

AL-SHAJARAH

JOURNAL OF ISLAMIC THOUGHT AND CIVILIZATION
OF
THE INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA (IIUM)

SPECIAL ISSUE:
EDUCATION

2018

AL-SHAJARAH

EDITOR-IN-CHIEF

ABDELAZIZ BERGHOUT, IUM, Malaysia

COPY EDITOR

SUZANA SUHAILAWATY MD. SIDEK, IUM, Malaysia

GUEST EDITORS

NOOR LIDE ABU KASSIM, IUM, Malaysia

MOHAIDA MOHIN, IUM, Malaysia

EDITORIAL BOARD

THAMEEM USHAMA, IUM, Malaysia

MOHAMED ASLAM BIN MOHAMED HANEEF, IUM, Malaysia

AWANG SARIYAN, IUM, Malaysia

HAZIZAN MD NOON, IUM, Malaysia

HAFIZ ZAKARIYA, IUM, Malaysia

DANIAL MOHD YUSOF, IUM, Malaysia

ACADEMIC COMMITTEE

MD SALLEH YAAPAR, USM, Malaysia

MOHAMMAD ABDUL QUAYUM, IUM, Malaysia

RAHMAH AHMAD H OSMAN, IUM, Malaysia

RASHID MOTEN, IUM, Malaysia

SPAHIC OMER, IUM, Malaysia

INTERNATIONAL ADVISORY BOARD

SYED ARABI IDID (Malaysia)

OSMAN BAKAR (Malaysia/Brunei)

ANNABELLE TEH GALLOP (UK)

SERDAR DEMIREL (Turkey)

AZYUMARDI AZRA (Indonesia)

WAEEL B. HALLAQ (USA)

AFIFI AL-AKITI (Malaysia/UK)

IBRAHIM ZEIN (Qatar)

Al-Shajarah is a refereed international journal that publishes original scholarly articles in the area of Islamic thought, Islamic civilization, Islamic science, and Malay world issues. The journal is especially interested in studies that elaborate scientific and epistemological problems encountered by Muslims in the present age, scholarly works that provide fresh and insightful Islamic responses to the intellectual and cultural challenges of the modern world. *Al-Shajarah* will also consider articles written on various religions, schools of thought, ideologies and subjects that can contribute towards the formulation of an Islamic philosophy of science. Critical studies of translation of major works of major writers of the past and present. Original works on the subjects of Islamic architecture and art are welcomed. Book reviews and notes are also accepted.

The journal is published twice a year, June-July and November-December. Manuscripts and all correspondence should be sent to the Editor-in-Chief, *Al-Shajarah*, F4 Building, Research and Publication Unit, International Institute of Islamic Civilisation and Malay World (ISTAC), International Islamic University Malaysia (IIUM), No. 24, Persiaran Tuanku Syed Sirajuddin, Taman Duta, 50480 Kuala Lumpur, Malaysia. All enquiries on publications may also be e-mailed to alshajarah@iium.edu.my. For subscriptions, please address all queries to the postal or email address above.

Contributions: Submissions must be at least 5,500 words long. All submissions must be in English or Malay and be original work which has not been published elsewhere in any form (abridged or otherwise). In matters of style, *Al-Shajarah* uses the *University of Chicago Manual of Style* and follows the transliteration system shown on the inside back cover of the journal. The Editor-in-Chief reserves the right to return accepted manuscripts to the author for stylistic changes. Manuscripts must be submitted to the Editor-in-Chief in Microsoft Word. The font must be Times New Roman and its size 12. IIUM retains copyright to all published materials, but contributors may republish their articles elsewhere with due acknowledgement to *Al-Shajarah*.



TEACHERS' SCHOOL GUIDANCE PRACTICE TOWARD PISA ENHANCEMENT: A COMPARISON BETWEEN MALAYSIA AND FINLAND¹

Nurshida Mohd Ishak
Ismail Hussein Amzat
Byabazaire Yusuf

Abstract

This study aimed to compare Malaysian and Finnish subject teachers' perceptions of the practice of school guidance. In addition, it is aimed to compare Malaysian and Finnish subject teachers' perceptions of PISA and its significance and Finnish subject teachers' perceptions of the school guidance practice towards PISA enhancement. This study is a qualitative research, employing semi-structured interviews with four subject teachers; two participants from Finland and two participants from Malaysia. The study uses a purposive sample and the sample size consists of 4 participants. The selected interviewees are teachers in secondary schools in both countries. The data collected are analysed using three phases of thematic analysis with the help of analysis computer software, Nvivo for a more visible systematic analysis. Teachers have different interpretations of what constitutes school guidance; its meaning, definition, framework. Additionally, the personnel involved in school guidance differs in Malaysia and Finland. In terms of the teaching context, participant teachers in consensus agreed that PISA assessment plays little role in the determination of what they believe is important for their students' needs (skills) to survive in their life after school. School guidance has the potential to contribute towards PISA enhancement if and when the school guidance programme is financially supported plus a strong support or desire from students, teachers, counsellors and the school administration as a whole.

¹ Article received: August 2018; Article submitted: November 2018; Article accepted: December 2018

Keywords: School Guidance, Teacher, PISA, Comparative Study, Educational System, Finland, Malaysia.

Introduction

The scenario

The year was 2016. A Malaysian boarding school, considered as a grade ‘A’ school had four weeks left before the semester two final examination. Form two English teachers were struggling to complete or finish off their syllabus. A module came in from the Department of Higher Learning (English Unit), demanding the form two English teachers to carry out a set of modules focusing on students’ grammar in that four critical weeks. Teachers were expected to complete the module during academic hours while students’ final marks and report were in progress. No further explanation was given apart from that the module is the product of post-PISA result, aiming to close the gap Malaysia has in language, math and science literacy. Teachers’ responses or concerns were sidelined and teachers were expected to do as what they were told without any question. Such scenario is now occurring more frequently in the Malaysian education setting. This sparks concern about Malaysian education dynamics and its effect on the psychology of the teachers, students and education reform itself. This research came into being, due to the popularity of PISA programme and its usage for global assessment of student learning achievement as well as a benchmark for improving the educational system.

PISA is an acronymic of Programme for International Student Assessment, which is an ongoing survey created by the Organisation for Economic Cooperation and Development (OECD), which tests how students of 15-year-olds in developed nations apply theory and thinking skills in answering questions based on reading, math and science literacy every three years. PISA was originally initiated at the request of OECD member countries and commenced its first survey in the year 2000 with the most recent assessment in 2015. In every 3 year-cycle, the different major domain of study – reading, mathematics, and science – was focused in each rotation. Though principally an organisation centred on economic, OECD approach to

PISA is concerned with “the capacity of students to extrapolate from what they have learned and to analyse and reason as they pose, solve and interpret problems in a variety of situations” (OECD, 2007, p. 3).² PISA assesses students’ ability to apply or “use their knowledge and skills” that they gained in school “in a variety of real-life situations, rather than merely on [sic] the extent to which they have mastered the school curriculum”.³ In other words, PISA centres on assessing what students can do with what they learn at school and not on the idea of what these students can regurgitate or reproduce from their lessons.

Correspondingly, the announcement of PISA (Programme for International Student Assessment) result in 2012 was the catalyst for the emergence of such quick fix modules, which was hoped to miraculously iron out the problems of reading and mathematics and science of all students in Malaysia. This has come into the limelight when Finland, a Nordic country is hailed as a model of a perfect country academically based on their high ranking in PISA 2000. This overemphasised overgeneralised perfection of Finnish education has become a model for criticizing and promoting educational policies.⁴ In the PISA ranking 2012, Finland was ranked at 6th while Malaysia at 52nd. Singapore ranked in first place while Malaysia was missing in its participation in the 2015 assessment. In Finland, the teachers are credited as highly qualified, educational experts who have gained the important value of trust from the Finnish society to impart knowledge on the difficult, heterogeneous groups of students.⁵ The

² OECD, *Education at a Glance* (Paris: OECD Publishing, 2007), 3, <http://www.oecd.org/education/skills-beyond-school/39313286.pdf>

³ OECD, *PISA 2012 Results: Ready to Learn: Students' Engagement, Drive and Self-Beliefs (Volume III)* (Paris: OECD Publishing, 2013), <http://dx.doi.org/10.1787/9789264201170-en>; J. Chung and M. Crossley, “Academic Achievement in Finland,” in *International Guide to Student Achievement*, ed. J. Hattie and E. M. Anderman, (New York: Routledge, 2012), 462.

