

Implementation Method of Teacher Towards Children's Al-Quran Memorization Activity at PASTI State of Perak

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ABSTRACT

This study aims to identify teacher's method towards implementing conditioning in kindergarten. A case study method was used to understand and explore this study. The collection of research data is using individual semi- structured interviews and non-participant observation. The findings of the study show three methods used by teachers in the conditioning process, namely physical touch, praising and recording good practices and memorization results. Although obstructed by the sentiments that frighten the teachers, the teachers use other methods that can be accepted by the general public in carrying out the conditioning of children aged four to six years. In conclusion, conditioning methods used by teachers are very important in producing effective learning in the classroom. Because of this, the role of each part is essential in ensuring that the conditioning methods used by teachers in the classroom are based on good rules and are not extreme in educating students, especially children.

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1. Introduction

Development from various contexts in Malaysia is growing rapidly such as economic, political, social including the context of education. The Malaysian education system often undergoes change after change to meet current needs and wants in accordance with the development of time and era (Zakaria & Piah, 2019). These many changes include the acceptance of parents and students, student readiness and so on.

The knowledge and understanding of the teacher in the teaching and learning process can be seen as a result through the excellence and success of a student (Som, Ali, Jamaluddin & Baharan, 2021). Therefore, a teacher needs to make efforts so that the context of education can be carried out based on a teacher's understanding of the implementation. When the teacher has enough understanding and experience in handling the teaching process, the students will enjoy learning.

In implementing effective teaching, teachers can use various methods to attract students' interest in learning. The variety of teaching and learning methods is important for the development of positive attitudes in the learning process (Talibet al., 2016; Zulfiqar, 2021). Teaching methods are not only learning activities based on materials, technology and so on. However, teachers can also use methods such as conditioning to increase students' affectiveness towards learning.

According to Jamaluddin & Hamzah (2020), there are two types of communication that teachers can use in class, namely verbal communication and non-verbal communication. Examples of verbal communication are

reprimanding, directing, imposing fines and so on. While for non-verbal communication such as eye contact, joking, facial expressions and body language (Mohd Khairuddin Abdullah, Khalid Hj Johari, Ag Yusof Ag Chuchu & Halimah Laji, 2014; Jamaluddin & Hamzah, 2020). However, not all conditioned communication can be used in this 21st century. Ministry of Education (KPM) has issued guidelines related to the forms of punishment that are prohibited in schools through Specialized Circular Number 7: Implementation of Standard Operating Procedure (SOP) 1; 3; 7 Reporting and Actions to Address Student Discipline Issues. Among the punishments are compiled in the diagram below.

Table 1: Type of deterred punishment

Physical punishment	Mental and emotional punishment
Standing for along time in the heat	Cut hairs
Run the whole field	Spelled
Standing outside the class	Doing works while standing
Hit themselves or each other	Hang words on body
Standing on the chair or desk	Additional class during break
Pulling hair or ear	Scribbles face using chalk
Hitting with objects	Tear exercise book
Hold the chair or any objects	Threatening
Any physical hit including pinch	Ignoring them

Through the punishments that are prohibited in this school, the teacher's teaching process is based solely on teaching. However, punishment is not the only teacher's method in improving students' enthusiasm in learning. Punishment is just one of the elements found in the conditioning method introduced by B. F. Skinner.

Therefore, this study aims to examine the way or methods of teachers at PASTI kindergarten in the process of memorizing the Quran using conditioning techniques. This study wants to examine how PASTI teachers carry out the memorization process with the help of conditioning methods and without using punishment alone. In addition, this study also intends to conduct research in PASTI because it is one of the famous Islamic kindergartens in Malaysia. This matter is of interest to researchers because PASTI is the same as other kindergartens, but most PASTI emphasize the activity of memorizing the Qur'an for children aged four to six years.

1.2 The Significance of Studies

The researcher conducted this study in a private preschool whose management is different from other government or state preschools. Therefore, the researcher hopes that this study can be used as a reference for senior and new preschool teachers in adding knowledge related to conditioning methods used on children. This is because, this study states some preschools that bring an Islamic approach or moral spirituality in learning and it is able to give a good effect in the learning management approach. This is also because the researcher used an instrumental case study which according to Patton (2015), this study can be used to help improve existing programs, policies and so on practically.

