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Factors Influencing Teachers' Quality in Teaching and Learning at School Based on the Elements of SKPM Quality@School Standard 4: A Systematic Literature Review (SLR)

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ABSTRACT

The quality of teachers is the central pillar in the development of students in schools. In addition, the quality of teachers in various aspects can ensure that the quality of teaching and learning aligns with current developments. However, sometimes, teachers need to be more sensitive to the guidelines provided to shape the quality of teaching and learning in schools. Moreover, some teachers must be made aware of the current changes in the national education system. Guidelines for generating quality teachers in terms of learning and facilitation aspects have been introduced by the Ministry of Education Malaysia (KPM). However, the need for more awareness in implementing the elements of SKPM Quality @ School Standard 4 raises deep concerns about the quality of teaching and learning by teachers in schools, which are expected to meet the aspirations of the national education system in the future. Therefore, this study examines the factors influencing teachers' quality in teaching and learning at school based on the elements of SKPM Quality@School Standard in various types of schools. This qualitative study uses a descriptive design. Data was collected through document analysis from journals, articles, proceedings, and theses. Data were analyzed using thematic analysis. The findings of the study indicate that five main factors influence teachers' quality in teaching and learning based on the elements of SKPM Quality@School Standard 4 elements in various schools. Moreover, this study is still a hot topic of discussion. It requires more in-depth examination because there are still gaps in applying the SKPM Quality @ School Standard 4 elements among school teachers. Therefore, understanding and delving into these elements can produce quality teachers in Teaching and Learning to provide the best education on par with other countries. This aligns with the Ministry of Education Malaysia's Strategic Plan (PSKPM) 2024-2030, based on Strategic Core 1, aimed at improving access and quality of education in Malaysia. Hopefully, this study can provide a valuable impact on all scholars, especially teachers, in collectively shaping knowledgeable and informed children starting from primary school.

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1. Introduction

The quality of teachers refers to their ability and capability to master various aspects of teaching and learning. (PdP). Furthermore, the sustainable quality of teachers is also an essential component in ensuring that teachers can deliver teaching and learning sessions (PdP) in the classroom more effectively and achieve the desired objectives (PdP) [37]. The quality of teachers also refers to their ability and capability to master various aspects of teaching and learning to ensure the teaching and learning sessions (PdP)]. Undeniably, every individual who holds the title of teacher has their image and style in imparting knowledge to students in school. However, to achieve the standard towards adequate teacher quality in line with the aspirations of the Ministry of Education Malaysia through the KPM Strategic Plan (2024-2030), it is suggested that specific guidelines be provided to teachers to further enhance the teaching profession towards a more dynamic and progressive direction. Teacher quality can form in the hearts of individuals called teachers or educators, guided by references that teachers can use to become quality teachers [16].

Not only in Malaysia but also in countries like England, the Education and Inspection Act (2006) emphasizes the role of inspectors themselves in ensuring that teacher services are always efficient and effective in schools to provide quality education. This aligns with [8] data involving the school self-evaluation framework (SEF) in England, which focuses on the quality of services offered by schools, which is still at a concerning level, covering aspects of teacher observation and guidance services for teachers [9]. Therefore, the quality of teachers becomes the leading benchmark in ensuring that students' education in the classroom is more systematic and of higher quality. Thus, Malaysia is also not exempt from emphasizing the role of teacher quality in the country's education. Therefore, the Ministry of Education Malaysia (KPM) has outlined several valuable guidelines for teachers to shoulder the responsibilities and trust as school educators, regardless of location or student education level [13].

Moreover, precise exposure to SKPM Quality@School Standard 4 is closely related to the formation of teacher quality in schools. Nevertheless, even though the Ministry of Education (KPM) has formulated guidelines on teacher quality, the emphasis on teacher quality in schools is still of concern needs to be put. This is in line with Shaffeei *et al.*, [33] study, which states that the quality level of teachers about teaching and learning in schools is still at a moderate level. Furthermore, the JNJK Penang data report also shows that the quality of teachers in schools in the state is still at a satisfactory level only. Therefore, this study focuses on the guidelines provided by the Ministry of Education (KPM) in shaping quality teachers from all aspects, especially in the teaching and learning (PdP) aspect in the classroom, to ensure the effectiveness of the education delivered. In this article, the author discusses in detail the guidelines outlined by the Ministry of Education (KPM) aimed at teacher quality in student outcomes through the elements found in SKPM Quality @ School Standard 4, focusing on Teaching and Learning (PdPc), the background and elements of SKPM Quality @ School Standard 4, and the research methodology. Next, the discussion will focus on the research findings, specifically the factors Influencing teacher quality in teaching and learning at schools based on the elements Of SKPM Quality@School Standard 4 as found in previous studies.