⁴ K. Takayama, F. Waldow and Y. K. Sung, “Finland Has it all? Examining the Media Accentuation of ‘Finnish Education’ in Australia, Germany and South Korea,” *Research in Comparative and International Education* 8, no. 3 (2013): 307-325.

⁵ J. Välijärvi and et. al., *The Finnish Success in PISA – And Some Reasons Behind it 2: PISA 2003* (Jyväskylä: Jyväskylä University Institution for Educational Research, 2007), 49.

Finnish teachers nowadays enjoy an enviable position, but their process of development was not easy.

Figure 1. Comparison between Malaysian Education System and Finnish Education System

Malaysia Education System	Finland Education System
<ul style="list-style-type: none"> • Ministry of Education Malaysia (KPM) • Centralised Education • Official language used in teaching Science: English and <i>Bahasa Melayu</i> (1975-2002). English (2003-2013), 2017 – <i>Bahasa Melayu</i> • 11 years of public education/ schooling • 6 years – First schooling session • 5 years – Second schooling session. • Vision: Quality Education Begets Learned Individuals for a Prosperous Nation. (KPM, 2017). • Exam oriented (UPSR, PMR – PT3, SPM) 	<ul style="list-style-type: none"> • Ministry of Education & Culture • Centralised Education • Official language used in teaching Science: Finnish & Swedish • 12 Years public education/ schooling: 9 years – basic & lower upper education (Grade1-9) • 3 years – upper secondary school (Grade 10-12) • Vision: Finland is a Nordic welfare society, where education and training, culture and science are key factors for the wellbeing of the people as well as for Finland's economy and modern civilisation. • One final exam – matriculation (MOE, 2003).

In 1971, the Teacher Training Act reformed the teachers in engaging in teacher training at university level. All teacher training courses are required to take up upper-secondary school qualification, consisting of a four-year course of study, concluding with a master's degree and all these would take place within universities.⁶ This cemented Finnish's teachers as "well educated and a true pedagogical expert".⁷ One evidence is the low acceptance of teacher training, an indication of good quality teacher training and its popularity with only 10% applicants were selected for the program in 1982.⁸ The trust imparted on these Finnish teachers, along with the autonomy given in their responsibility in terms of assessing their students in their teaching profession is credited as one of the strengths of the Finnish education system.⁹

In essence, these teachers' perspectives are essential, as compared to a principal's perspectives per say due to the nature of the teachers who dwell more on their efforts and time, in developing the students' ability and potential in the classroom, rather than an

⁶ O. Kivinen and R. Rinne, "The Thirst for Learning, or Protecting One's Niche?" *British Journal of Sociology of Education* 15, no. 4 (1994): 521.

⁷ P. Linnakylä and J. Välijärvi, *The Finnish Success in PISA- And Some Reasons behind It: PISA 2000* (Jyväskylä: Jyväskylä University Institution for Educational Research, 2005), 36.

⁸ Whittaker, 1982, 35.

⁹ J. Välijärvi, and et al., *The Finnish Success in PISA – And Some Reasons Behind It: PISA 2000* (Jyväskylä: Jyväskylä University Institution for Educational Research, 2002), 42.

administrative point of view. In light of this, instead of criticizing the ever constant changing education policy in Malaysia, this comparative study is necessary to try and understand the objectivity of policy makers as well as taking it as an opportunity to mutually learn new perspectives and enhance our own education system in Malaysia. In this particular study, by comparing Malaysia's and Finland's school guidance through the perspectives of the teachers, it will foster a practical understanding through analysis and discussion of the differences and similarities in both countries. How significant is PISA from the English teachers' perspective? Do the students know what PISA is and why they are sitting in it? What guidance or assistance was given to prepare them for it? Did they prepare for the test at all? These are some of the issues that will be addressed in this research paper. Therefore, this study aims at achieving the following objectives:

1. To compare Malaysian and Finnish teachers' perceptions of the practice of school guidance.
2. To compare Malaysian and Finnish teachers' perceptions of PISA and its significance.
3. To investigate and make comparison between Malaysian and Finnish teachers' perceptions of the school guidance practice towards PISA enhancement.

Literature Review

School Guidance: Malaysian Context

In Malaysia, the school guidance system has been in existence since 1963 when the Malaysian economy shifted its focus from agriculture to industry.¹⁰ A Canadian guidance consultant, Russel M Mackenzie conducted a six-month course to 11 Malaysian education officials in an effort to implement guidance services in Malaysian schools. Abdul Rahman and Atan identified three stages of development of the guidance and counselling services in Malaysia; first ten years were concentrating on teacher training for the roles of school

¹⁰ Abdul Malek Abdul Rahman and Nor Junainah Mohd Isa and Azizah Atan, "A Guidance and Counselling Model Practiced Within Malaysian Schools," *International Journal of Education and Research* 1, no. 4 (2013): 1.

counsellors, the next 15 years were focused on bigger social issues such as drug abuse and disciplinary problems among students, and most recent efforts are on developing students' mental balance and soundness.¹¹

School guidance and counselling mainly involved full-time counselling teachers, working from 8.00 am until 4.00 pm where they are excluded from any teaching and learning involvement in the classroom with the presupposition that these teachers will be able to carry out and implement their duties and services in the education system better.¹² In MARA MRSM schools, the guidance system does not only include the counselling or guidance teacher. The responsibility is now being shared by homeroom teachers, a concept whereby a teacher is assigned to and become responsible for a group of 15 or 16 students beginning from these students' first registration for Form 1, aged 13 years old until they have completed their schooling.¹³ These homeroom teachers are willingly or unwillingly being coerced into the role of a parent and counsellor, developing students' knowledge and skills through structured experiences designed to support them in developing the skills necessary to function as responsible and productive citizens.¹⁴

School Guidance in Finnish Context

National Core Curriculum for Basic Education in Finland stated the responsibility of school guidance and counselling activities is nurturing the pupils' wellbeing and safety by focusing their support on the pupils' growth and development. It is important in terms of life planning that these pupils show their ability to study as well as in the aspect of social maturity by developing necessary skills and knowledge.¹⁵ In Finland, educational and vocational guidance is

¹¹ Ibid.

¹² M. Natesan and et.al., "Effectiveness Guidance and Counselling Services Using Context-Input-Process-Product Model: A Conceptual Framework." *Advanced Science Letters* 22, no. 8 (2016): 2011–2013.

¹³ MARA, "Kemudahan Pelajar di MRSM." *Portal Rasmi Majlis Amanah Rakyat*, accessed September 21, 2017. <http://www.mara.gov.my/kemudahan-pelajar-di-mrsm>

¹⁴ Abdul Malek Abdul Rahman and Nor Junainah Mohd Isa and Azizah Atan, "A Guidance and Counselling Model Practiced . . .", 5.

¹⁵ "Education System," *Finnish National Agency for Education*, accessed January

provided for pupils and students on daily bases. Guidance and counselling activities that are imbedded in basic education and it is done by all teachers. It was implemented to support pupils who are facing difficulties in their studies and in the brink of dropping out of school. It was aimed to support students' personal growths and developments while promoting study skills and developing their psycho-social skills such as self-knowledge, self-esteem, life management and welfare. It is also for their academic development, such as improving their study and learning process, study plan, learning methods and their learning weakness.¹⁶ It is interesting to note that among the OECD countries, the percentage of students who are reported as being happy at Finnish school is one of the lowest.¹⁷ Even though it is an intriguing aspect to discover, it is not one of the objectives of this research. Finland's welfare system is underpinned by the concept of equal opportunity in education.¹⁸ They have undertaken holistic measures to prevent failure and support students by providing early support through;

“All municipalities and larger schools have student welfare teams which include teachers, the school nurse, the school psychologist, the student counsellor, and the principal. Student welfare teams have regular meeting to share information, discuss issues related to students and deal with these issues as soon as possible”¹⁹.

