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DEVELOPING EVALUATION MODEL IN SEERAH TEACHING FOR UPPER SECONDARY ISLAMIC EDUCATION TEACHERS

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Abstract:

Application of Historical Thinking Skills (TKPS) is needed in the field of history to make its teaching and learning process effective and meaningful. This raised a question whether Islamic Education teachers, who are untrained in historical discipline, are able to apply the five components of Historical Thinking Skills (KPS) when teaching Seerah Nabi (Biography of Prophet Muhammad P.B.U.H). The purpose of this research to determine the number of dimensions for the items and build an evaluation model to measure the effects of the relationship between KPS, TPACK and TKPS in this area of study. Structural Equation Modelling (SEM) using IBM-SPSS AMOS Graphic software was employed for this purpose. The population for this research consisted of Islamic Education teachers who teach Upper Secondary Islamic Education subject in Kelantan, Malaysia. From the results of EFA and CFA analyses, 6 items have been deleted from the KPS construct leaving only 12 items at the end of the study. Similar results were also found for the Application of Historical Thinking Skills construct (TKPS) where items which were originally 13 were reduced to 10. For the TPACK component, as a result of the CFA analysis, the Technological sub-component was removed from the TPACK component due to the low factor loading (0.39). Based on the result of the EFA and CFA analyses, only 35 items with three main constructs (KPS, TKPS and TPACK) and two sub-constructs (Pedagogy and Content) were considered for SEM analysis. This study has successfully developed an evaluation model (SEM) to measure the effect of Historical Thinking Skills (KPS) and Technological, Pedagogical and Content Knowledge Skills (TPACK) on the application of KPS by Islamic Education teachers. Findings of the study found that the relationship of KPS effects on the application of

KPS is significant with the regression coefficient value of 0.80. This proves that the teaching and learning process (PdPC) is dependent on the level of mastery of teachers in the KPS component. KPS component also has a significant effect on TPACK with a regression coefficient of 0.81. This means TPACK skills during the teaching and learning process (PdPC) were dependent on the level of mastery of teachers in the KPS component and TPACK Construct as a mediator for the relationship between KPS and TKPS.

Keywords:

Historical Thinking Skill (KPS); Application of Historical Thinking Skill (TKPS); Technological, Pedagogical and Content Knowledge Skill (TPACK); Structural Equation Modelling (SEM)