However, the literature review only generally refers to the elements of SKPM Quality@School Standard 4. Therefore, a more focused study on each component must be conducted to identify more apparent factors influencing each element in the SKPM Quality@School Standard 4. This is because each element in the SKPM Quality@School Standard 4 has different functions and roles to be achieved and applied by teachers in the classroom. This matter has become a significant gap in the research of this paper.

2. Background of SKPM Quality@School

The Quality Assurance Department (JNJK) introduced the High-Quality Education Standard Improvement Assurance System (STKP) starting in 2001. To improve the STKP that had been introduced, the Malaysian Education Quality Standard (SKPM) was introduced in 2003 to replace the STKP that JNJK had introduced. As a result of the reviews conducted in 2009 and 2010, the SKPM has been introduced to align with the JNJK direction 2010-2015, and the introduction of the National Key Result Areas (NKRA) focusing on the education aspect in Malaysia, subsequently replacing the STKP that had been introduced in 2003. SKPM 2010 was introduced to establish a benchmark or standard level of excellence that the school desires and achieves. In addition, among the other functions of SKPM, 2010 explicitly clarifies the meaning of the phrase "Satisfactory (or standard) teaching level" as stipulated in the Education Act 1996 - Subsection 117 (a).

In addition, the SKPM also extends the reach of JNJK's actions by empowering schools to implement the quality standard assurance system themselves without the presence of school inspectors. The existence of the SKPM also serves as a shift to enhance the professionalism of educators in schools. Furthermore, SKPM plays a role in raising awareness and the importance of maintaining the quality of education in schools by empowering schools to align with changes, developments, and current challenges, such as globalization and a borderless world. Furthermore, the SKPM also acts to fulfill national policies such as the Malaysian Education Development Plan (PM) 2013-2025, Vision 2020, the Government Transformation Program (GTP), and human capital development. Among the importance of SKPM is its role as a guide in measuring the school's quality standards during inspections, monitoring, or supervision conducted by the Ministry of Education (KPM).

In the school aspect, it can serve as a guide to ensure that more effective education quality can be achieved through the School Self-Rating (PKS-SKPM), measuring the standards in the school and simultaneously identifying the strengths, weaknesses, and issues that arise within the school. Furthermore, the SKPM also serves as a starting point for preparing the School Performance Improvement Program (SIP). Subsequently, a revision was made to the SKPM 2010, leading to the SKPMg and then to the SKPMg2 or "Standard Kualiti Pendidikan Malaysia Gelombang 2."

The SKPMg2 was introduced by the Ministry of Education (KPM) to enhance the effectiveness of management and the education delivery process. The improvements to the SKPMg2 aim to improve quality and align the SKPM with current educational developments. This quality improvement refers to five primary standards covering various aspects such as Standard 1, referring to leadership aspects; Standard 2, referring to organizational management; Standard 3, referring to curriculum, co-curriculum, and student affairs management; Standard 4, referring to teaching and facilitation, and Standard 5: referring to student outcomes.

This study focuses on SKPM Quality@School, specifically Standard 4, referring to the learning and facilitation (PdPc) by teachers in schools. Generally, Standard 4 encompasses six main elements: 1. Teacher as planner 2. Teacher as controller 3. Teacher as guide 4. Teacher as motivator 5. Teacher as evaluator 6. Student as an active learner. However, this study refers factors influencing teacher quality in teaching and learning based on the elements of SKPM Quality@School Standard 4.