MARA Junior Science College

MARA Junior Science College [Malay: *Maktab Rendah Sains MARA (MRSM)*] is a cluster of 4 different types of boarding schools initiated by MARA or the People's Trust Council. A Malaysian government agency, this education institution is not under the

12, 2018. https://www.opf.fi/english/education_system.

¹⁶ R. Vuorinen, “Quality of Guidance Provision in Finnish Education” (presentation, National Conference on Lifelong Guidance Entitled Consultation on Quality Standards in Lifelong Career Guidance, Ljubljana, Slovenia, September 19, 2012).

¹⁷ OECD, *PISA 2012 Results: Ready to Learn* . . .

¹⁸ OECD, *Education Policy Outlook: Finland* (Paris: OECD Publishing, 2013), 6, http://www.oecd.org/education/EDUCATION%20POLICY%20OUTLOOK%20FINLAND_EN.pdf.

¹⁹ *Ibid.*, 7.

Ministry of Education but under the Ministry of Rural and Regional Development. The People's Trust or commonly abbreviated as MARA, was formed to assist, train and guide the *Bumiputera* in business and industry. It has expanded its venture into education, operating Universiti Kuala Lumpur and MARA Junior Science Colleges which aimed to "produce *Bumiputera* students of potential in science and technology".²⁰ MRSM education system is divided into four types: MRSM International General Certificate of Secondary Education (IGCSE), MRSM International Baccalaureate Middle Years Programme, MRSM Technical and MRSM *Ulul Albab*. Under MRSM Cambridge IGCSE system's five-year school programme, two certifications; IGCSE and SPM are offered to potential students. During this learning period, students are exposed to two different curriculums; one is the Malaysian national curriculum (KBSM) and the other is the Cambridge International curriculum. MRSM International Baccalaureate Middle Years Programme, or SPMRSM IB MYP framework is based on the International Baccalaureate education system while still aligning with the national curriculum. Some of the subjects covered in the IB MYP Curriculum are language acquisition, language and literature, individuals and societies, sciences, mathematics, arts, physical and health education as well as design. MRSM Technical introduces technical subjects, adding engineering, science where students are exposed to robotics, computer programming and technical, sketching, electrical and electronic and mechanical engineering. MRSM *Ulul Albab* is an education programme integrating the existing pure science system with religious aspects which consist of studying the Al-Quran and enhancing multilingual aspects by learning Arabic, Mandarin and Japanese alongside with Bahasa Melayu and English. In a period of three years, students are expected to memorize and understand the Quran.

²⁰ MARA, "MRSM Entry Requirement, Qualification Entry into MRSM." *Official Portal of Majlis Amanah Rakyat*, accessed May 12, 2018. http://www.mara.gov.my/en_US/syarat-kemasukan-ke-mrsm

Research Methodology

Qualitative research was chosen as the method of data collection and analysis in this study. This type of research is chosen as “an attempt to understand human behaviours, beliefs, and perceptions through the use of observations, interviews or archival analysis”.²¹ Semi-structured interview is the chosen approach and it is divided into three main categories; (1) school guidance practices in the secondary school and the role of teachers, (2) PISA: understanding its importance and effect from the perspective of the teachers and (3) the fundamental features behind school guidance system that supports PISA achievement. This approach is specifically chosen for its ability to scrutinize carefully the ‘integral constitutive feature’ of the school environment in Malaysia and Finland.²² The study uses a purposive sample and the sample size consists of 4 participants. It consists of two interviews in the Malaysian context and two interviews in the Finnish context. The selected interviewees are teachers in secondary schools in both countries.

The criteria of selecting samples are 1) participants have been working as a teacher for at least five years. Experienced subject teachers with PISA knowledge assessment were chosen for the interview as this study’s core is to explore the perceptions of the subject teachers; therefore, the length of their working experience as well as their experiences as subject teachers were taken into consideration. In Malaysia, the interviewees were chosen from MRSM schools in Northern part of Malaysia. Prior to the interview, a formal request letter was sent to the Finnish Ministry of Education and Culture. A similar formal request letter was also sent to MARA (Majlis Amanah Rakyat) to seek permission to interview with MRSM teachers. For the purpose of analysing the data, this study employed inductive approaches. The interview data were first sorted out according to the interview questions. Using excel programme and coded accordingly. To obtain clearer coding, themes and data analysis, a qualitative data analysis (QDA) computer software,

²¹ M. Crotty, *The Foundations of Social Research: Meaning and Perspective in the Research Process* (London: SAGE Publications, 1998), 74.

²² J. F. Gubrium and J. A. Holstein, *Handbook of Interview Research: From the Individual Interview to the Interview Society* (London: SAGE Publications, 2001).

Nvivo, was utilized. This is a process whereby ‘descriptive’ themes will be converted into ‘analytical’ themes.²³

Reports and Interpretation

Theme 1: Perspectives on School Guidance: A Comparison between Malaysian and Finnish Education Context

Response to School Guidance

The term school guidance differs in varying ways. The teachers were asked to define school guidance and explain it based on their understanding and interpretation. Theoretically, school guidance and counselling services model practiced in schools emphasize on students’ academic, career, and personal or social development. However, it was a surprise that the term “school guidance” itself seems to be unfamiliar to the teachers being interviewed, which accounts for the mixed sentiment response. M1 sees the term school guidance a new concept, as the term itself is unfamiliar to her, “*I don’t think we had something called that in our school.*” When asked about the people she thinks fit into the category of school guidance, she feels that one of the components of school guidance include the homeroom advisor along with few other personnel or staff at school. M2 defines school guidance as “*new older friends for students in the lower secondary schools.*” She identifies counsellors to have two important roles, one as a school guidance and the other as school counsellor, each playing different roles at different stages of secondary school.

The duties of the counsellor or guidance teacher is seen as academic guidance (in the sense that they help students choose subjects), career guidance (dealing with career information and choices) and finally personality development. A more important is duty to mould the lower secondary students in terms of projecting acceptable social mannerism, good positive behaviour and thinking as well as exploring their development of critical thinking. It seemed that such emphasis is placed because these teachers believe that it is

²³ A. Booth, D. Papaioannou and A. Sutton, *Systematic Approaches to A Successful Literature Review* (London: SAGE Publications, 2011).

easier to instil aspects of value in these students as their personality is evolving, and shaping them at this stage of growing up will create a good human being. Finnish teachers also struggled to define school guidance even though in the Finnish education system, the term school guidance is evident in a lot of official documentation even the ones available online. However, F1's initial response was to view school guidance as the principal.

F2 has a clearer perspective of who are considered to be involved in school guidance, she describes their role as one person who is like an advisor, who helps students think about what they are going to do after the secondary school. She identifies psychologist and the school doctor to be a part of the guidance support system, along with school counsellor. She acknowledges school guidance system is a combination of several people. She later speaks of school guidance as "*multilevel guidance in the sense that they are also others than just the counsellor involved.*" In essence, all teachers agree that school guidance is not solely a single person's responsibility, but the role expands to everyone who has direct or indirect relationship with the students. Everyone is responsible to ensure that the students are well taken care of physically, emotionally and mentally.

