

CONTRIBUTION OF THE TPACK MODEL TOWARD TEACHING CREATIVITY AMONG ARABIC LANGUAGE INSTRUCTORS IN MALAYSIA

CONTRIBUIÇÃO DO MODELO TPACK PARA O ENSINO DA CRIATIVIDADE ENTRE INSTRUTORES DE LÍNGUA ÁRABE NA MALÁSIA

Mohammad Rusdi Ab Majid

Institut Pendidikan Guru, Kampus Dato' Razali Ismail, 21300 Kuala Nerus, Terengganu, Malaysia

mrusdi@ipgm.edu.my

Mohd Ala-uddin Othman

Faculty of Languages and Communication, University Sultan Zainal Abidin
21300 Kuala Nerus, Terengganu, Malaysia

mohdalauddin@unisza.edu.my

Che Mohd Zaid Yusof

Center for Foundation and Continuing Education, University Malaysia Terengganu
21030 Kuala Nerus, Terengganu, Malaysia

cmzaid@umt.edu.my

Mohd Hasaidi Hassan

Institut Pendidikan Guru, Kampus Dato' Razali Ismail, 21300 Kuala Nerus, Terengganu, Malaysia

hasaidi@ipgm.edu.my

ABSTRACT

The aim of this study was to contribution of the Tpack model toward teaching creativity among Arabic language instructors in Malaysia. The sample of this study involved 530 Arabic language teachers based on a population of 7,309. A quantitative approach and random sampling were preferred for data collection purposes. Data were analyzed using the Statistical Package for Social Science (SPSS) Vol. 21. While a regression test was conducted to identify the contribution of the Tpack model to Arabic instructors' creativity. The outcomes of this study indicated that four main factors contribute to the creativity of teaching Arabic teachers in Malaysia. To further enhance creativity in teaching Arabic, it can be concluded from this study that Arabic language teachers in Malaysia need to concentrate on the four elements listed above. Because it is the primary driver of the creativity of Arabic language instructors in Malaysia, the emphasis on these four knowledge areas, particularly Pedagogical Knowledge, needs special attention.

Keywords: Teaching Creativity. Arabic Language. Education. Malaysia.

RESUMO

O objetivo deste estudo foi a contribuição do modelo de trilha para o ensino da criatividade entre os instrutores de língua árabe na Malásia. A amostra deste estudo envolveu 530 professores de língua árabe com base em uma população de 7.309. Uma abordagem quantitativa e amostragem aleatória foram preferidas para fins de coleta de dados. Os dados foram analisados usando o Statistical Package for Social Science (SPSS) Vol. 21. Enquanto um teste de regressão foi realizado para identificar a contribuição do modelo TPACK para a criatividade dos instrutores de árabe. Os resultados deste estudo indicaram que quatro fatores principais contribuem para a criatividade dos professores de ensino de árabe na Malásia. Para aumentar ainda mais a criatividade no ensino de árabe, pode-se concluir deste estudo que os professores de língua árabe na Malásia precisam se concentrar nos quatro elementos listados acima. Por ser o principal impulsionador da criatividade dos instrutores de língua árabe na Malásia, a ênfase nessas quatro áreas de conhecimento, particularmente o Conhecimento Pedagógico, precisa de atenção especial.

Palavras-chave: Ensino de criatividade. Língua árabe. Educação. Malásia.

1. Introduction

The Malaysian Education Development Plan (2013 - 2025) has outlined its main goal to emphasize the production of creative and innovative students. This emphasis is in line with the importance of creativity in the PdP process (Mohsin & Alias, 2013; Niu & Stranberg, 2006; Soh, 2000; Storm & Storm, 2002).

The issue is evident when numerous studies highlight the critical role that the teaching and learning process plays in developing strong student personalities (Rusdi, 2017; Othman et al., 2020; KPM, 2016; Zaid et al., 2020). With time, this need has grown more critical, especially in the present, which emphasizes the importance of creativity in education (Hennessey & Amabile, 2010; Molly, 2015; Soon, 2011).