3. The Elements of SKPM Quality@School Standard 4

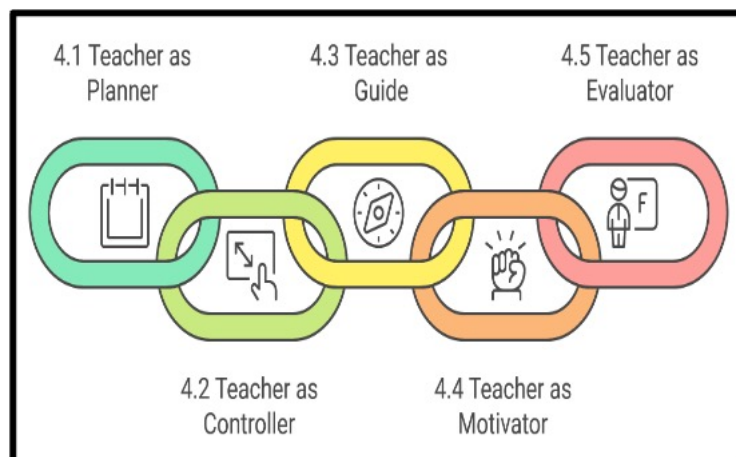


Fig. 1. The Elements of SKPM Quality@School Standard 4

3.1 Teacher as Planner

As a planner, the teacher needs to ensure readiness and make early plans to ensure that the conducted teaching and learning sessions are always orderly and organized. The teacher's preparation here refers to a systematic and professional approach, which includes the preparation of Daily Lesson Plans (RPH), determination of assessment methods, provision of educational resources for conducting teaching and learning (PdP), setting specific rooms and spaces as learning environments, according to students' abilities and by the time allocation and instructions that have teachers has enforced.

3.2 Teacher as a Controller

The teacher as a controller refers to the teacher's knowledge and skills in managing the lesson content according to the predetermined time allocation. In addition, teachers need to provide opportunities for active student participation by ensuring that the lesson objectives are achieved according to the student's abilities and that control is maintained continuously during the teaching and learning sessions.

3.3 Teacher as a Guide

The teacher as a guide refers to the teacher's role as a guide to students to ensure they master knowledge and skills and apply the noble values found in the lesson objectives during the teaching and learning process (PDP). Teachers must guide students professionally and systematically by providing instruction to help them master the subject matter, make decisions, and solve problems through educational resources. Teachers should also integrate the subject matter with skills and other subjects according to the needs and abilities of the students, accurately, precisely, judiciously, and diligently.

3.4 Teacher as a Motivator

The element of the teacher as a motivator focuses on the role of the teacher in enhancing student motivation in the conducted teaching and learning process. This motivating aspect is divided into two: encouraging the students' minds and encouraging the students' emotions. To stimulate students' minds, teachers need to encourage students to communicate and collaborate, as well as pose questions that lead to critical and creative thinking. In addition, teachers need to encourage students to make decisions and solve problems, as well as create opportunities for students to lead and ask questions related to the lesson content and acquire self-knowledge based on the lesson objectives according to the students' abilities continuously. Teachers act as motivators to enhance students' motivation in learning. In the aspect of emotional encouragement, teachers need to motivate students' emotions in carrying out learning activities in a planned manner by giving praise, encouragement, and appreciation, as well as building confidence and being attentive to students' needs in a prudent.

3.5 Teacher as an Evaluator

The element of the teacher as an evaluator means that teachers need to use various assessment methods, conduct remediation and enrichment activities, reflect and review students' work based on lesson objectives by the effective assessment implementation regulations, comprehensively and continuously.

4. Methodology

This study uses the systematic literature review method. In the implementation and writing of the study, only articles, journals, and theses published and uploaded in the Google Scholar and Mycite databases within the past 5 years, from 2019 to 2024, were used as references. The search and filtering of relevant data combined two keywords, namely "SKPM Kualiti@Sekolah" and "Teacher Quality" and "Teaching and Learning" as search criteria. Although more than 50 articles met the search criteria at the initial stage, after reviewing the titles and abstracts of these articles, only 27 articles were considered in this literature review report, taking into account the sustainability of the education discussed. The literature review framework focuses on the factors influencing teacher quality in teaching and learning based on the elements of SKPM Quality@School Standard 4 to achieve internationally recognized education and be competitive with education from other countries.

5. Research Findings

The findings from this systematic method include factors influencing teacher quality in teaching and learning based on the elements of SKPM Quality@School Standard 4. The factors are as follows.

Table 1

Factors influencing teacher quality in teaching and learning based on the elements of SKPM Quality@School Standard 4