Teaching Skills for Life

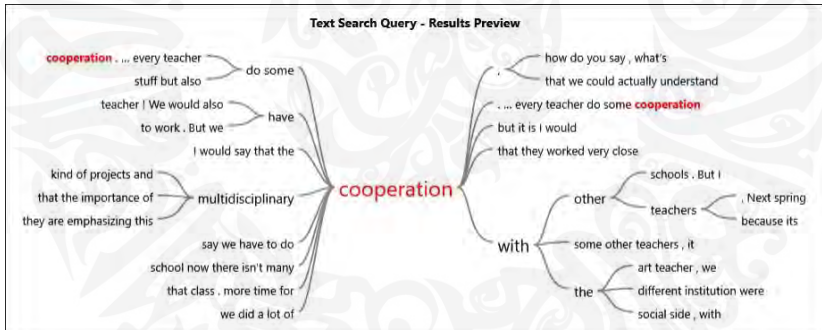
This theme shows the thematic comparison for Teaching for Life Skills for School Guidance between Malaysian and Finnish perspectives. For Finnish teachers, the school, subjects and teachers are the three main vital vessels to teach students about skills, either academically or for life. In Malaysia, the teachers acknowledge that skills and students are important and teaching these skills to students are the teachers' priority in their objectives to prepare students for university life. In Finland, the new curriculum has exerted a lot of emphasis on the importance of life skills for students. F2 wishes that a clearer guideline or framework is given for teachers or counsellors in term of the type of skills to be delivered to the students. M2 also expresses the same feeling, that students need guidance from counsellor in terms of skills in researching for university information. The counselling room should have been the first place to seek this information, but regrettably, M2 feels the unstrategic location of the

counselling room hinders students to seek help in research skills for university. F1 thinks that in order to help guide students with the necessary skills for life, counsellors need to be given more time with the students. In Finland, the counsellors only have a limited time of one hour per week with the students. F1 believes one hour is insufficient and more time must be allocated for them, *“I think more, the counsellor can do something, but he or she has only maybe one hour a week,... so only one hour a week he or she can see the students so it is not that much.”*

Support (School Guidance)

All four teachers mentioned the importance of a support system or network, where effective cooperative collaboration between different internal or external units or departments work together for the benefits of the students.

Figure 2. Text Search Query on Cooperation for School Guidance: Support



In the Malaysian MRSM education setting, the students at the age of 16 will be submitted into a program called Mock Interview. Students will be confronting a group of professional panels, for example, like doctors, army officers, architects or engineers where the students will be interviewed. Cooperative collaboration in terms of support given by these professional proves a valuable asset for school guidance. M1 shares her opinion where she believes her students gain a lot of benefits from the feedback session after the mock interview:

“After the session these professional people will give feedback, like constructive feedback so that the students realise what it is like to actually sit for a real interview to ask for a job or for a scholarship and how their preparation or knowledge or skills, whether they are fully prepared or not. So I think that, I have seen this mock interview for a few years now and I have to say that that system has been working well.”

F1 finds it hard to collaborate with other schools in her area because her area is small, and there is no other comprehensive school around to collaborate with. However, she describes how different units within the school provide an effective support system to each other by cooperating in a certain project together:

“But we have cooperation with other teachers. Next spring, we will have chemistry teacher and some projects about water. So we will go to some lakes and we will have some test, and see some birds maybe or whatever.”

F2 agrees that cooperating with different institution is helpful, especially dealing with troubled students. She describes how the support from the local police helps the school or the teacher to enjoy working in a stressful environment because the teachers are satisfied by receiving sufficient support to deal with the stressful student situation:

“A school that is having a very serious problem, they are actually having the police at the school like two or three times a week, so they are very kind of handling with teenagers who are violent or have drug problems or something like that. That was a very extreme case, but in that case I would say that the cooperation with the different institution were quite well.”

F2 finds dealing with parents with different immigrant background at her school a challenge. Her school guidance provides support during the consultation session by collaborating with a translator:

“We used some support with translators, especially if we met the parents, for examples because there were a lot of parents who couldn’t speak Finnish or English so we did have this kind of support system that we could use.”

M2 also describes a similar situation, depicting how different units in the school system cooperate together in a multilevel support system. M2 cites homeroom, student representative council, discipline-teacher and the wardens working together to deal with issues concerning with students not abiding school rules and regulations:

“If there is a problem of a senior, bullying a junior, which happens a lot in most boarding schools anyhow, the wardens are there to help make sure bully does not happen and even if it happens, then they are the ones who will make sure the victims are safe and punish the ones who bully the victims. Normally a teacher or a homeroom teacher will make the complaint either to the head warden or the wardens and of course they will investigate. Once they have found the problematic students, the discipline teacher will interrogate them.”

Figure 3. Comparison between Malaysian and Finnish Support on School Guidance

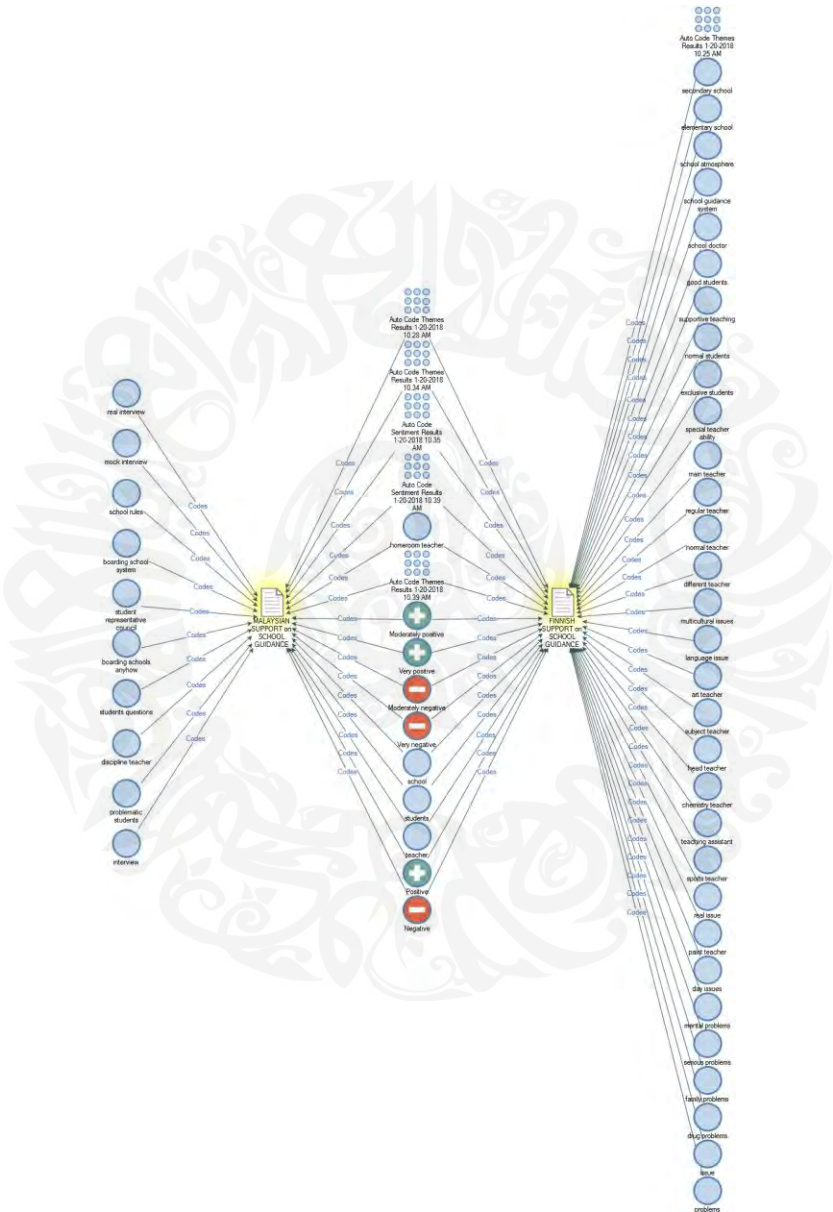


Figure 3 shows the comparison between Malaysian and Finnish support on school guidance. What transpires from this figure is that, both education system in Malaysia and Finland regarded the aspect of homeroom teacher, the school, students and teachers as those who needed support in the education system. Counsellors have an extensive support system because they have excellent contact or communication network with people or institutions around them. Such skill of cooperative collaborations with individuals or agencies either government or non- government is a crucial aspect of an effective school guidance system as these external or internal support systems can help in solving problem or providing solutions to any situation that concerns with students' discipline, career education or psychosocial and mental health.