These preparations and challenges need to be handled well by Arabic teachers to ensure that the teaching and learning process that takes place succeeds in achieving the wishes that have been enacted by the government. In retrospect, Arabic is one of the most difficult subjects for students to master (Azman & Goh 2010; Zaini et al., 2019).

2. Problem Statement

When applying the present PdP approach, traditional and one-way Arabic language education techniques are still recommended. The approach and its sole emphasis on memorizing are out of date. The learning environment is sluggish and monotonous because of the teacher's propensity to teach without considering the students' skills and interests. According to the report, a lack of innovative teaching strategies during PdP is to blame for the students' limited Arabic proficiency. (Azani, 2012). This phenomenon is associated with low student motivation and negative perception of the Arabic language (Ahmad Shafiq et al., 2017; Faizuddin et al., 2016; Zamri et al., 2014; Ashinida, 2013). Creativity in teaching and learning as well as the selection of good teaching techniques and activities can ensure that learning runs smoothly and make it easier for students to understand the content of the lessons delivered (Azani et al., 2012; Martiny et al., 2017).

Teachers must drive this shift because numerous studies have revealed that the majority of students react negatively to the Arabic language. They have no interest in learning this language because they believe it to be challenging. Additionally, students disregard these studies as being useless and even having no practical worth, and they struggle to learn basic Arabic language abilities (Hassan Basri, 2005; Muhammad Azhar, 2005; Rusni Abdul Latif, 2007). Concerning that, Sternberg (2006) claimed that a creative teacher will serve as an example for pupils to follow to develop creative thinking.

3. Literature Review

Almost all studies conducted in Malaysia prove the existence of the need for teachers to master and implement creativity in the teaching and learning process (Azani et al., 2012; Balakrishnan, 2002; Chua, 2011; Martiny et al., 2017; Shafiq et al., 2017; Tamuri et al., 2004). The need to master and implement this creativity is not only limited in Malaysia but also throughout the world. Many studies have been

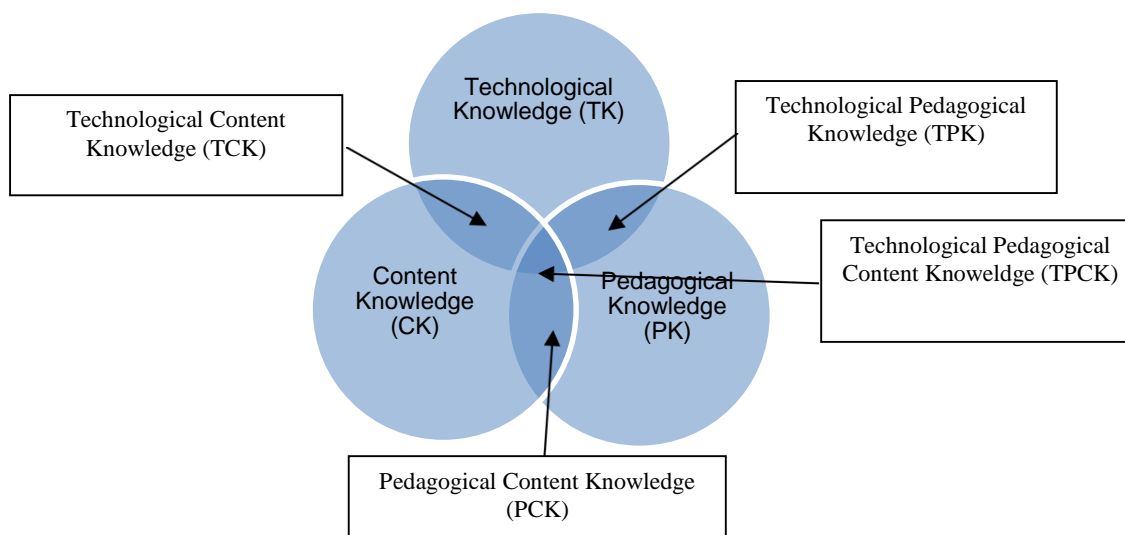
done proving that teachers need to master and implement creativity in the teaching and learning process. Many studies both domestic and foreign have discussed this matter (Chamorro and Richenbacher, 2008; Chumo, 2014; Diamantes, 2007; Hyde & Thomas, 2005; Maybien & Swan, 2007; Niu & Stranberg, 2006; Park, 2011, 2012; Rusdi, 2020; Robert, 2006; Sabelius, 2002; Storm & Storm, 2002).