Introduction

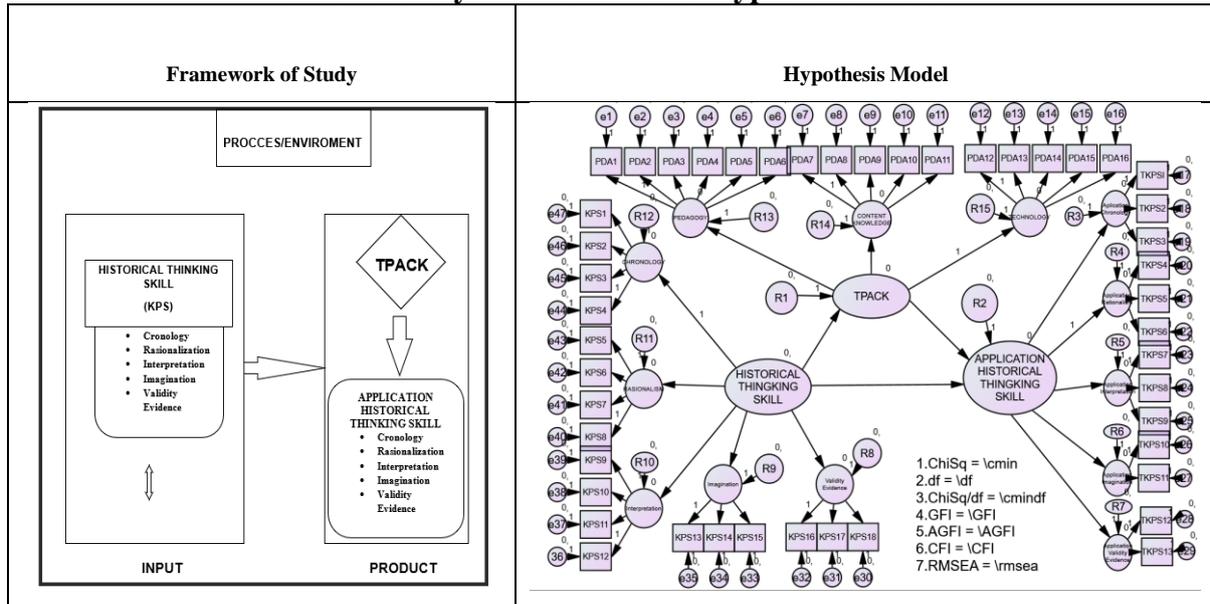
The world of education today is facing multiple issues. One of them concerns the thinking ability of students. Thinking ability are cognitive processes that we use to solve problems, make different decisions, asking questions, making plans, organising and creating information. Unfortunately, these skill still were not achieved to all our student which is seen as less prominent. The way to solve these issue, we need a quality teachers which is have expertise in these area. However, identifying quality teachers has become very complex as it needs to involve teaching preparation and confidence (Linda Darling-Hammond, 2000), experience and knowledge (Goe, 2007), pedagogical skills, positive attitudes and also skills in managing the classroom (Waxman, Gay, & Padron, 2003). In the area of Islamic Education, high performing teachers should have a comprehensive knowledge of content in accordance with the skills required for them to carry out their duties and responsibilities more efficiently and effectively. The goal of Islamic Education is to produce people who are faithful, virtuous, knowledgeable, skilled and prosperous, in line with the aspirations and essence of the Rukun Negara or National Principles (MOE, 2012). This is clearly stated in The Interim Strategic Malaysia Education Plan 2011-2020 outlined by the MOE where strategies have to be formulated to strengthen the appreciation of faith and noble values in producing human capital with unwavering faith, morals and civility through the teaching of Islamic Education to students (Azizi Jaafar, 2015).

Islamic Education at the secondary school level has a specific topic on the formation of a superior personality of a person which is the study of Seerah. The study of Seerah is a collection of events that had passed in the life of Prophet Muhammad P.B.U.H. It covers all areas, situations and events that had happened to him throughout his blessed life. Other areas also discussed in this study are the aspects of life in terms of philosophy of reasons and thoughts, literature, writings and oral traditions as well as religious divinity and belief. Hence, the study of Seerah is more in line with the study of history which has its own discipline. Since it resembles the study of history, teachers teaching it need to apply historical teaching strategies such as historical thinking skills (KPS) so that the learning of Seerah will be more directed and accurate. The application of KPS (TKPS) during the teaching and learning (PdPc) of Seerah sessions would help Islamic Education teachers provide a clearer understanding of the topic. This understanding would be enhanced even more if the teachers are able to apply TPACK (Technological, Pedagogical and Content Knowledge) as a moderating factor in teaching Seerah to students. So, it is clear here that KPS and TPACK skill components influence the effectiveness of Islamic Education teachers applying KPS (TKPS) during the teaching of Seerah.

Hypothesis Model

The hypothesis model of this study was proposed based on the CIPP and Anstin models. The researchers adopted both models in the process of identifying and evaluating the effectiveness of KPS and TPACK models on the application of KPS criteria (TKPS). The Anstin Model was used to identify the components that affect historical thinking skills (KPS) and TPACK, which in turn gave significant influence in the ability of the teachers applying historical thinking skills (TKPS). The study framework and hypothesis model can be referred to in Table 1.

Table 1: Study Framework and Hypothesis Model



This study is also an innovation in evaluative research where the basis of the evaluation process was looked at through three components namely input, process and output (product). Input is the component of skills received during service or while studying in teacher training institutions. Process is a teaching and learning activity (PdPc) and output is the ability of Islamic Education teachers to apply the elements of KPS. These three components formed a structured model called the Structured Equation Model (SEM). SEM would be used to analyse and illustrate the relationships between these components and later to describe the relationship between the factors found in the input, process and output components in a more systematic and user-friendly way. In addition, the analysis of the relationship between input, process and output components can be carried out simultaneously by examining the relationship between the factors in each component.