Theme 2: Perspectives on PISA: A Comparison between Malaysian and Finnish Education Context

Response to PISA

The teachers in both countries exert different levels of familiarity with PISA. All four teachers interviewed remain to a certain degree, somewhat sceptical about PISA due to the fact that they only have basic knowledge about PISA and were not once exposed to PISA. It was discovered that one of the teachers who participated in this study, acknowledged that her school had once participated in PISA assessment; thus, provided an experienced first-hand perspective on the research.

Both M1 and M2 basically understand PISA as an assessment test done on three subjects, Mathematics, Science and English taken by 15 years old across the globe. M1 had first-hand experience with PISA when her vice principal of academics' affair informed her that a selected group of students would be sitting for the test. However, neither her vice principal of academic affair nor herself could provide any information to the students regarding what kind of paper it was, what kind of questions would it test or why were they sitting for it in the first place. Both lack the knowledge or the exposure about PISA. Truthfully, none of them has heard of PISA before the test was conducted in their school:

“So because I don’t have much information, my vice principal did not have much information either, we didn’t have much to say to the kids except that they were going to sit for an exam and it was going, it was of an unknown format.”

Nevertheless, despite the lack of knowledge, M1 expresses positive sentiment towards PISA declaring,

“Because we did not know anything about it, just pray for the best.” M2 expresses a similar sentiment:

Since we are the IGCSE MRSM which preparing students to sit for both national and international exams, there is no harm to include PISA in our education system.”

M2 feels her students can take on the challenge of sitting for PISA, believing in their capabilities to answer the questions as her students are already in training to sit for Cambridge International examination. Thus, sitting for PISA would not pose a problem to her students. She feels that PISA could be a great tool for assessment in terms of comparison at an international level. It is important to note that her IGCSE MRSM has never sat for PISA assessment before, but if they do in the near future, it would be fair to say that the result would be an interesting factor to observe. Both M1 and M2 believes that PISA results become an eye opener for the Malaysian education system, because as an internationally recognised platform, PISA results have become a good comparison between countries. M1 says, “*It’s a good, it’s a wakeup call, an eye opener for us to critically look at our education system.*” M1 thinks that PISA allows policy makers to make better observation on the weak points in the Malaysian education system. M2 also feels that in one sense PISA is a good idea, stating, “*It is also a good idea since we are preparing students to be on the same par as other students internationally.*” F2 agrees, feeling that PISA is much more important on the international stage. She describes, throughout her extensive working experience in China that countries like China, Japan and Korea place PISA on a pedestal, regarding it as very important and such importance is reflected on the

parents' attitudes who placed a significant amount of significance on the schools' performance in PISA. Both F1 and F2 did not deny the fact that PISA is very important to Finland due to Finnish's consistent good performance in PISA in recent years. However, unlike China, Japan, Korea or Malaysia, F2 believes that Finnish people do not place such emphasis on PISA. F2 says, "*But in Finland, I don't know if any parents or well, I would say any kind of individual person gives anything [care] about PISA.*" F2 feels that Finnish act in such a way because they are not exposed to PISA:

"For example, we as a teacher, I have never seen a PISA exam, I have never, and they never said anything about PISA in our teacher education. Of course they said yes, we are doing well, but we didn't see any PISA exam, they didn't say how to prepare for it, I haven't heard that any of my teacher friends would have ever had PISA tests in their schools. So I don't know where they are doing these tests and who was participating because nobody knows about PISA... Because we as a teacher did not know anything about it."

M2 agrees. She feels that she lacks knowledge or exposure to PISA in her education system or in her school environment:

"However, we did not really know what the PISA really assess, what kind of quality and standard qualification that they actually fix, the question format, the differences in terms of cultural understanding, and also how we can fulfil the requirement that PISA decide for."

She further expresses her thoughts stating that there is a need to understand how international assessment works for people who have different interpretations; what is perceived by Malaysian standard as good might just be average in PISA standard especially when it concerns second language learner of English. Even though from the teachers' perspectives, they feel PISA is insignificant to them in their teaching or lesson, they do not deny that PISA result has an effect on their country's education system. M1 says, "*I know that Malaysia did not score well in it, certain schools in Malaysia did, but it was not*

enough to make up for the average score.” Malaysia’s performance in PISA 2012, with a Malaysia ranking at 52nd was a wake-up call for the Education Ministry because it seemed that their education did not tally with the development in that country. Finland recently has been experiencing a decrease in their PISA performance. F1 says, “*We are not that good anymore, we were at the top 10 years ago or more, but now we have come down a little bit.*” She feels that the Finnish education seems to express a certain degree of concern with the latest development in their PISA achievement, even though the teachers are not worried:

“And now they are thinking about it, what is the reason of that, for Finland isn’t as good as they do anymore, so for me, it’s like, I don’t know. Even only for one teacher is not that big deal, but for Finland and for Finnish image and Finland government, it is very important. But I don’t think that much of that in my life, but it is very important for them.”

The value and significance of PISA differ in context and teachers’ perspectives. Intentionally or unintentionally, PISA, and its result help the education system in Malaysia and recently Finland, to at least start to dissect the core of the problem and resolve it. It allows countries like Malaysia and Finland to browse and look for areas that need improvement and keep educational level between the countries across the world even.

Support (PISA)

Students need support in their quest for academic achievement and enhancement. A large division of support for students come directly from teachers. Teachers support students by providing them with skills, studying skills and knowledge content. Teachers also support students by giving them freedom and motivation. With reference of the strengths and challenges preparing for PISA, F2 claims that one of the key strengths of the Finnish education system is that students have freedom. Students are encouraged, motivated by their teachers to be free to do things on their own and to express their opinions during lesson. F2 stresses on the idea of independent learning and inspiring confidence by developing a critical mindset:

“In Finland, because I would say the teachers emphasized, then, that even the small kids that they are doing by themselves, it is okay to criticize in the class, it is okay to ask questions, it is okay to kind of have different opinions, it is okay to use their own minds and that’s the kind of, that’s the most important, okay it is different thing to say you are ugly teacher then criticize an actual subject, I don’t mean that you can behave bad but you can be critical towards the subject.”

F2 feels that students need to be active participants in their own learning and such objective is achieved by supporting them through encouragement to use their brains and tapping into their creative minds during that process.

That is the one thing that they actually, the teachers are teaching the students to use their own brains... they are given a task that they have to solve that there are problem solving skills and they have to use their own creativity.

With reference to PISA, the teachers also seek support. It has been stated that the teachers involved in this research lack exposure to PISA nor did they have any further information to help them with PISA. Teachers depend on multilevel support system at school to support them dealing with changes in the education system, like PISA and one of those support is digital support. M1 thinks she needs support in the area that she is lacking in - computer literacy:

“The biggest area that I should improve on is my computer literacy, like the use of ICT in the classroom and to be more interested and comfortable with using the technology, that is what I feel the most lacking in.”

M2, as a teacher, she needs support in terms of knowledge and experience. Apart from searching for supportive information on PISA from websites, she finds support from the experts at her school. She says, *“I always seek help from the experts in my school that would be the head of the language department... discuss with my colleagues.”* That is not the only support she has:

“I would also ask for some inputs from my other friends from other MRSM's. We have this WhatsApp group where we can always ask questions if we do not know something, like if there is a new syllabus or a new program that we have to do with the students, so the idea that we could always share ideas and exchange best practices is very helpful.”

Finland, on the other hand, is experiencing a new curriculum whereby teachers in Finland are facing “digitalisation leap”. F2 says:

“There is now a much more digitalised thing in the basic education and they are using a lot more mobile phone, tablets and all sorts of things to learn.”

M2 agrees with the notion that teachers need to learn new ICT:

“I mean, teachers nowadays are not exclusively on teaching per say, ... they must have all these other skills like ICT, they need to be up-to-date with the latest technology or application like Kahoot, to make their classroom lesson interesting.”

However, she also likes to remind the reality, that teachers are being swamped with other non-academic work that unfortunately decreases the teachers' time and opportunity to learn technology, to try and implement these gadgets in their lesson because to teach, a teacher needs to prepare well. M2 complains:

“They [the teachers] also have tons of other responsibility that I have to say, regrettably that took too much of our time that in the end, we cannot concentrate much on teaching as our primary objectives.”