Tpack Model

This model was chosen based on its suitability to assess the teaching competence of teachers. The *TPACK* model has also been developed for the field of teacher education for the integration of technology in teaching based on the content of the subjects taught (Mishra and Koehler, 2006). For this study, the *TPACK* (Technological Pedagogical Content Knowledge) model is used as the main basis to identify the contribution of this model toward teaching creativity among Arabic language instructors in Malaysia.

As reported by Mishra and Koehler (2006), this methodology emphasizes three key elements: pedagogical knowledge, content knowledge, and technological pedagogy. Four key knowledge components—Technological Pedagogical Knowledge (TPK), Technological Content Knowledge (TCK), Pedagogical Content Knowledge (PCK), and Technological Pedagogical Content Knowledge (TPCK)—are produced as a result of the interplay of the *TPACK* components (AACTE, 2008). Figure 1 below illustrates and explains this explanation.

Figure 1 – TPACK Component (AACTE, 2008)



4. Methodology

Research Design

This study employs a quantitative survey based on a questionnaire to identify the contribution of the *TPACK* model to the creativity of teaching Arabic teachers in Malaysia.

Research Population and Location

The study's geographic scope includes all of Malaysia, which consists of 14 states and is organized into five primary zones, including Sabah and Sarawak in East Malaysia and the northern, southern, central, and eastern zones. Although there are 7,309 Arabic language teachers working in national primary schools across Malaysia (KPM, 2013).

Research Sample

The total sample of this study is 530 people. The study sample was divided into pre-determined zones, namely the eastern, central, northern, southern, and East Malaysia zones.

Research Instruments

The instrument used is a questionnaire based on the TPACK model that has been introduced by Mishra and Koehler (2006), Schmidt (2010), and a questionnaire that has been developed by Hosseini (2012). While the teacher's teaching creativity questionnaire is based on the questionnaire proposed by Amabile (1992) and Stranberg (2006, 2010).

5. Findings

This section reports the analysis results based on established procedures. The analysis of the findings is based on the discussion of the contribution of the TPACK model toward teaching creativity among Arabic instructors in Malaysia.

The contribution of the TPACK model toward creativity among Arabic instructors in Malaysia

Multiple regression tests are performed to identify whether there is a contribution of the independent variable to the dependent variable. To perform a regression test, various criteria must be met. Among the things that need to be paid attention to is that normality, linearity, and homoscedasticity distribution tests are carried out. Tests and checks are performed to show that the data distribution is appropriate and can be used for multiple regression analysis. Checking is also done on multicollinearity by using Pearson correlation (r) and reference to variance inflation and tolerance values (Hair et al., 1998).

The results of data analysis show that for the study population (sample size = 530), four predictor variables, namely PK ($\beta = .34$, $t = 7.33$, $p < .05$), TPCK ($\beta = .20$,

$t = 4.88, p < .05$) PCK ($\beta = .180, t = 4.69, p < .05$), and TPK ($\beta = .112, t = 2.66, p < .05$), are contributors to the instructors' teaching creativity.

Table 1 – Multiple Regression Coefficients (Coefficients) Components of Technological Pedagogical Content Knowledge Towards Teaching Creativity

Variables	B	SD	Beta	t	Sig.
(Constant)	1.338	.140		9.561	.000
PK	.684	.035	.652	19.775	.000
(Constant)	.826	.139		5.958	.000
PK	.504	.037	.481	13.772	.000
TPCK	.318	.032	.346	9.904	.000
(Constant)	.848	.135		6.272	.000
PK	.344	.046	.328	7.409	.000
TPCK	.271	.033	.294	8.321	.000
PCK	.203	.038	.243	5.376	.000
(Constant)	.795	.136		5.848	.000
PK	.339	.046	.323	7.326	.000
TPCK	.202	.041	.219	4.881	.000
PCK	.180	.038	.216	4.694	.000
TPK	.112	.042	.123	2.663	.008

Dependent Variable: Teaching Creativity

P < .05

Based on the findings of the analysis, *Pedagogical Knowledge* [$F(1,53) = 341.03, p < .05$] contributed as much as 42.5 percent of the variance ($R^2 = .424$) toward teaching creativity among Arabic language instructors. This outcome explains that PK ($\beta = .631, t = 18.69, p < .05$) is the main contributor toward the creativity of Arabic language teachers by contributing the highest percentage of instructors' creativity.