BIL	WRITER	YEAR	FACTORS INFLUENCING THE SKPM@ QUALITY STANDARD 4				
			KN	SK	PD	EN	TS
1	Ming & Razimi	2019	√	√	√	X	X
2	Arumugam	2019	√	√	√	√	X
3	Khuzaimah <i>et al.</i> ,	2019	√	√	X	X	X
4	Zulkifly <i>et al.</i> ,	2020	√	√	√	X	X
5	Asyraf & Norfariza	2020	√	√	√	√	√
6	Norlela & Samsudin	2020	√	√	√	X	X
7	Ng Lee Ching <i>et al.</i> ,	2020	√	√	√	X	√
8	Subri <i>et al.</i> ,	2021	√	√	√	√	X
9	Norlela <i>et al.</i> ,	2021	√	√	√	√	√
10	Siti & Nurahimah	2021	√	√	√	X	X
11	Najib <i>et al.</i> ,	2021	√	√	√	√	√
12	Zain <i>et al.</i> ,	2021	√	√	√	X	X
13	Abd Latif <i>et al.</i> ,	2021	√	√	√	X	√
14	Azarul <i>et al.</i> ,	2022	√	√	√	√	√
15	Chuah & Al-Amin	2022	√	√	√	X	√
16	Azwani <i>et al.</i> ,	2022	√	√	√	√	√
17	Saidatulafza <i>et al.</i> ,	2022	√	√	√	√	√
18	Kitikedizah & Maimun	2022	√	√	√	X	X
19	Liong & Norfaradilla	2022	√	√	X	√	X
20	Rubashini <i>et al.</i> ,	2022	√	√	√	X	X
21	Syed & Ahmad	2022	√	√	√	√	√
22	Mazhan <i>et al.</i> ,	2022	√	√	X	X	X
23	Mei Ling & Sofwan	2023	√	√	X	X	X
24	Ayub & Zamri	2023	√	√	√	√	√
25	Muhammad & Wan Muna	2024	√	√	√	√	√
26	Anusia & Muniisvaran	2024	√	√	√	√	√
27	Zuraidah <i>et al.</i> ,	2024	√	√	√	X	X
KN- KNOWLEDGE			PD-PEDAGOGICAL METHODS		TS - TYPE OF STUDENTS		
			SK – SKILLS		EN - ENVIRONMENT		

6. Discussion

Based on the research findings, it can be concluded that there are five main factors contributing to the quality of teaching and learning by teachers according to the elements of SKPM Quality@School Standard 4. These factors include knowledge, skills, pedagogical, environment, and the type of students to be taught. Factors that influence the quality of teachers in teaching and learning based on the elements of the SKPM Quality@School Standard 4 are summarized in Figure 2 below:

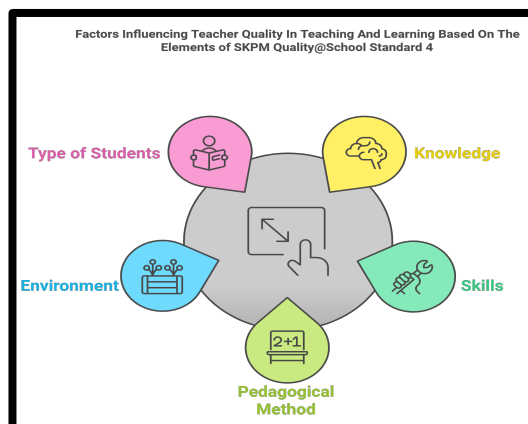


Fig. 2. Factors influencing teacher quality in teaching and learning based on the elements of SKPM Quality@School in Standard 4

6.1 Knowledge

Based on the findings of the study, it was found that all studies agree that knowledge of the SKPM Quality@School Standard 4 is the main factor influencing the quality of teaching and learning by teachers in the classroom. This knowledge refers to the depth of understanding teachers possess in conducting teaching and learning sessions in schools [1]. Knowledge is essential for a teacher in a teaching and learning session that is to be undertaken [11,40]. Understanding the elements contained in the SKPM Quality@School Standard 4 can be derived through in-depth knowledge and applied to students in the school. Knowledge of SKPM Kualiti@Sekolah Standard 4 helps implement planned teaching and learning (PdP) effectively, thereby achieving the set teaching and learning objectives. In addition, having in-depth knowledge of the SKPM Quality@School Standard 4 can also ensure that the implemented teaching and learning process (PdP) can be effectively controlled, ensuring that teachers can impart knowledge to students in line with their understanding based on the SKPM Quality@School Standard 4 [18]. Overall, teachers' knowledge of the SKPM Quality@School Standard 4 is closely related to the quality of teachers' teaching and learning (PdP) in the classroom.

6.2 Skills

The study findings also revealed that almost all the studies in the article found that teachers' skills in SKPM Quality@School Standard 4 are essential in ensuring the quality of teachers' teaching and learning (PdP) in the classroom. Teacher skills encompass several aspects, especially when planning the course of teaching and learning (PdP), to ensure that PdP runs smoothly and according to the teacher's requirements in the classroom [27]. In addition, the teacher's skills in SKPM Quality@School Standard 4 also refer to the mastery of the subject to be taught. A deep mastery of the subject taught by a teacher helps to further enhance the quality of the teacher's teaching and learning process in the classroom [3]. In addition, communication skills also greatly help ensure that the quality of teaching and learning can be implemented as best as possible [12]. The teacher's skills in SKPM Quality@School Standard 4 also encompass controlling the PdP sessions to ensure they are always well-managed, creating an organized and conducive learning environment. Therefore, the skills of each teacher are very useful in ensuring the quality of teacher PdP is achieved and supporting the SKPM Quality@School Standard 4 in school.