Teachers now need support in embracing this new development in the education system. It is important to note that not all teachers have the same level or skills in utilising technology in their teaching and learning process. Some are more skilled, more experimental and more experienced than others. Those who do not have the skills nor knowledge will need technological support in order to materialise this policy in their work.

Theme 3: Perspectives on School Guidance Practices towards PISA Enhancement: A Comparison between Malaysian and Finnish Education Context

Response to school guidance practise towards PISA enhancement

Different teachers have a differing outlook on what constitutes school guidance practise; hence, offer a multilevel perspective of school guidance's contribution towards enhancing achievement in PISA. F1 expresses doubt that school guidance is neither helpful to her in teaching nor for increasing the students' performance in PISA. She remarks that she enjoys the freedom and the autonomy as a teacher to teach her students:

“Teachers in Finland are very independent, so you can do lots of stuff and you do not have to explain to anybody like I will teach like this, you know. You can decide what to do, how to teach and what are you going in your class, do you want to go outside, and do you want to show some documentary. It [school guidance] doesn't really help me.”

M1 and M2 do not have the same level of teacher autonomy experience like their Finnish colleagues. However, all four teachers describe the same experience of not having enough exposure to the concept of school guidance practices, in particular, how school guidance practices can aid in enhancing PISA experience for their students.

There is one consensus among all the teachers involved in this research. All agree that the task of guiding, helping or providing support to students in any areas of their student life is not the responsibility of one particular individual. It is everybody's responsibility who works in the school education system. F1 remarks on this issue:

“They know not every teacher teaches everybody, but they know that this is a teacher and also every time they go and ask some help, even though the teacher does not teach me so they can ask him or everybody and so that I think is the most important thing in our school now.”

Teachers play an important role in the school guidance system, even though they are not counsellors. Unlike counsellors who have the content knowledge on guidance better than the teachers, it is difficult to deny the fact that teachers have more accessibility in terms of time and frequency of meeting the students, making teachers a more effective source of guidance for the students. F1 says:

“In Finland if we have in secondary school, in every class have like, the old teacher, how do say, we have the main teacher for them. If I would have grade 7A, I would be the main teacher or head teacher for them. I have one teacher who will keep in touch with the parents, write some emails if they have some things to inform to parents. Every class has one teacher.”

M2 shares the same perspective as F1:

“I believe these students also need attention from someone. Like when these students come back from school, their mothers would ask about their school and their day, so these students I believe also crave the same attention from someone, for example like the homeroom teacher.”

Time is an issue that needs to be addressed. Figure 4 and 5, (a) demonstrates how time becomes an important essence in both school guidance practice and PISA enhancement. Counsellors in Finland have only an hour class with the students per week whereas counsellors in Malaysia do not have class, or teaching period. Because of this, Malaysian counsellors have unlimited time to design programs and talk to the students. However, it is important to note that in this research, the Malaysian counsellors in MRSM boarding schools too busy to meet or interviewed. This is due to their workloads and packed teaching schedules, thus making it difficult for councils to arrange a time for meeting.

Figure 4. Text Search Query on Time



Figure 5. Comparative Figure on Time

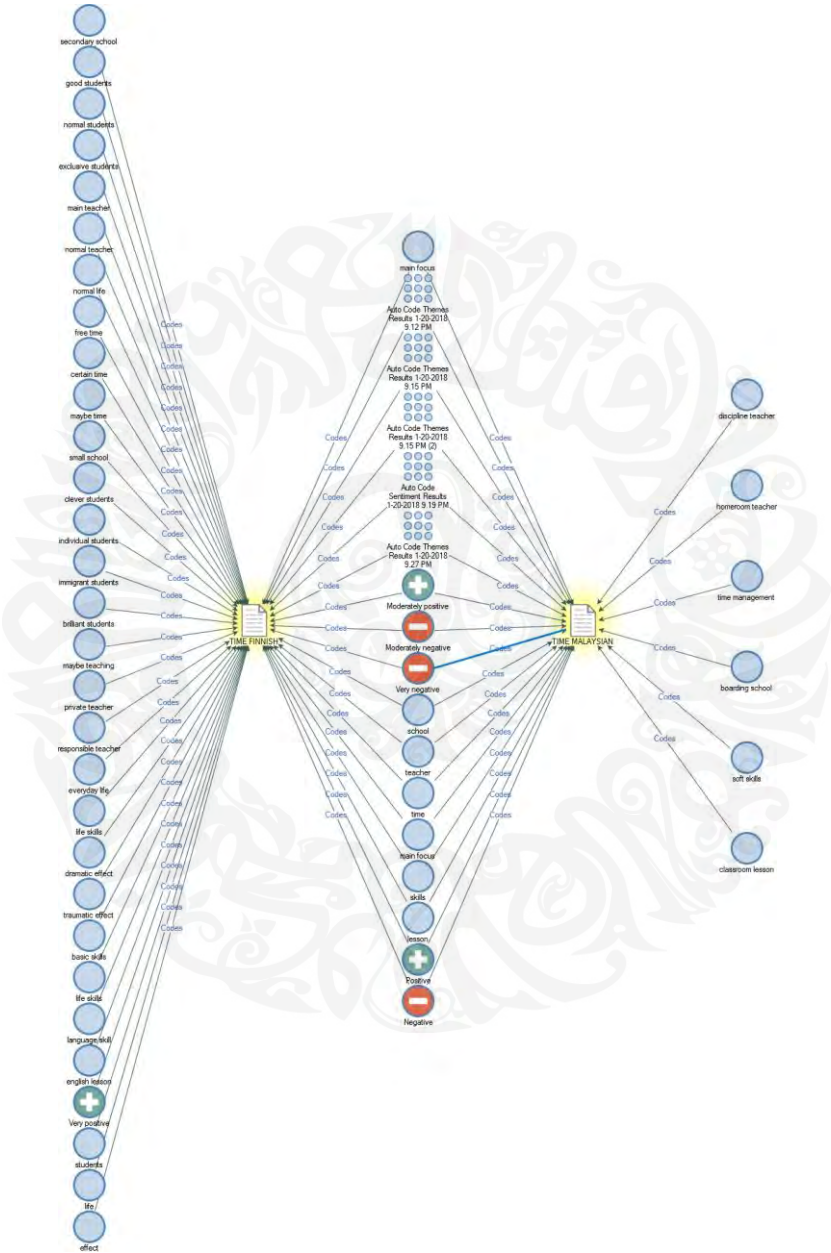


Figure 5 shows the comparison between Malaysian and Finnish perspectives on time. Both Malaysian and Finnish teachers feel that time is important in talking about main focus, the school, teacher, skills, time and lessons. This is more evident in the responses made by the teachers as follows. F1 repeatedly stresses on the importance of time, how important it is to have more time to spend with students socially:

“We would need more time, time to counsellors, more time to do some projects about these how to improve their social skills are not like, I don’t need more time to teach my subjects but I would need more time to be with my students. Like to do something more, to do something different, some projects about being somewhere not at the school, maybe in some parks, at the sea or go somewhere, or go on trips to the capital city, Helsinki and see some other things there.”

M2 complains that she needs more time too, but time to really focus on her primary job as a teacher, instead of being burdened with other clerical or administrative errands:

“What I need or what the teachers need is time, time to actually just concentrate, give our all in teaching, like just focus on our lesson, making sure the students are learning what they are supposed to be learning, really just plan what we want to teach, actually having time to look for materials to teach, exercise to give the students because we don’t have time.”

F1 feels that she has to make time for her students or at least try to make time for them:

“I like to listen to students, I have always the time, If I do not have the time, then I would say that please come after three o clock to see me and we can talk about this, so I try to be that I always have the time.”

However, she claims that she is struggling to manage time in her classroom:

“So it’s different, how do you say to teach if there are students middle, some of them need very much help, and some of them are very independent so how can you ensure that the very clever students and also have the time to teach the basics stuffs for them, who are like, I don’t, oh oh teacher, I don’t know what to do I have no idea what is this, ecosystem is, can’t you like, yeah...that is my challenge, to do some tasks for them students that are in their level so in one class, 45 minutes, is not that much time and I should have maybe 3 different tasks for students to do because they are all so different, they do not have the skills, everybody do not have the same skills, so that is a challenge.”

