimension of teacher quality in LF that is highest is implementation ( $M=6.14$ ,  $SD=0.56$ ), followed by the planning dimension ( $M=6.09$ ,  $SD=0.59$ ) and the assessment dimension ( $M=5.92$ ,  $SD=0.63$ ).

**Table 5: Descriptive Statistics of Teacher Quality in LF Level by Dimension**

Dimention	Mean	SSD	Interpretation
Teacher Quality in LF	6.08	0.55	Very high
Planning	6.09	0.59	Very high
Implementation	6.14	0.56	Very high
Assessment	5.92	0.63	High



***What Is The Level Of Teacher Quality In LF Of Primary School Teachers In Sarawak?***

The results of the study based on the first research question indicate that the level of teacher pedagogical quality in LF in Sarawak is at a very high level. This very high minimum score indicates that teachers have planned, implemented, and assessed students according to the standards set in the Malaysian Education Quality Standard (MEQS). These findings are consistent with the study by Norhaini et al. (2012) and Nasuha (2020). These findings indicate that the quality level of teacher pedagogical practices is very good. In conclusion, most teachers perceive that they have used high-level teaching skills, implemented creative and innovative teaching methods, and used assessment methods that can test the effectiveness of their teaching. Although the research findings for the overall quality of teacher pedagogical practices record very high mean values (6.08), schools require a high commitment to maintaining this level so that the quality of teacher pedagogical practices remains consistent.

***What Is The Level Of Teacher Pedagogical Quality In LF Of Primary School Teachers In Sarawak Based On The Planning Dimension?***

The level of teacher pedagogical quality in LF of primary school teachers in Sarawak based on planning dimension records the second highest mean score (6.09). These findings clearly indicate that teachers have planned their LF very well. For the smooth implementation of LF, teachers do not overlook the importance of the Daily Lesson Plan (DLP) which contains every element of good LF planning. This finding is consistent with past study by Zulkifly et al. (2021) in the Machang District, where the mean score for the pedagogical planning dimension of LF was recorded as high for all the 9 items. Previous research by Khuzaimah et al. (2019) has also supported this study, where Khuzaimah et al. (2019) found that the planning aspect in LF is at a high level. In conclusion, the high mean score of (6.09) for the planning dimension of teacher pedagogical quality in LF among primary school teachers in Sarawak indicates a strong proficiency in LF planning.

***What Is The Level Of Teacher Pedagogical Quality In LF Of Primary School Teachers In Sarawak Based On The Implementation Dimension?***

Furthermore, the implementation dimension of LF records the highest mean value (6.14). This finding shows that teachers tend to carry out teaching according to established procedures to perform better teaching quality. Similarly, in the study by Normiati and Abdul Said (2019), the quality of teachers' teaching also proves that teachers tend towards quality teaching in their classrooms. In conclusion, Ong et al. (2017) emphasize that it is the responsibility of teachers to prepare their lesson planning within the allocated time before the LF session begins. Meanwhile, from the perspective of teaching implementation, teachers need to understand and be prepared to make changes in LF in line with 21st-century learning. These research findings are in line with the study by Kasri et al. (2021, 2022).

***What Is The Level Of Teacher Pedagogical Quality In LF Of Primary School Teachers In Sarawak Based On The Assessment Dimension?***

The assessment dimension of LF only obtains a high mean score (5.92) compared to the other two dimensions. Most teachers assess students comprehensively through holistic assessment, not only focusing on academic aspects but also evaluating cooperation among students as one of the aspects stated in the National Education Philosophy (NEP). Teachers believe that assessing students based on established assessment standards aims to enhance the quality of assessment in schools to ensure students' success through higher quality learning. These findings are consistent with Juliana (2021) and Olabiyi (2022).

## Conclusion

In conclusion, the results highlight the commendable level of teacher pedagogical quality in LF among primary school teachers in Sarawak. The findings underscore the meticulous planning, creative implementation, and comprehensive assessment practices employed by teachers, aligning with the standards set in the Malaysian Education Quality Standard (MEQS). These outcomes resonate with prior research, affirming the consistent commitment of educators to delivering high-quality teaching. Maintaining this level of excellence necessitates continued dedication and adherence to established standards, ensuring sustained pedagogical effectiveness for optimal student outcomes. Moreover, the study emphasizes the significance of planning and implementation in LF, with teachers demonstrating a strong proficiency in LF planning and implementation, as evidenced by their robust mean scores. Their adherence to established procedures and readiness to adapt teaching methods to contemporary learning paradigms reflect their commitment to providing quality education. However, while assessment practices also exhibit a high mean score, there is room for further enhancement, particularly in fostering holistic assessment approaches that encompass both academic and collaborative aspects. The findings underscore the importance of ongoing professional development to refine assessment practices, aligning with the overarching goal of fostering student success through high-quality learning experiences.

Moving forward, the implications of this study are twofold. Firstly, it underscores the importance of recognizing and reinforcing the exemplary pedagogical practices exhibited by primary school teachers in Sarawak. Education stakeholders, including policymakers, school administrators, and teacher training institutions, can utilize these findings to design targeted interventions aimed at further enhancing teaching quality. Investing in professional development programs tailored to address specific areas of improvement, such as assessment practices or innovative teaching methodologies, can contribute to sustained pedagogical excellence. This research intends to inform policymakers, educators, and stakeholders about practical measures to boost educational quality by emphasising strengths and suggesting areas for development. Furthermore, future research endeavors could explore deeper into exploring the implication factors influencing teaching quality, particularly within the context of evolving educational landscapes. Investigating the impact of technological integration, socio-cultural influences, and teacher beliefs on pedagogical practices could offer valuable insights into effective strategies for optimizing teaching quality. Additionally, longitudinal studies tracking the longitudinal trajectories of teaching quality over time could provide a comprehensive understanding of the factors contributing to sustained pedagogical excellence. By addressing these research gaps, scholars can inform evidence-based policies and practices aimed at fostering continuous improvement in teaching quality, ultimately ensuring equitable and high-quality education for all students. In the end, the study aims to further the existing discussion about improving the pedagogical quality of teachers, with the more general objective of creating learning settings that support the growth of well-rounded, globally minded people.

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