In the United States, studies show that new teachers feel they are not prepared enough to face challenges in their first year as teachers (Berry, 2004; Norasmah & Sukarni, 2019). With this, this reference is expected to be among the references for preschool teachers who because of the development of behavior will have an impact on the effectiveness of children's learning in kindergarten. Discomfort in the classroom can have various side effects on students and can cause disciplinary problems among students. (Hanif, Mustafa & Yusof, 2020). Therefore, research is needed to ensure that the teaching and learning process carried out in the classroom is of good quality and can provide a good teaching effect on the teachers.

2. Literature Review

2.1 Teacher's Understanding About Conditioning

In making the teaching and learning process at school successful, a teacher needs to clearly understand each of their roles. It should be understood that teachers' understanding is not only about their understanding of the learning content, it is also closely related to their understanding of the methods and evaluations that will be carried out during the teaching process (Zakaria & Piah, 2019). A teacher must also ensure that their understanding of teaching is in an optimal state and then understand the methods that will be used to ensure that the students' attention is also in a good state.

2.2 Children

A child is defined as someone who is under the age of 18 as stipulated in the Convention on the Rights of the Child and the Children's Act, 2001. (Source: Ministry of Women, Family and Community Development) In Malaysia, there are various legal provisions that provide the definition of a child such as the Federal Constitution does not mention the age of majority in the Malaysian legal system, and the definition of a child is determined by an Act of Parliament. However, the definition of a child is still considered different according to the definition in the law in Malaysia because Malaysia is a pluralistic country. So, Malaysia has a variety of laws such as Civil Law, Sharia Law and so on (Source: National Child Protection Policy, National Children's Act 2001).

2.3 PASTI Kindergarten

PASTI Kindergarten or another name Pusat Asuhan Tunas Islam is an early childhood institution found in Malaysia in line with other private kindergartens and preschools. PASTI Kindergarten was established at the end of 1974 and it started in two states such as Kedah and Terengganu. The rapid development of education and the growing growth of pre-school education centers have fueled the spirit of fighters and lovers of Islam to provide an alternative to the existing education system. (Source: PASTI Malaysia Website) Thus, an early childhood education institution was built which was initially named Taman Asuhan Kanak- Kanak Islam (TASKI).

2.4 B. F. Skinner's Theory of Operant Conditioning

Operant conditioning is a form of theory pioneered by Burrhus Skinner in 1938. He introduced this theory that emphasizes the control of behavior as a result of the individual's own motivation. He introduced the results of this theory after conducting a study on a rat that was tested using a bell as an influence and saliva as a response. He also divided human behavior into two categories of individual behavior towards the environment and behavior by oneself (Amin, Sharif, Madjapuni & Maniappan, 2020).

2.5 The Implementation of Conditioning on the Development of Children's Behavior

According to Mantasiah, Sinring & Aryani (2021), the conditioning system is a form of unusual response to students' positive behavior to encourage their positive behavior to continue. At school, the teacher's actions in carrying out this conditioning should continue to be carried out to ensure that positive learning can be carried out. This is also supported by previous studies conducted by Mantasiah, Sinring & Aryani (2021), which says that the application of effective conditioning can improve the development of good student behavior in the learning process.

The conditioning system will be considered successful if the effect on children's behavior can increase positive behavior and reduce negative behavior. Therefore, teachers should ensure that each conditioning is carried out based on the behavior that is stimulated so that the effect can be as expected. There are several divisions that have been introduced by BF. Skinner in Operant Conditioning Theory as explained in the table 2 below:

Table 2: Type of Operant Conditioning by B. F. Skinner

Num.	TYPE OF OPERANT CONDITIONING	EXPLANATION
1.	Positive Reinforcement	Respond to the stimulation of children's behavior to ensure that the behavior is repeated continuously or periodically.
2.	Negative Reinforcement	Respond immediately to uncomfortable stimuli to make children change their behavior.
3.	Positive Punishment (performance penalty)	Stimulus behavior that causes changes in students. It does not involve physical action but it can scare students.
4.	Negative Punishment (eviction penalty)	Involves the removal of stimulation by not providing facilities when the child commits a mistake.

(Source: Marzieh et al., 2014)

3. Method

This study uses a qualitative method which is a case study to complete this study. This is because the case study encourages the study to be carried out in a place that is chosen in more depth to obtain research findings with a more humanistic and naturalistic approach, like Islamic kindergartens in the state of Perak. For this study, the selection of a case study design is considered the most appropriate because the case study also provides an opportunity for the researcher to explore the entire conditioning process carried out on the development of students in kindergarten in detail. This statement is also supported by Othman Lebar (2017) that case studies can also encourage the study of an issue and place in more depth, over a relatively long period of time, collecting data from various sources to describe the results of the study through inductive themes.