Definition of Historical Thinking Skills (KPS)

In developing historical knowledge, the field of history has a certain form of thinking known as historical thinking skills. According to Tholfsen (1967) in Siti Hawa (2009), historical thinking skills is an effort to understand the characteristics of history through a set of reasoning skills. Howard et al. (1996) and Maharom Mahmood (1998) define history as a subject that can stimulate critical and analytical thinking and thought processes. Studies on the implementation of historical thinking skills in history-related courses and education need to be improved. Zarina Yassin (2013) in her study argues that KPS has the ability to enable students to think critically, make connections between one event and another as well as explore evidence and

have imagination. Through the application of KPS, students would be able to master several elements and skills that help to improve intellectual capacity, skills to analyze, formulate and evaluate facts rationally. This is because historical thinking has the tendency to make students think about the past by identifying changes related to fundamental things such as time, places and figures (Wineburg & Fournier, 1994).

The History Training and Learning Module (KPM 2001) concludes that historical thinking skills (KPS) is a process that involves critical and creative thinking and teachers are the facilitators who guide students to explore these abstract and complex matters in the subject of History. Among the historical thinking skills outlined in the Secondary School Curriculum and Assessment Standard Documents (2002) issued by the Centre for Curriculum Development are: (i) Understanding the chronology in which students apply the skills to understand and see the past, present and future according to the sequence of historical events occurred and make connections between past and present, (ii) Exploring evidence where students apply skills to identify the first and second sources and make comparisons between the two sources to deduce additional information from. (iii) Using the power of imagination to visualise and make empathetic efforts to evaluate, imagine and place a historical event according to the source or subject of history involved. (iv) Applying interpretation skills in making interpretations of an event by giving comments and analysis to make them better understand the relationship between historical facts and the interpretation of history well. This interpretation skill also means that the past can be understood through systematic observation and interpretation which can help us live better in the future (Paul & Elder, 2006). (v) Implementing rationalization skills which involves students using their minds to make reasonable and rational judgments to solve a problem. Skills such as data collecting, hypothesis making, determining the significance of evidence and making inferences from the collected data are necessary in constructing rationalization. These skills allow us to gauge a student's abilities understanding historical lessons in a real sense.

Definition of Application of Historical Thinking Skills (TKPS)

Application of Historical Thinking Skills (TKPS) is the ability to apply KPS skills that need to be mastered by teachers during the teaching and learning process of historical disciplines. This ability is measured by the extent of how far teachers are able to apply the five KPS skills discussed earlier, namely understanding chronologically, rationalizing, exploring evidence, interpreting and imagining. The TKPS measurement would include the level of confidence and effectiveness of teachers applying these five KPS skills.

Definition of Technological, Pedagogical and Content Knowledge (TPACK) Skills

Technological, Pedagogical and Content Knowledge (TPACK) is an element that must be present in every teacher. TPACK is a medium of instruction introduced by Punya Misha and Koehler in 1999. TPACK has three main components, the first is pedagogical knowledge which is the teacher's in-depth knowledge of the process and practice or method of teaching and learning. These include, among other things, overall educational goals, values and specific goals. This generic form of knowledge is applied by teachers to understand how students learn, manage classrooms, prepare lessons and assess students (Koehler & Mishra, 2009). Second, technological knowledge is the knowledge of certain ways to think about and work with technology, tools and resources. Several past literature reviews have shown that there has been a close correlation between attitudes and use of technology with classroom teaching (Mohammad Nabzrim & Mohamad Nayan, 1997, Adenan & Husin 1999, Krishnan et al, 2007).

The third is content knowledge which covers three kinds namely subject matter content knowledge, pedagogical content knowledge and curricular knowledge (Shulman,1986).