Her challenge lies in balancing the needs of her multilevel ability or mixed ability students. She acknowledges that all her students need her, the smart ones as well as the challenging ones in some way or another, and she finds it challenging to meet each of their demands. The time allocated to her is insufficient to cater the needs of these different level groups of students. The clever students need a task that would keep them busy and the weak students need a task that would be interactive and simple enough to keep them focus. This scenario is even more similar in Malaysia where the class size is between 20 to almost 30 students per class. It is considered a monumental task for teachers to be able to multitask in each class period, teaching students the subject content, imparting skills for life that they can apply in their lives as well as instilling moral values and lessons to mould them into a good human being. All these tasks including the task of ensuring their safety in the classroom in a mere 30 to 45 minutes’ lesson seem impossible, but nevertheless, is still carried out dutifully without fail.

Support (Counsellor and Teachers)

In Malaysia, the counsellors cooperatively collaborate with professional individuals in implementing mock interview, a

preliminary interview to obtain scholarship for tertiary education. In Finland, the teachers work cooperatively with the counsellor, trustee, translator, psychologists, social worker and the police when it comes to dealing with troubled and challenging students.

In this set of interviews, the teachers viewed support as an important factor in terms of whether or not school guidance practices help in enhancing performance in PISA. F2 remarks that although she has seen improvement in the school support system, she feels that the problems with students has also increased with more problems of mental challenge among students. She emphasizes on the support of a multidisciplinary network as one source to overcome these challenges dealing with students behaving badly. She remarks that when there are different experts from different fields concentrating on the troubled students, a solution is possible. F1 acknowledges that she could ask for help from school guidance if she needs help. She states that she wants the counsellor's support to help her students with reading skills:

“They can give tips on how to study the book or the chapter. Some of my students they have some problems in reading, in understanding what is in the text, so the counsellor can give some tips, or maybe they will use some underlining, yes the counsellor can give some general tips for that.”

Discussion

According to Kumar, teachers become guardians, philosophers and counsellors where the desirable attitudes are the cornerstone for developing well balanced personality. He further places more emphasis on it by claiming that to have a happy and well-integrated life, it is essential to develop healthy and positive attitudes towards their own self, teachers, classmates, the school and ultimately the community.²⁴ It can be discussed that, if students must be academically successful, in the midst of assignments and extracurriculum activities, students are encouraged to follow the

²⁴ V. J. L. Kumar, “Guidance in the Secondary School,” *Journal on Educational Psychology*, 3, (3), 2010, 18-28.

guidance and counselling services provided in schools for their academic improvement and achievement.²⁵ Both argued that, school counsellors have a role to play in the development of students' academic and their needs by working with parents, school staff and community. It is also related to the study of Mendezabal on study habits and attitudes, the road to academic success by discovering a correlation between students' study habits, academic and licensure examination.²⁶ Other studies have confirmed student academic achievement influenced by non-cognitive factors such as study skills, motivation and study habits and attitudes. It is also found in Sikhwari study that, study habits and attitudes helped learners to achieve academically and in scoring high grades. It was then concluded that, a proper study habits and positive attitudes might positively affect learners' academic achievement.²⁷

From this preliminary research, it is discovered that school guidance is not being utilised to its fullest potential. Teachers are unaware of what school guidance is and the role of counsellors as well as other school personnel in enhancing students' academic performance in general, even though this research primarily concentrates on school guidance practices on PISA enhancement. This echoes with Renuka et al findings as they reported school guidance session and services easy students' difficulties and improve their academic performance.²⁸ It has been established earlier that teachers are focused on subject content while counsellors are responsible to help students to identify their learning and study styles as well as assisting them in their problems. This stance is reinforced

²⁵ A. Shaterloo and G. Mohammadyari, "Students Counselling and Academic Achievement," *Procedia - Social and Behavioral Sciences* 30 (2011): 625-628. <https://doi.org/10.1016/j.sbspro.2011.10.121>.

²⁶ M. J. N. Mendezabal, "Study Habits and Attitudes: The Road to Academic Success," *Open Science Repository Education* Online, no. open-access (February 15, 2013): e70081928. <http://www.open-science-repository.com/study-habits-and-attitudes-the-road-to-academic-success.html>.

²⁷ T. D. Sikhwari, "Study Habits, Attitudes and Academic Achievement: Comparing Grade 12 Learners between Two Secondary Schools," *Journal of Educational Studies* 15, no. 2 (2016): 43 – 61.

²⁸ D. M. R. Renuka and et.al., "The Effect of Counselling on the Academic Performance of College Students," *Journal of Clinical and Diagnostic Research* 7, no. 6 (2013): 1086–1088.

by Cook study from the University of Massachusetts stating that English teachers and school counsellors are in the best position to build literacy skills among English language learners and at the same time develop their life skills. Her study eventually suggested that, school counsellors should promote literacy and social-emotional learning with teacher collaboration and parents in addition to having direct services with English language learners.²⁹

For further discussion, there is literary evidence proving that school guidance do create positive improvements in students' academic outcome by enhancing their mastery in academic subjects at schools. However, it could only create an impact when the students actively seek help from school guidance or a counsellor in finding solutions to tackle problems at school.³⁰ Abdul Shukor also discovered similar sentiment in his research whereby he discovered a positive correlation between student counselling services on Singaporean students' achievement.³¹ This strengthens the theory that school guidance practices can enhance academic achievement, generally and PISA in particular.

Conclusion

The teachers are the front-liners in a country's education system: they are the ones who confront and deal with students directly and nowadays they are undeniable, facing a multifaceted concern and

²⁹ A. L. Cook *Building Connections to Literacy Learning Among English Language Learners: Exploring the Role of School Counsellors* (Boston: University of Massachusetts, 2015), <https://files.eric.ed.gov/fulltext/EJ1066329.pdf>

³⁰ C. Dimmit and B. Wilkerson, "Comprehensive School Counselling in Rhode Island: Access to Services and Student Outcomes," *Professional School Counselling* 16, no. 2 (2012): 125-153; K. Johnson and M. Hannon, "Measuring the Relationship between Parent, Teacher, and Student Problem Behaviour Reports and Academic Achievement: Implications for School Counselors." *Professional School Counseling* 18, no. 1 (2014): 38-48; M. J. Scheel and J. Gonzales, "An Investigation of A Model of Academic Motivation for School Counseling." *Professional School Counseling* 11 (2007): 49-64.

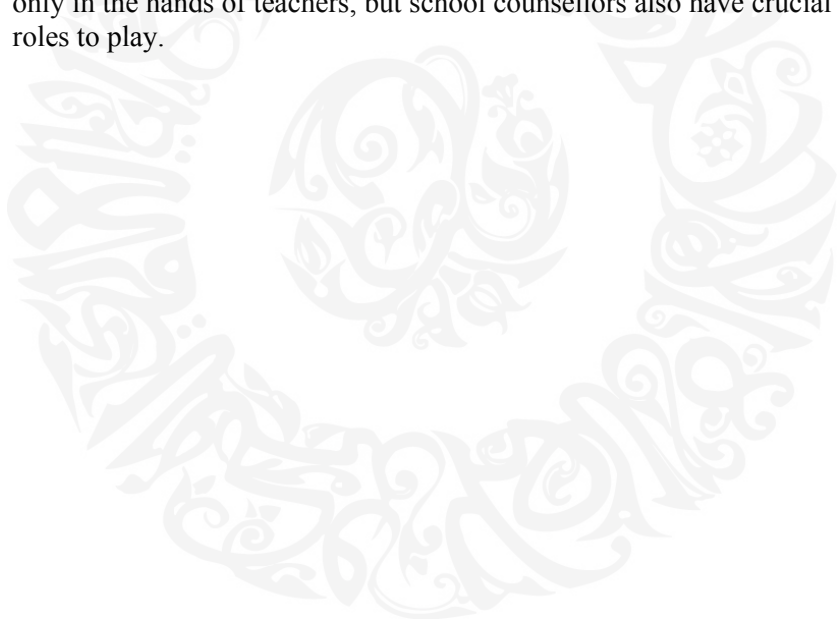
³¹ M. C. Abdul Shukor, "The Impact of Student Counselling Services on Academic Outcomes in Singapore Secondary School." LinkedIn, 2017. <https://www.linkedin.com/pulse/impact-student-counselling-services-academic-outcomes-abdul-sukor/>