For this study, the selection of a case study design is considered the most appropriate because the case study also provides an opportunity for the researcher to explore the entire conditioning process carried out on the development of students in kindergarten in detail. The researcher will collect data from various sources such as interviews and observations as per the views that have been presented above.

3.1 Participant (Subject) Characteristics

This study has selected some teachers in a non-random purposive sampling from two PASTI kindergartens in the State of Perak. The selected teachers must meet the main requirements of the participants of this study, which is to have served more than two years in PASTI. The researcher also determined that respondents who want to participate in this study must do so voluntarily and not be forced by any party. In addition, the researcher will not use the real name of each selected study participant. For example, PK1 who refers as Participant 1 and so on to keep the names of the teachers confidential in the data analysis section because this study needs to emphasize the confidentiality aspect.

3.2 Sampling Procedures

For the procedure of obtaining research data, this study uses questionnaires for semi-structured interviews and non-participant observation checklists. This study also uses audio recording only to maintaining the ethics of confidentiality between study participants. After that, the researcher sent an official letter requesting permission to PASTI State Perak to request permission to conduct the study. This procedure is made to obtain permission to enter the PASTI area as selected to observe and interview the teachers in the kindergarten area.

After that, in this phase, the data collection process began by attending the Al-Quran memorization activity conducted at PASTI kindergarten to understand the concept of learning activities there. Then, the researcher will plan an appointment with the teachers who meet the criteria of the study participants to conduct the interview. At this stage as well, the researcher will conduct face validity with the study participants. This is to prepare the study participants so that they understand the concept of the interview that will be conducted. In addition, it also aims to ensure that the study participants understand each sentence used in the interview procedure.

Once the raw data has been obtained, the researcher begins the transcription process, which is the conversation of the recording format from audio to verbatim or printed to facilitate the reading and coding process. The researcher will listen to the interview recording repeatedly to fully understand each answer of the study participants. The researcher also compares with the field notes that have been taken during the interview. This stage is carried out to ensure that the researcher does not write the findings directly from the audio format so that there is no selection of answers or bias. This is because, if the researcher listens directly from the audio recording, the researcher will tend to choose only interesting answers. At this stage as well, the researcher is careful not to change any answers given by the study participants and only the facts given are transcribed.

Then, the researcher divides each data that has been obtained according to themes and research questions. Next, the researcher also changed the study participant's name to a pseudonym (pseudonym) to maintain the confidentiality of the study participant. At this stage as well, the researcher will extract the findings from the raw data into sentences according to the text and paragraphs. Then, the researcher organizes each finding according to theme codes and research questions. Coding made according to this theme is a process to identify and examine and then extract the text according to the findings of the study.

4. Results and Discussion

4.1 Teacher's Readiness

The profession of a teacher does not only involve activities in the classroom, but it also includes activities outside the classroom. Teachers need to ensure that every preparation is carried out completely well before

starting the learning activity. The preparations that are carried out are made to ensure that all the conditioning that the teacher uses on the children is acceptable and in good condition.

“How... usually, for this.. we will always keep ready for something that we feel, can use in induction. Then, need to prepare that from the beginning, like before the class, we need to prepare all the Al-Quran’s meaning, then we can prepare for other thing. Should prepare for what all we want to do and inshaAllah it can help children to keep up their motivation.”

(PK1, O2, S1)

Before starting learning activities, preparations for each teacher must be carried out. The preparations that are carried out are made to ensure that all the conditioning that the teacher uses on the children is acceptable and in good condition. The initial preparation of teachers before carrying out learning activities is an important aspect in order to make teachers more prepared in educating students (Masnan, Anthony & Zainudin, 2019).

4.2 Praising

One of the main methods used by PASTI teachers is praise. Praise is one method of positive reinforcement that is usually used in learning activities.

“Praising on of the most used thing here. Teacher here always do this because kids love that.”

(PK2, O2, S3)

The praise used by the teachers at PASTI is implemented to ensure that children's good behavior is repeated and reinforced. The teachers at PASTI usually use this method of praise when children succeed in memorizing in a short period of time and in the memorization stage where there is not much. Through observation, the researcher found that the children also understood the teacher's method. For example, when a child succeeds in memorizing, the teacher will congratulate him. After hearing that, the other children will give applause and congratulations to the child.

Pk 1: You see, kids love that and keep clapping too (laugh).