The concept of Technological, Pedagogical and Content Knowledge (TPACK) is a relatively new concept in the field of education. Misha and Koehler (2006) argue that TPACK has become a basic theoretical framework that refers to the knowledge and understanding required by teachers to integrate technology for effective teaching and learning. TPACK is a new knowledge structure that is able to provide teachers with the ability to overcome the problem of applying KPS (TKPS) to history students. Knowledge of how to use technology to explain KPS through the combination of content and pedagogy has proven to be an important dimension to help reduce problems in the application of KPS to students (Dani, 2004; Habowski, 2012). Teachers' mastery of technology, pedagogy and content knowledge (TPACK) is essential in order to identify and reduce student misunderstanding.

Based on several definitions that have been discussed, in this study, historical thinking skills (KPS) and technological, pedagogical and content knowledge skills (TPACK) are defined as independent variables that are expected to affect the ability and effectiveness of Islamic Education teachers in applying the elements of historical thinking skills to students during the teaching and learning of Seerah Nabi.

Objective of The Study

There were two main objective of this study,

- a) The first objective was to determine the number of dimensions for the items as well as to evaluate the unidimensionality, validity and reliability of the constructs through EFA and CFA methods.
- b) The second objective was to build an evaluation model to measure the effects of the relationship between KPS, TPACK and TKPS using the Structural Equation Model (SEM) Method.

An evaluation model to measure ;

- i)The effect of KPS on TPACK
- ii)The effect KPS on TKPD
- iii)The effect TPACK on TKPS
- iv)The mediator effect of TPACK on relationship between KPS and TKPS

All the effect will be measure through the method of using Structural Equation Model (SEM). In theory, KPS has a direct impact on TPACK and TKPS. Through SEM Model, the impact of KPS on TPACK and TKPS could be graphically illustrated using AMOS Graphic. In addition, the effect of the TPACK components on the effectiveness of teachers applying TKPS during the teaching and learning of Seerah Nabi could be measured directly using this SEM method.

Hypothesis Of Study

The hypothesis of this study :

- H₁ : KPS has significant effect on TKPS
H₂ : KPS has significant effect on TPACK

H₃ :TPACK has significant effect on TKPS

H₄ : TPACK has significant mediator on relationship between KPS and TKPS

Research Design

This study will used quantitative study and employed a cross-sectional study design.

A cross-sectional study is a type of research design in which collecting data from many different individuals at a single point in time. In this study, a set of questionnaire will be deliver to the sample (Islam teacher at Kelantan)

Population and Sample:

The study population consisted of Islamic Education Teachers who teach Upper Secondary Islamic Education subject (Forms 4 and 5) in Kelantan. The sampling technique was randomly stratified by districts (10 district). A total of 1400 teachers were selected as the study population and out of the total, 300 were selected as sampling after using random stratified methods on 10 districts.

Research Instruments:

Data of study were collected using a set of questionnaires adapted and developed by the researchers using a five-point Likert scale. The questionnaires contained four main sections namely Demographics, Historical Thinking Skills, Technological, Pedagogical and Content Knowledge (TPACK) and Application of Historical Thinking Skills (TKPS).

The number of items involving in the set of questionnaires are 43.

Data Analysis:

Data were analysed using Structural Equation Model (SEM) with IBM-SPSS AMOS Graphic software. SEM was used to test the effect between the variables, the mediator relationship (mediator) and the moderation effect (moderator) between the variables for the compatibility of the study model and the study sample.

In the **first stage**, exploratory factor analysis (EFA) was performed through Principal Component Analysis using varimax rotation to determine the dimensions of the factor. Items with a factor loading of less than 0.6 would be removed from the list of the actual study instruments. Kaiser-Meyer-Olkin (KMO) statistics and Bartlett Test were used to measure sampling adequacy as well as the data used in this study in accordance with EFA procedures. Significant levels, KMO value > 0.60 and P-value < 0.05 for Bartlett Test, were found.