6.3 Pedagogical Method

The study findings also reveal that pedagogical methods play a significant role in ensuring that each teaching and learning session (PdP) can be conducted ideally and impact the education provided. Pedagogy gives teachers an overview of classroom sessions' teaching and learning methods [41]. The correct selection of the pedagogy used can assist teachers in generating the right ideas and methods to ensure that students in the classroom receive each teaching and learning session well without feeling bored or finding it difficult to learn. Additionally, according to Bakri *et al.*, [19], the pedagogical methods should also align with the field and subjects taught by the teacher. This aligns with [28], which states that meaningful pedagogical methods can create enjoyable and engaging teaching and learning sessions that attract students to learn in the classroom. In addition, pedagogy knowledge can further enhance teachers' quality in diversifying the methods and approaches that can be used in teaching and learning (PdP) to make it more organized and create effective communication between teachers and students [31]. Therefore, selecting pedagogical methods can help improve the quality of teaching and learning by teachers in schools.

6.4 Environment

The environment also affects the quality of teachers, according to the SKPM Quality@ School Standard 4. This aligns with Amin [6] stating that a good environment can make the classroom more comfortable, safe, and conducive. A good environment can also profoundly impact the teaching and learning sessions according to the school quality standards [32]. Teachers also need to be aware of the learning environment and the matters to be conveyed in the classroom [5]. The correct and precise approach can also build effective teaching and learning (PdP) while creating a relaxed PdP atmosphere that makes it easy for students to learn without fear of asking questions or sharing ideas with the teacher in the classroom [23]. With a good environment, it should help teachers improve the quality of teaching and learning in schools.

6.5 Types of Students

13 out of 27 article studies state that types of students are also closely related to the quality of teacher pedagogy in schools. The types of students here mean that teachers need to wisely use teaching methods according to the abilities of each student. Undoubtedly, teachers face various types and characteristics of students with different skills, but they must act promptly by identifying each student's abilities [39]. Special education students require different teaching methods than mainstream students [30]. Similarly, Indigenous students also need a different approach, especially involving communication in delivering knowledge in the classroom [21]. For students of other races and religions, teachers must adopt various methods to ensure the quality of teaching and learning (PdP) can be improved in line with the SKPM Quality@School Standard 4 elements [29]. Each teacher should identify the characteristics of the students before starting the teaching and learning session. This is because teachers need to be sensitive to the abilities and backgrounds of the students so that they do not feel alienated or undervalued.

7. Conclusion

Perfect education is the main pulse in forming knowledgeable students in all schools. All children are required to receive formal education in school without any exceptions. Therefore, the role of

teachers is vital in ensuring that the education received by this civilized generation provides something beneficial for themselves in facing a future full of challenges and obstacles. In facing an education system that is increasingly developing, the role of teachers becomes the central pillar in delivering knowledge in schools [2]. Deep knowledge within teachers regarding SKPM Quality@School Standard 4 can open minds in understanding the tasks in teaching and facilitation (PdPc) to ensure that students can absorb the knowledge conveyed in the classroom more efficiently and effectively.

Sufficient knowledge within each teacher will generate other skills that can be applied to ensure that the teaching and learning sessions conducted are more systematic and holistic. The success of teachers in delivering teaching and learning sessions based on the SKPM Quality@School Standard 4 in the classroom can positively impact students at school, helping them understand and appreciate every piece of knowledge they acquire daily. In conclusion, five main factors influence the quality of teachers about SKPM Quality@School Standard 4. However, the literature review only generally refers to the elements of SKPM Quality@School Standard 4.

Therefore, a more focused study on each component must be conducted to identify more apparent factors influencing each element in the SKPM Quality@School Standard 4. This is because each element in the SKPM Quality@School Standard 4 has different functions and roles to be achieved and applied by teachers in the classroom. Therefore, several research suggestions can be conducted for the improvement of the study that has been carried out, such as a study on the importance of elements in the SKPM Quality@School Standard 4 according to different fields and subjects.

In addition, a more in-depth analysis of each component of the SKPM Quality@School Standard 4 can be conducted by addressing several elements, namely teachers as planners, teachers as controllers, teachers as motivators, teachers as guides, and teachers as evaluators. A more in-depth study on the comparison of teacher quality across several different countries will be conducted to identify the strengths and weaknesses present in the guidelines introduced by the Ministry of Education (KPM) regarding the quality of teaching and learning (PdP) in schools. The study of other standards found in the SKPM can also be expanded so that more scholarly research can be produced and provide high value to the world of education in this era of globalization.

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