Pk 1: Yeah.. it will motivate them when they see other kids have finishing their memorization. Is it because, it's nice to give something that will motivate them.”

(PK1, O2, S3)

It is not only the teachers who use this method in conditioning. In fact, children also show their support through conditioning methods used by teachers. This shows that children who receive such reinforcement can improve their morale better.

4.3 Physical Touch

PASTIs’ teachers do not only use elements of elements or methods of praise and gifts, teachers also use methods of physical contact with children.

“Sometimes, we will patting on their shoulder, caress their head to show them we praising them, showing them that we celebrating their success.”

(PK4, O2, S3)

The method of physical contact used by the teacher to these children shows that the teacher is satisfied with the children's achievements. It further increases the children's intrinsic motivation and encourages them to try even better.

“I’ve read before this... kids really love when we gives them physical touch, it will make them happy. Like, then they got the touch, the will feel our love.”

(PK1, O2, S4)

Through the observation conducted by the researcher, when the children get touch from the teachers, they show a very good response. Meanwhile, the friends who also witnessed the touch made them also stimulated with motivation in completing their memorization.

5.0 Discussion

5.1 Praising

The results of the research data also found that the conditioning method used by the teachers at PASTI is commendable. Praise in learning activities must have a positive effect on children. However, teachers need to ensure that the praise given does not leave a negative impact. Through observation and interviews conducted, it was found that when a child gets praise from the teacher, other children also try to get the teacher's attention to ensure that they also get praise from the teacher. This healthy competition shows that praise is one of the conditioning methods that help children change their behavior for the better. This praise and appreciation is able to create an effective atmosphere and environmental climate to encourage children's learning and subsequently can increase their extrinsic motivation (Alhaadi & Norimah, 2019). Praise indeed has a positive effect if it causes an increase in children's behavior change for the better. The increase in positive behavior seems to increase in children as a result of the stimulation of teacher praise in this study.

In addition, the results of the interview with the study participants also found that the children tried to get the teacher's attention after the teacher used this praise conditioning method after the children successfully finished memorizing the Quran. This praise conditioning method also saw that there were also children who did not show a reaction through the stimulation of praise given. Nevertheless, the action also attracts the attention of teachers when teachers also praise children who are passive despite not being able to complete memorization like other children. Indirectly, the teacher's actions make intrinsic motivation built in them.

The results of the observation carried out by the researcher also witnessed the conditioning method of praise also occurs outside of learning activities. For example, when a child helps the teacher arrange the chairs, the teacher thanks him for helping the teacher, it makes other children excited to help the teacher. This shows that children like the praise given by the teacher, making them help the teacher in response to the teacher's actions. According to Chi, Akshay, Max & Tiancheng (2020), praise given acts as a behavior control for children because they like love.

In addition, through the praise that was given, it also stimulated the children's desire to do good to those around them. So, it is not surprising, praise should be used as a conditioning method that can be used in school. When the teacher gives praise to the children it will be a motivation for the children to continue improving their positive behavior.

Overall, the praise given by the teacher has a positive effect on the children. In the context of this study, praise is one of the conditioning methods that produce positive stimulation for children. It further encourages children to work harder to ensure their behavior leads in a positive direction.

5.2 Physical Touch

The results of the analysis of the study show that physical contact is one of the forms of conditioning used by PASTI teachers on children to achieve the main goal in teaching memorization of the Quran. The main goal of this is to ensure that children's behavior towards the implementation of memorization runs smoothly.

The conditioning used by the teachers in this study takes place in the academic aspect. This conditioning is carried out during the learning activities at PASTI kindergarten included in the Quran memorization activities. The teachers were found to use a variety of conditioning methods to ensure that the children could receive a good conditioning method according to the teacher's method. The main purpose of teachers using this conditioning method is to ensure that children can change their behavior in the desired direction. Although this conditioning is carried out for children less than 7 years old, but the teachers can still carry out the conditioning method well according to the situation. The results of this finding are similar to the study by Fazullah et al. (2022), which is to increase the probability of repeating children's behavior, reinforcement methods are among the methods that can provide good stimulation to children. In the context of this study, children also receive a response as a result of the reinforcement stimulus given.