According to the analysis's conclusions, the variables -- Technological Pedagogical Content Knowledge, Pedagogical Content Knowledge, and Technological Pedagogical Knowledge all play a significant role in the creativity of Arabic Teachers in Malaysia.

Table 2 – Multiple Regression Coefficients (Excluded Variables) Components of Technological Pedagogical Content Knowledge Towards Teaching Creativity

Mode I	Variable Model	Beta In	t	Sig.	Partial Correlation Value
1	TK	.144 ^b	3.80 6	.00 0	.164
	CK	.274 ^b	6.17 7	.00 0	.260
	PK	.345 ^b	7.46 5	.00 0	.309
	TCK	.303 ^b	8.38 7	.00 0	.343
	TPK	.325 ^b	9.16 0	.00 0	.371
	TPCK	.346 ^b	9.90 4	.00 0	.396
	2	TK	.027 ^c	.732	.46 4
CK		.160 ^c	3.64 4	.00 0	.157
PCK		.243 ^c	5.37 6	.00 0	.228
TCK		.138 ^c	3.06 9	.00 2	.133
TPK		.170 ^c	3.70 7	.00 0	.160
3	TK	.010 ^d	.284	.77 6	.012
	CK	.077 ^d	1.61 0	.10 8	.070
	TCK	.097 ^d	2.15 4	.03 2	.094
	TPK	.123 ^d	2.66 3	.00 8	.115
4	TK	- .016- e	- .428 -	.66 9	-.019-
	CK	.075 ^e	1.58 1	.11 5	.069
	TCK	.067 ^e	1.42 7	.15 4	.062

Dependent Variable: Teaching Creativity

Based on Table 2, the findings of data analysis show that for the study population (sample size = 530), three predictor variables, namely *Technological Knowledge* ($\beta = -.016$, $t = -.308$), *Content Knowledge* ($\beta = .075$, $t = 1.581$) and *Technological Content Knowledge* ($\beta = .067$, $t = 1.427$) are not contributing factors to the creativity of Arabic language teachers.

Based on the results of the analysis, the findings found that PK, TPCK, PCK, and TPK are the main contributors to teaching creativity for Arabic teachers in Malaysia.

6. Discussion

According to the findings of this study, creativity is an important aspect that needs to be taken into account in implementing the teaching and learning process so that the process can generate significant changes as in the ideas that have been set by the educational goals. As a result, an Arabic language instructor must play a role in a student's education by helping them grow and achieve their potential. In addition to enhancing the current educational system, the dynamism of the teaching process built on creativity is crucial for developing competent students (Abdullah & Aion, 2006).

Overall, the current study found that the Arabic language instructors' creativity can be improved by focusing on the 4 basic knowledge found in the *TPACK* model, namely *pedagogical knowledge*, *pedagogical content knowledge*, *technological pedagogical knowledge* and *technological pedagogical content knowledge*. Based on this study, the researcher proposed a model that is closely related to the *TPACK* model on the creativity of teaching Arabic language teachers in Malaysia. The proposed model is reflected in figure 2 below.