challenges. Their perspectives are so important and valuable in providing first-hand information of what is happening in a school environment; teaching and learning process, the students and the workings inside a school itself. The comparative perspectives from Finnish teachers and Malaysian teachers provides an enriching look at these issues from Malaysian and Finnish educational context. Throughout the course of completing this research, it is discovered that what we have on paper is not transpired in the school environment. The idea of school guidance exists theoretically, in the sense that it is evident and stated in academic documents or even website, but it is interesting that when it comes to school, the teachers are unfamiliar with the term school guidance. There is still a cloud of ambiguity and uncertainty surrounding school guidance practice and whether or not it helps to enhance academic or PISA performance. It is apparent that more research on the role of school guidance and the enhancement of PISA assessment among students is highly needed. Teachers need to be made aware that counsellors and school guidance teachers or officers in general can assist teachers and students in a wider context. Multidisciplinary cooperation can be built and further enhanced to create a positive and encouraging school environment where all school personnel feel supported. This research concluded that, PISA has never been seen as a tool of national assessment, a stand-alone metric for neither Malaysia nor Finland. Instead, it is rather more likely treated as a form of measurement which coincides with the findings by Finnish academicians and Finnish national assessment.

If that is the case, for every nation, there should be a caution in the reformation of education policy. The reformation and changes should not base solely on PISA result or single assessment. Even if a government should decide to improve their education system, it should be delicately implemented after conducting extensive research and proper exposure to the new policy with the public involvement as well as careful considerations of all parties involved such as stakeholders, parents, teachers and students. Any educational reform should be justified based on what the nation perceives as necessary for students or children in that country with the equipment of relevant skills for the future. The PISA assessment, no doubt, could be used as

a benchmark or global standard in Malaysia to improve student learning and achievement. PISA assessment should be a continuous assessment in Malaysia to know the performance of student reading, science and mathematics at the global level.

While aiming this, there should be advanced training for teachers to improve their methods of teaching that will equip them with Student-centred learning approach skills, critical thinking, problem solving, communication and technology. One of the lessons that Malaysia could learn from Finland's current education policy is Finland's focus in highlighting on the importance of raising student motivation to study and general well-being in school. To them, these are the essence of quality learning. In addition, student academic learning, achievement, moral and behavioural development are not only in the hands of teachers, but school counsellors also have crucial roles to play.



AL-SHAJARAH

Special Issue

Contents

THE QUEST FOR SUCCESSFUL INTERNATIONALIZATION OF BANGLADESH'S HIGHER EDUCATION: INVESTIGATING THE STRATEGIC LEADERSHIP CHARACTERISTICS OF ACADEMIC LEADERS <i>Hairuddin Mohd Ali & Tareq M. Zayed</i>	1
USING THE MANY-FACET RASCH MODEL TO DETERMINE CUTSCORES AND RESOLVE FUNDAMENTAL STANDARD SETTING ISSUES <i>Noor Lide Abu Kassim, Kamal J. I. Badrasawi & Nor Zatul-Iffa</i>	25
EDUCATIONAL LEADERSHIP MODEL: AN ISLAMIC PERSPECTIVE <i>Mohamad Johdi Salleh</i>	49
THE EFFECTS OF ATTITUDES TOWARDS STATISTICS, PERCEIVED ABILITY, LEARNING PRACTICES AND TEACHING PRACTICES ON STUDENTS' PERFORMANCE IN STATISTICS: A REVIEW <i>Zamalia Mahmu, Nor Zatul-Iffa Ismail, Noor Lide Abu Kassim & Mohammad Said Zainol</i>	71
JAMA'AH AND COLLEGIAL MODEL IN EDUCATIONAL INSTITUTIONS: LESSONS AND PRINCIPLES LEARNED FROM QURAN AND SUNNAH <i>Azam Othman, Surayya Abu Bakar & Ahmad Faizuddin</i>	99
THE PERCEPTIONS, PRACTICES AND CHALLENGES OF THE INTEGRATION OF KNOWLEDGE AMONGST THE ACADEMICS OF INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA (IIUM) <i>Suhailah Hussien, Arifin Mamat & Ssekamanye Siraje Abdallah</i>	117
MALAYSIAN ADOLESCENTS' MORAL AWARENESS AND CULTURAL CONFORMITY: SOME IMPLICATIONS FOR TODAY'S EDUCATIONAL MANAGEMENT <i>Siti Rafiah Abd Hamid, Nik Suryani Nik Abd Rahman, Khamsiah Ismail & Haniza Rais</i>	131
FIGHTING CORRUPTION THROUGH EDUCATION IN INDONESIA AND HONG KONG: COMPARISONS OF POLICIES, STRATEGIES, AND PRACTICES <i>Dairabi Kamil, Amirul Mukminin, Ismail Sheikh Ahmad & Noor Lide Abu Kassim</i>	155
THE EFFECT OF STUDENT'S EMOTIONAL INTELLIGENCE ON SELF-LEADERSHIP IN MALAYSIAN PUBLIC UNIVERSITY <i>Ismail Hussein Amzat, Wajeha Thabit Al-Ani & Habibat Abubakar Yusuf</i>	191
TEACHING ISLAMIC VALUES THROUGH PROBLEM SOLVING IN MATHEMATICS: A CASE STUDY <i>Madihah Khalid, Supiah Saad, Rosemaliza Kamalludeen & Nurul Hassanah Ismail</i>	217
MUSLIM STUDENTS' PERCEPTION OF WESTERN VALUES AS PRESENTED IN ENGLISH TEXT BOOKS: INTERNATIONAL ISLAMIC SCHOOL MALAYSIA (SECONDARY) AS A CASE STUDY <i>Merah Souad, Tahraoui Ramdane, Nor Hayati Husin, Madihah Khalid, Noor Lide Abu Kassim & Suzana Suhailawaty Md Sidek</i>	241
THE USEFULNESS OF MUSIC AS A TOOL OF TEACHING ISLAMIC EDUCATION: TEACHERS' PERSPECTIVE <i>Tahraoui Ramdane, Merah Souad, Ratinah Marusin & Suzana Suhailawaty Md Sidek</i>	267
LETTING THE LEARNERS LEAD: ADAPTING FCM TO ENHANCE LEARNER MOTIVATION, INTERACTION AND ACADEMIC ACHIEVEMENT <i>Abdul Shakour Preece & Popoola Kareem Hamed</i>	287
VALIDITY EVIDENCE USING EXPERT JUDGMENT: A STUDY OF USING ITEM CONGRUENCE INVOLVING EXPERT JUDGMENTS FOR EVIDENCE FOR VALIDITY OF A READING TEST <i>Zailani binti Jusoh, Ainol Madziah Zubairi & Kamal J I Badrasawi</i>	307
SCIENTIFIC MANAGEMENT THEORY: A CRITICAL REVIEW FROM ISLAMIC THEORIES OF ADMINISTRATION <i>Jafar Paramboor & Mohd Burhan Ibrahim</i>	321
TEACHERS' SCHOOL GUIDANCE PRACTICE TOWARD PISA ENHANCEMENT: A COMPARISON BETWEEN MALAYSIA AND FINLAND <i>Nurshida Mohd Ishak, Ismail Hussein Amzat & Byabazaire Yusuf</i>	337
NOTES ON CONTRIBUTORS	369

WoS-Indexed under *Arts & Humanities Citation Index, Current Contents/Arts and Humanities* and **Scopus**

ISSN 1394-6870



9 1771394 1687009 1