The results of the interviews conducted in this study also show that through conditioning conducted by teachers can be implemented well and positive responses can be fostered. It also has similarities with the findings of a study by Xinming (2023) that rewards and punishments can change children's behavior. Furthermore, through the conditioning method can also increase trust in the teacher as well as high expectations will be formed (Xinming, 2023). Naturally, the conditioning method is a form of increasing children's enthusiasm in learning. It is also one of the ways to form a sense of acceptance of children's self-discipline according to the teacher's

method (Anna, Eva & Stefan, 2021). Furthermore, with the conditioning method carried out by the teacher, this can increase the motivation of children in completing their memorization. Overall, kindergarten is definitely not a place that can carry out various conditioning methods like other schools. Due to the various and appropriate methods of implementing teacher training, the method can be used on children in PASTI kindergartens.

5.3 Recording Good Practices and Memorization Results

Recording good practices is also one of the conditioning methods used by PASTI teachers. Based on the results of analysis and observation, the researcher found that in the class there is a section of good practice notes on the class notice board. All of these forms of conditioning show positive effects on children. The findings of the study show that teachers use this memory recording method to ensure that children's motivation increases in the classroom.

Through observation at PASTI, the researcher found that the teachers display children's memorization records in front of the class and update the board every time the memorization session ends. Through this method of conditioning, children are shown to be happy with their achievements. It also gives encouragement to other friends to increase their intrinsic motivation to complete their memorization. So, it is clear that the memory record made by this teacher does not reduce the children's enthusiasm, but from a positive point of view it can be seen that it can increase the children's motivation.

When the children succeed in completing their memorization, they can see their teacher for themselves every result of their memorization. It certainly has a profound effect on children. In addition, through this teacher's conditioning method, it gives an optimistic spirit to other children. For example, if there are children who succeed in completing hafazan and it is recorded, it will give encouragement to other children. Therefore, when there is a child's reaction from the stimulus given by the teacher, it shows that the teacher's actions in conditioning produce a positive change in behavior.

As a summary, the implementation of the memory record training method is one of the ways to increase children's motivation (Fazullah et al. (2022). With this, in order to form positive children's behavior, teachers need to know and understand their implementation in conditioning so as not to abuse it. When teachers do not understand the concept of conditioning, it will cause children's positive reactions not to occur. This clearly illustrates the importance of the conditioning concept used by teachers in memorization activities at PASTI kindergarten. The teachers in this study did not only carry out conditioning methods to complete the syllabus, but they were also carried out to ensure that children's positive behavior could be formed in memorization activities as discussed above.

6.0 Conclusion

Through the methods used, it can be witnessed that children can accept and show a good effect on their behavior. All of this shows that the implementation of conditioning used by teachers at PASTI is effective and can be further improved. In order to maintain the conditioning actions that teachers use, various approaches can be renewed in this study. Among them are rewards and physical touch. It is evaluated as a suitable strategy to stimulate the acceptance and tolerance of children and the people around them to increase the effectiveness of conditioning. Therefore, it is clear that the implementation of conditioning on children can still be used but in a planned and appropriate setting.

In conclusion, this study is a good addition to the explanation of the implementation of conditioning on children. With the findings of this study, it can further disseminate information related to teacher conditioning methods for children not only in PASTI but also for all educational institutions in Malaysia. Therefore, this information can be used as an additional reference for future researchers. The results of this study can give a big picture of the conditioning methods that PASTI teachers use as well as the acceptance of children at PASTI State Perak through their memorization activities. The information related to conditioning in this study can be used as a guide by PASTI Malaysia and the Department of Social Welfare (JKM) in making certain plans to improve the implementation of conditioning in kindergartens and schools. This is because, JKM and KPM are the parties responsible for preparing and planning various approaches to increase the implementation of conditioning in kindergartens. Of course, a diverse teacher's approach to children's learning has a profound effect on them, whether positive or negative. It simultaneously makes the teachers always alert and worried about their actions in implementing conditioning in kindergarten (Xinming, 2023). For this reason, the actions and commitment of JKM and KPM are very necessary in an effort to help teachers implement conditioning but still in a controlled situation.

6.1 Recommendations for Further Studies

The different forms of conditioning implementation and the effect of acceptance on children may be different if this study is conducted in different kindergartens. For example, in private kindergartens that do not fully use the core of Islam. This is because, parental acceptance may be different due to private kindergartens. Private kindergartens in Malaysia indeed have a big gap compared to other kindergartens. In addition, this study will also be counted differently if it is conducted on government preschool teachers. It may also be evaluated differently if it has different targets such as primary or secondary school teachers.

So, it is hoped that in the future, studies related to conditioning can be conducted using different targets. In addition, in the future, quantitative methods can be used to increase generalization to a population. This is because, the researcher uses a qualitative method whose generalization is not extensive and is only focused on a small location.

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