Figure 2 – Suggested Model

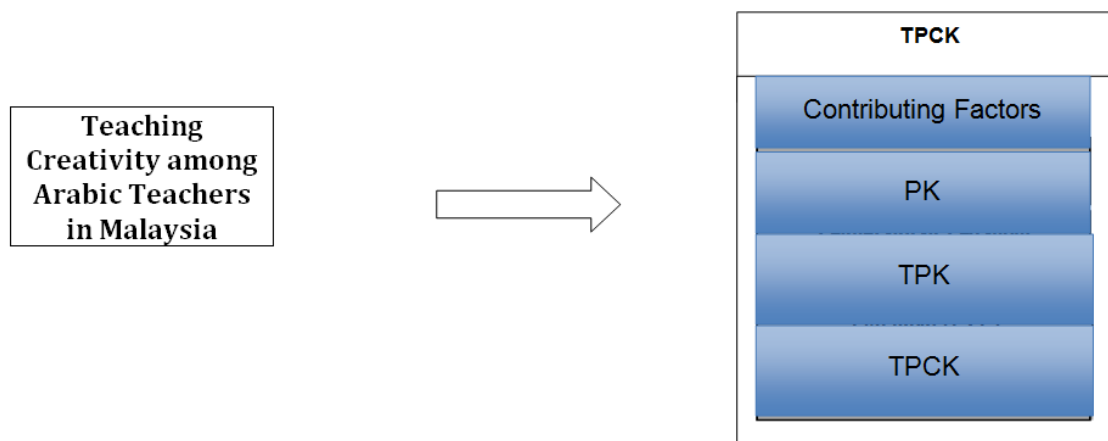


Figure 2 above explains the contribution of the *TPACK* model toward teaching creativity among Arabic instructors in Malaysia. Altogether, there are four main contributors to teachers' teaching creativity, namely PK, PCK, TPK, and TPCK. These four factors need to be given paramount emphasis by every Arabic language instructor in Malaysia to create a creative teaching experience.

At the same time, more focus should be given to pedagogical knowledge as the main contributor to the creativity of teachers' teaching. A mastery of PK and the other three factors can ensure that teaching is more creative and will certainly have a positive impact on the teaching and learning process carried out by teachers.

7. Conclusion

The results of this study demonstrated the contribution of the *TPACK* model toward teaching creativity among Arabic instructors in Malaysia. The study explained that to improve teaching creativity among Arabic instructors, there is a need to focus on the previously explained elements. In light of that, Arabic language teachers must get ready to learn the components of the suggested approach. The modern shifts in teaching and learning methods must also be dealt with by Arabic language teachers. The ability to adapt to the quick changes occurring in the education sector is a critical quality. Teachers should be capable of adapting to

change, according to Furst-Bowe et al. (1996) and Chao, Butler, and Ryan (2003), because it is one of the driving factors in society today.

REFERENCE

Abd. Hamid, M. A, (2004). *Kreativiti konsep teori dan praktis*. Johor baru: Penerbit Universiti Teknologi Malaysia.

Abdul Latif, R. (2007). *Pengajaran kemahiran membaca bahasa arab komunikasi sekolah kebangsaan (baksk) di kalangan guru-guru j-qaf di negeri Selangor*. Laporan penyelidikan Ijazah Sarjana Pendidikan yang tidak diterbitkan, Fakulti Pendidikan, Universiti Malaya: Kuala Lumpur.

Aladdin, A. (2013). Demotivating factoes in the Arabic language clasroom: what demotivates non-muslim Malaysian learners when it comes to learning Arabic? *Procedia Sosial and Behavioral Sciences* 93: 1652-1657.

Al-Nuaimy, A. F. T., & Al-Anshory, A.S. (2016). Exploring teachers' creative teaching strategies in teaching Arabic as a foreign language at a private Islamic secondary school in Malaysia. *IJUM Journal of Education Studies* (4), 21-37.

Amabile, T. M. (1996). *Creativity in Context, Update to the sosial psychology of creativity*. Colorado: Westview Press, Inc.

Arifin, Z. Jamsari, E. A., Riddzwan, K., Abdul Latif, M. R., & Ab Halim, Z. (2014). Attitudes of distance learning students at UKM's Faculty of Islamic Studies towards learning Arabic language skill courses. *Turkish Online Journal of Distance Education*, 15(1), 174-188.