Then, in the **second stage**, confirmatory factor analysis (CFA) was done on the items for each factor. In CFA analysis, each factor was known as a measurement model. During the implementation of CFA process, any items could be dropped from the model when they do not follow the value or match the measurement model. This mismatch is due to low value of the load factor which is less than 0.60. There are three categories of fit index that must be complied with by the measurement model, namely i) Absolute Fit Index (Absolute Fit Index); RMSEA < 0.08, ii) Incremental Fit Index; CFI > 0.90, iii) Parsimony Fix Index; Chi-Square/df < 5.00. The main purpose of the CFA is to evaluate the criteria of unidimensionality, validity and reliability of each measurement model before the SEM analysis is performed.

- i) **Unidimensionality:** This requirement can be achieved through the item-deletion procedure that has low value of factor loading until it reaches the level of Fitness Indexes set. Items with a factor loading value of less than 0.6 are considered as insignificant to construct measurements and could be discarded (Awang, 2014; 2015; Hoque et al., 2017; Awang et al., 2015a and Kashif et al., 2016).
- ii) **Validity:** There are three types of validity that need to be achieved for a construct measurement model, namely Construct Validity, Convergent Validity and Discriminant Validity (Awang, 2014; 2015, Awang et al., 2015a, Hoque et al., 2017 and Kashif et al., 2016).
- a) **Construct Validity:** Construct Validity is based on the accuracy of a measurement instrument used to measure the construct used in the study. Construct validity evaluates whether a measurement tool really represents the items we are interested in measuring. Construct Validity indicates the extent to which a statement in the item used can measure the construct that the researcher wants to measure (Awang, 2012; 2014; 2015 and Hoque et al., 2017). Construct Validity is achieved when all Fitness Indexes of the constructs achieved set level.
- b) **Convergent Validity:** Convergent Validity refers to the relationship of a measurement model with other measurement models in the theory. Convergent validity of a construct will be achieved if all values of the Average Variance in the Extract or Average Variance Extracted (AVE) reach a minimum value of 0.50 (Awang, 2012; 2014; 2015, Hoque et al., 2017, Awang et al., 2015a and Kashif. et al., 2016). Convergent validity states that tests having the same or similar constructs should be highly correlated.
- c) **Discriminant Validity:** The validity of discrimination is a test to see that any construct built in the model does not have a strong relationship with another construct in the same model so that it can be said that a construct is a shadow or redundant of another construct. In summary, Discriminant Validity Index is used to validate the assessment. Discriminatory validity for constructs can be achieved if all diagonal values of the matrix are greater than other values in the row cell as well as in the column cell. The diagonal values of the matrix are the square root of the mean extracted variance (AVE) while the values in the metric are the correlations between the constructs in the model.
- iii) **Reliability:** Structural Equation Modelling (SEM) does not use Internal Reliability as it has been measured through Cronbach Alpha values. Instead, SEM uses the value of Composite Reliability which is measured through the value of CR and also the value of Average Variance extracted or AVE (Average Variance Extracted). There are two criteria to confirm the reliability of the Measurement Model in a study, namely:

a) Composite Reliability (CR)

CR values are measured using factor loading for each item in a construct. Each latent construct must achieve a minimum CR value of 0.60 (CR > 0.6) to be considered to have achieved Composite Reliability.

b) Average Variance Extracted (AVE)

The AVE value is also calculated using the factor loading of each item in a construct. The AVE value needs to reach a minimum limit of 0.50 (AVE > 0.5) to prove the reliability of the Measurement Model of a latent construct in this study has been achieved.