Balakrisnan, F. (2002). *Penilaian pelaksanaan kemahiran berfikir secara kreatif dan kritis dalam mata pelajaran sejarah KBSM tingkatan 4. Satu kajian kes di daerah Tampin dan Rembau, Negeri Sembilan*. Tesis Ijazah Sarjana, Fakulti Pendidikan, Universiti Kebangsaan Malaysia.

Chamorro, P. T & Richenbacher, L. (2008). Effects of personality and the threat of evaluation on divergent & convergent. *Journal of Research on Personality*, (42) 1095-1101.

Chua Y. P. (2011). *Pengukuran semasa kreativiti. Isu dan cabaran*. Dalam Azrina, S. (ed). Islam kreativiti dan inovasi. Kuala Lumpur: Institut Kefahaman Islam Malaysia.

Chua, Y. P. (2002). *Corak pembelajaran dan pemikiran, keupayaan kreatif pelajar, dan cara penilaian guru pendidikan seni ke atas hasil kerja pelajar*. Kertas kerja di seminar kebangsaan profesional perguruan JPPG 2002, Alor Setar, Kedah.

Chumo, C. C. (2014). Effects of practical investigation on scientific creativity amongs secondary schools biology students in Kericho District, Kenya. *Journal of Education and Practice*. 5(8), 43-51.

Dahan, H. B. A. M. (2005). Daripada tradisi ke inovasi dalam pengajaran bahasa Arab di Malaysia: dilema pelaksanaannya. *Pedagogi merentas kurikulum*, 68-78. Kuala Lumpur: Penerbit Universiti Malaya.

Denise, A. S. B. E., Thompson, A. D., Mishra, P., Koehler, M.J. & Shin, T. S. (2010). Technological Pedagogical Content Knowledge (TPCK). *Journal of Research and Technology Education* 42(2): 123-149.

Diamantes, T. (2007). Technology's impact on graduate level learning: Using technology to improve student assignment completion rates. *College Student Journal*, 41(1), 79.

Hennessey, B. A., Amabile, T.M. (2010). Creativity. *Annual Rev. Psychology*. (61), 569 -598.

Hope, S. (2010). Creativity, content, and policy. *Arts Education Policy Review*, 1(11): 39 – 47.

Hosseini, Z., Kamal, A. (2012). *Developing an instrument to measure perceived technology integration knowledge of teachers*. International Conference on advanced information study, E-Education and Development (ICAISED 2012). Hotel Corus, 7 – 8 Febuari. Kuala Lumpur: Malaysia.

Hyde & Thomas (2005). *Moving beyond chalk and talk: Using problem-based-learning in a research methods course sequence*. Newark: University of Delaware.

Majid, M. R. A., & Ismail, Z. (2017) Kreativiti pengajaran guru bahasa arab di malaysia. *Jurnal Kepimpinan Pendidikan (Jupidi)*, 4(4), 27-39.

Mat, A.C., Soon, G. Y. (2010). Situasi pembelajaran bahasa asing di institut pengajian tinggi : perbandingan antara bahasa arab, bahasa mandarin dan bahasa perancis. *Asean Journal of Teaching and Learning in Higher Education*, 2(2), 9 – 21

- Maybien, J., & Swan (2007). Everyday creativity in language: Textuality, Contextuality and Critique. *Applied Linguistic*, (28), 497-417.
- Mohsin, M., & Alias, J. (2013). Kreativiti pengajaran guru sekolah rendah di Malaysia. *Jurnal Psikologi Malaysia*, (27), 71 -97.
- Molly, A. J., (2015). Managing the classroom for creativity. *creative education*, (6), 1032 – 1043.
- Niu, W. & Stanberg, X. (2006). The philosophical roots of Western and Eastern conceptions of creativity. *Journal of Theoretical and Philosophical Psychology*, (26), 1001-1021.
- Othman, M. A., Ismail, Z., Zaid, C. M. Majid, M. R. A. Non-verbal communication and its effectiveness on teaching and learning Arabic language. *Journal of Critical Reviews*, 7(9), 21-25.
- Park, J. W. (2011). Scientific creativity in science education. *Journal of Baltic Science Education*, 10(3).
- Park, J. W. (2012). Developing the format and samples of teaching materials for scientific creativity in the ordinary science curriculum. *Journal of Korean Association for Science Education*, 32(3), 446-466.
- Ramli, N., A. (2021). Faktor kesukaran pelajar melayu dalam mengenalpasti bunyi huruf-huruf arab. *e Jurnal Bahasa dan Linguistik*, 3(1).
- Razali, A. S. M., Husaini, M. H., Pisol, M. I. M., Saad, D. U. M., Haron, S. M., Hussin, N. H., & Daud, M. K. M. (2017). Kemahiran dan penyediaan bahan guru bahasa Arab terhadap penggunaan bahan bantu mengajar. *Jurnal Sultan Alauddin Sulaiman Shah* 4(2): 120-126.
- Robert, W.W. (2006). *Creativity: Understanding innovation in problems solving, science, invention, and the arts*. New Jersey: John Wiley and Sons, Inc.
- Sebelius (2002). *TPR Storytelling: The teaching method is most consistent with the principles of second language acquisition*. USA: National University.
- Soon Singh a/l Bikar Singh, (2011). Perhubungan antara kreativiti figura dengan pencapaian akademik pelajar: satu tinjauan dalam kalangan pelajar tingkatan empat di beberapa buah sekolah di Kuala Lumpur. *E-BANGI: Jurnal Sains Sosial dan Kemanusiaan*, 6(1). 90-101.
- Sternberg, R. J. (2006). The nature of creativity. *Creativity Research Journal*, 18(1), 87-98.

- Strom, R. D., & Storm, P. S. (2002). Changing the rules: education for creative thinking. *Journal of Creative Behavior*, 36(3), 183-199.
- Tamuri, A. H., Yusopp, A., Osman, K., Razak, K. A., Awaludin, & Abdul Rahim, Z. (2004). *Keberkesanan pengajaran dan pembelajaran Pendidikan Islam ke atas pembangunan diri pelajar*. Laporan penyelidikan, Fakulti Pendidikan, Universiti Kebangsaan Malaysia dan Jabatan Pendidikan Islam dan Moral, Kementerian Pelajaran Malaysia.
- Trivedi, K. & Bhargava, R. (2010). Relation of creativity and education achievement in adolescence. *Journal of Psychology*, 1(2): 85-89.
- Yaakub, A. I., Mat, A. C., & Pa, M. T. (2012). membina kemahiran pertuturan menerusi aktiviti lakonan dalam pengajaran bahasa Arab. *GEMA Online Journal of Language Studies* (12) 325-337.
- Yasim, I. M. M., Lubis, M. A., Noor, Z. A. M., & Sjahrony, A. (2017). Penggunaan teknik pembelajaran kosa kata bahasa Arab dalam kalangan murid. *ASEAN Comparative Education Research Journal on Islam and Civilization (ACER-J)* 1(1): 14-24.
- Yunus, N., Yussof, A. S., & Said, M. M. M. (2012). *siri motivasi dan kecemerlangan utusan, menjana pemikiran kreatif dan kritis*. Kuala Lumpur: Utusan Publications & Distributors Bhd.
- Zaid, C. M., Saputra, J., Ismail, Z., Othman, M. A., Majid, M. R., Abdullah, N. A. C. (2020). the nature of the psychosocial environment in arabic classrooms among Malaysian public universities. *Journal of Talent Development & Excellence*, 12 (3), 2990-2998.
- Zailani, M. A. (2005). *Penggunaan model pengajaran pendekatan komunikatif dalam pengajaran bahasa Arab komunikasi sekolah menengah.. Pedagogi merentas kurikulum*, 59-67. Kuala Lumpur: Penerbit universiti Malaya.
- Zaini, A., Zakaria, N., Hamdan, H., Ghazali, M. R., Ismail, M. R. (2019). Pengajaran Bahasa Arab Di Malaysia: Permasalahan Dan Cabaran. *Jurnal Pengajian Islam*, 12(1), 47-57.
- Zolfaghari, A. R. (2011). The role of creative questioning in the process of learning and teaching. *Procedia – Social and Behavioral Sciences*, (30), 2079-2082.