The **last stage** was about developing a model for all the constructs found in the Structural Model and performing SEM procedures (Awang, 2012; 2014; 2015 and Hoque et al., 2017) to test the hypothesis model i.e., the effect of the predictor variable on the dependent variable. This effect is determined through regression coefficients and critical values (CR). If the CR value exceeds less than -1.96 and exceeds 1.96 or the significant value (P) is less than or equal to 0.05, it indicates that the predictor variable contributes significantly to the dependent variable. (i) Absolute Fit Index; RMSEA < 0.08, GFI > 0.90, ii) Incremental Fit Index; CFI > 0.90, AGFI > 0.90, IFI > 0.90, TLI > 0.90 and NFI > 0.90 iii) Parsimony Fit Index; Chi-Square/df < 5.00. For each category, at least one criterion is complied with. The hypothesis model is considered to match the study data when the significant value for χ^2 exceeds 0.05 (Chua, 2009; Meyers et al., 2006). Hypothesis models are also considered to be matched when the GFI value exceeds 0.90 (Chua, 2009; Meyers et al., 2006). RMSEA values are also considered very good if they are less than 0.08, but are still acceptable if less than 0.1 (Byrne, 1998). Knight et al (1998) also suggests that the acceptable value for CFI is above 0.90. But according to them, CFI values between 0.80 to 0.89 are still in the acceptable range. The model is also considered to be matched when the values of PCFI and PNFI exceed 0.5 (Meyers et al. Al, 2006; Muliak et al. 1989).

Findings

First Stage: Exploratory Factor Analysis (EFA)

Kaiser-Meyer-Olkin (KMO) for KPS, TPACK and TKPS constructs were measured at 0.954, 0.954 and 0.947 respectively which were above the minimum value of 0.6 as needed (Awang, 2010; 2012a; Hoque and Awang, 2016; Hoque et al., 2017). The achievement of both criteria, Bartlett Test and KMO > 0.6, means the observed data were appropriate for the Factor Exploration Analysis procedure (Awang, 2010; 2012a; Hoque and Awang, 2016). For constructs KPS and TKPS were formed only one dimension respectively with the number of items 18 and 13 items and for TPACK construct consistently with three sub constructs.

Second Stage: Confirmatory Factor Analysis (CFA)

i) Unidimensionality:

All factor loading items for historical thinking skills (KPS), application of historical thinking skills (TKPS) and TPACK have met their requirement level. All items have a factor loading above 0.60, so these items are significant to their respective measurement models. It can be concluded that all constructs comply with unidimensionality requirements.

ii) Reliability

Reliability can be achieved if all three reliability criteria for the measurement model are satisfied: a) Internal reliability - the Cronbach's Alpha coefficient items of the KPS, TKPS and TPACK constructs is greater than 0.70 (as discussed in EFA). b) Composite Reliability - The measurement of reliability and internal consistency for KPS(0.97), TKPS(0.97) and TPACK(0.85) constructs have the value of CR>0.60). c) Average Variance Extracted – The constructs of KPS (0.75), TKPS(0.73) and TPACK(0.74) have met the criteria because the value of AVE for each construct is greater than 0.50.

iii) Validity

The measurement of validity model can be achieved if all three of the following validity criteria are satisfied. a) Convergent Validity - This validity was achieved when the AVE > 0.50 (KPS=0.75, TKPS=0.738, TPACK=0.74). b) Construct Validity - This validity was fulfilled when all the Fitness Indexes category have achieved the required level; Parsimonious Fit, $\chi^2/df=3.835 < 5.00$ (Satisfactory); Incremental Fit, CFI=0.985>0.90 (satisfactory); Absolute Fit, RMSEA=0.05< 0.08 (satisfactory). c) Discriminant Validity - This validity was met when all redundant items were removed or formed into item pairs (constrained as "free parameters") and the $\sqrt{\text{AVE}}$ value for KPS (0.86), TKPS(0.86) and TPACK (0.86) was greater than the correlation value between the constructs (all correlation less than 0.60).

Third Stage: Structural Equation Modelling Analysis (SEM):

The Structural Equation Modelling (SEM) was analysed to test a model comprising of cause-and-effect relationships. This structural model was based on the development of the conceptual framework of the SEM model. There were two main relationships to be tested. The first was to test the effects of KPS on the ability of teachers to apply KPS and the second was to evaluate the mediator effect of TPACK on the relationship between KPS and TKPS. The SEM model for the constructs was formed based on the results of EFA and CFA analyses, as shown in Figure 1 below.

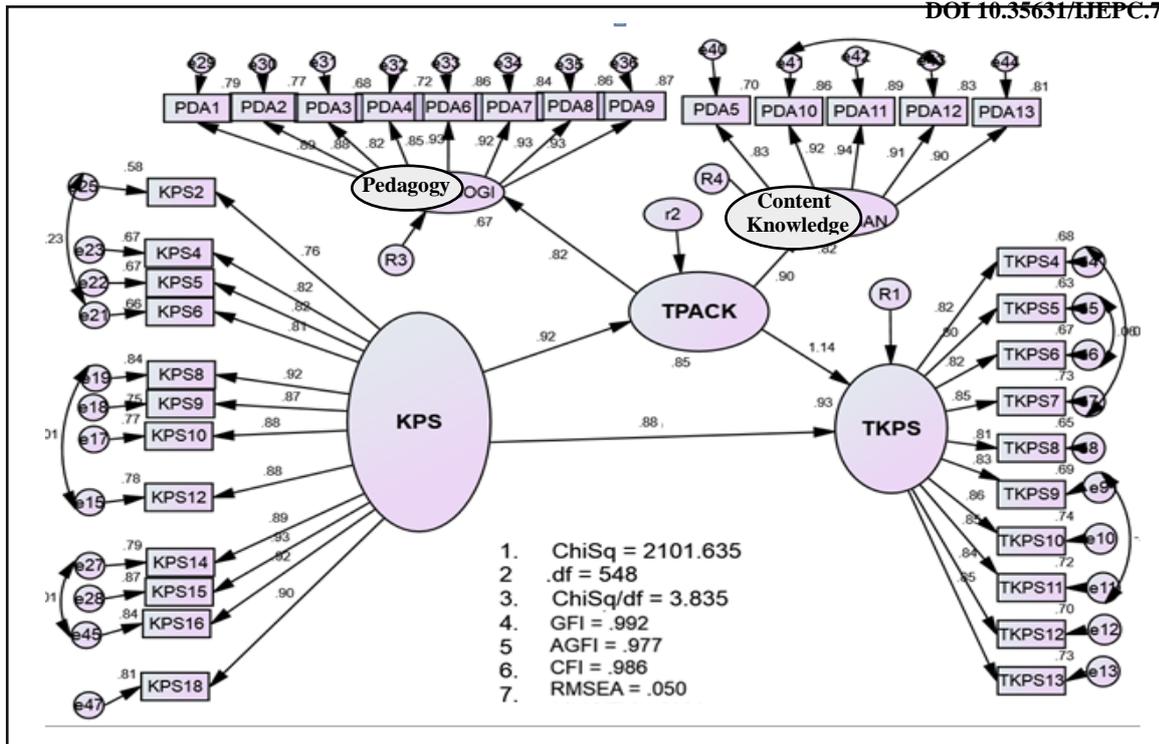


Figure 1: Structural Equation Modelling (Standardized Estimate)

Figure 1 shows a structural equation modelling that has met all categories of fitness indexes namely i) Absolute fit; RMSEA = 0.05 > 0.08 (satisfactory), ii) Incremental fit index; CFI = 0.986 > 0.90 (satisfactory), iii) Parsimonious fit Index; ChiSq/df = 3.835 < 5 (satisfactory). All matching statistics used exceeded the critical values proposed by Bollen (1989), Hair et al. (2010) and Awang et al. (2018). Thus, it can be concluded that the empirical data from the field was consistent with the construct measuring model that had been constructed by the researcher (Awang et al., 2018).

Table 2: Regression Coefficient Values and Level of Significance

The Effect Of Exogenous Constructs On Endogenous Constructs	Actual β	Standardize β	S.E.	C.R.	P
Application of KPS(TKPS) of KPS	0.98	0.88	.241	2.887	***
Application of KPS(TKPS) of TPACK	1.136	1.14	.307	3.706	***
TPACK) of KPS	.810	0.924	.073	11.095	***

The level of significance for each relationship between the two constructs were measured using C.R or p-values, if CR value is outside the range of $-1.96 < CR < 1.96$ and the value of $P < 0.05$, it indicates that the relationship is significant. Referring to Table 2, the findings of the study found that the relationship of KPS effects on the application of KPS is significant with the regression coefficient value of 0.80 where the value of CR 2.887 is outside the range of $-1.96 < CR < 1.96$ and the value of $P < 0.05$ (significant). This proves that the teaching and learning process (PdPC) is dependent on the level of mastery of teachers in the KPS component.

The findings also show that the KPS component has a significant effect on TPACK with a regression coefficient of 0.81 where the value of C.R 11.095 is outside the range of $-1.96 < CR < 1.96$ and the value of $-P < 0.05$. This means TPACK skills during the teaching and learning process (PdPC) were dependent on the level of mastery of teachers in the KPS component. The application of KPS skills during the teaching and learning process (PdPC) was, interestingly, dependent on the level of mastery of teachers in the TPACK component. The findings of the study show the effects of TPACK Construct as a mediator for the relationship between KPS ----> TPACK, TPACK ----> TKPS and KPS -----> TKPS are significant, so it can be concluded that the TPACK Construct is a partial mediator.

From the findings, it can be concluded that historical thinking skills (KPS) significantly predicted TPACK Skills and KPS application (TKPS), while TPACK Skills positively predicted KPS application (TKPS). In addition, TPACK skills only partially affect the relationship between KPS and TKPS. This study has successfully developed an evaluation model (SEM) to measure the effect of historical thinking skills (KPS) and technological, pedagogical and content knowledge (TPACK) on the effectiveness of teachers delivering the application of historical thinking skills (TKPS).

Conclusion

There were two main purposes of this study, the first was to determine the number of dimensions for the items as well as to evaluate the unidimensionality, validity and reliability of the constructs through EFA and CFA methods. The second purpose was to build an evaluation model to measure the effects of the relationship between KPS, TPACK and TKPS using the Structural Equation Model (SEM) Method.

From the results of EFA and CFA analyses, 6 items have been deleted from the KPS construct leaving only 12 items at the end of the study. The KPS construct which originally consisted of five sub-constructs namely Chronology Skills, Rationalization Skills, Evidence-based Validity Skills, Imagination Skills and Interpretation Skills in the end formed only one main dimension after EFA analysis was performed. Similar results were also found for the Application of Historical Thinking Skills construct (TKPS) where items which were originally 13 were reduced to 10. For the TPACK component, as a result of the CFA analysis, the Technological sub-component was removed from the TPACK component due to the low factor loading (0.39). Based on the result of the EFA and CFA analyses, only 35 items with three main constructs (KPS, TKPS and TPACK) and two sub-constructs (Pedagogy and Content) were considered for SEM analysis.

In developing a model to evaluate the effects of KPS and TPACK on the application of KPS skills in the teaching of Seerah for Islamic Education teachers who teach upper secondary forms, the findings show that the application of KPS during the teaching and learning process (PdPC) was dependent on the level of mastery of teachers in the KPS component. The findings also indicate that the KPS component has a significant effect on TPACK. TPACK skills during the teaching and learning process (PdPC) were, in return, dependent on the level of mastery of teachers in the KPS component. This study also shows that the skills of application of KPS during the teaching and learning process (PdPC) are dependent on the level of mastery of teachers in the TPACK component. So, the final finding in this study is TPACK Component is a partial mediator for the relationship between historical thinking skills (KPS) and the

application of historical thinking skills (TKPS) for Islamic Education teachers who teach Seerah Nabi in Islamic Education subject.

Overall, it can be concluded that all the relationships found in the evaluation model are significant. These results strongly suggest that if Islamic Education teachers master the historical thinking skills as well as being competent in the TPACK component, they can increase the level of application of historical thinking skills among students during teaching and learning sessions of Seerah Nabi in Islamic Education subject.

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