Antecedents of Student's Efficacy in Revert Education Class : The Effect of Teacher's Skills as Mentors and Class Environment

Mohd Afandi Mat Rani[1], Syahrul Deen Ahmad Rosli[2], Mohd Izzat Amsyar Mohd Arif[3], Faezy Adenan[4], Siti Sarah Izham[5] , Shahirah Said[6], Murihah Abdullah[7]

[1] (*Corresponding author*).Associate Professor, Academy of Contemporary Islamic Studies (ACIS) UniversitiTeknologi MARA (UiTM), 40000, Shah Alam, Selangor.
mohdafandi@uitm.edu.my
[2,3,4,5] Academy of Contemporary Islamic Studies (ACIS) UniversitiTeknologi MARA (UiTM), 40000, Shah Alam, Selangor.
[6] Academy of Contemporary Islamic Studies (ACIS) UniversitiTeknologi MARA (UiTMCawanganPulau Pinang
[7]JabatanPengajian Islam, FakultiSainsKemanusiaan, UniversitiPerguruan Sultan Idris (UPSI), Perak

Abstract: Teachers play a huge role in the development of students and the personal formation of a person. The role of the teacher is not only to play the role of imparting knowledge and skills to students, but responsible for nurturing students' interests and developing their talents and abilities. The objective of this study is to discuss the effectiveness of convert education and its relationship with teachers' skills as mentors and the classroom environment on the effectiveness of students. This study uses quantitative analysis method through Partial Lease Square Structural Equation Modeling (PLS-SEM) approach conducted through Smart PLS analysis engine.The sampling of this study is based on direct convenience sampling, with the survey form distributed to the participants of the convert class and filled through the online system. A total of 245 participants in the convert education class answered the questions and met the sampling requirements of this study. Further validity analysis was conducted to obtain validity in terms of convergence validity and discriminant validity. With high validity values, further R-Square and path coefficient analysis were conducted to obtain a significant level between Teacher's skills and performance as mentors (TSP) and Class Environment (CM) with Student's Efficacy (SE) as a dependent variable. The results of this study found that TSP and CM both have a significant influence on student's efficacy. This study suggests that more in-depth studies on the ecosystem of post-training convert empowerment in ensuring that they are able to survive in the norms around them, in terms of self-confidence, moral support, economy and so on.

INTRODUCTION

In the state of Selangor, the Selangor Zakat Board has been given full responsibility related to Islamic education to increase understanding among Muallafs in Selangor since 1st April 2017. Each year the allocation for Muallaf education approaches 50% of zakat expenditure for Muallaf asnaf. For example, the Class Attendance Allowance for 2016 in the Zakat Collection and Distribution Statement amounted to RM23,398,279 compared to

RM12,742,628 in 2015.Fardhu Ain Muallaf classes in Klang district have increased significantly since it was established in May 2005. At the initial stage of its implementation there were only eight classes but now the number has increased to 37 classes in December 2018. Similarly, Asnaf Muallaf Supervising Teachers from 8 people on from now on there are 28 people. Meanwhile, the number of Muallaf students increased to 582 as of December 2018 (Abd Razak Md Ali. et.al, 2019).

In this regard, the development program of guidance teachers is very important in strengthening the teaching and learning of converts. There are various forms of learning that can be implemented in the teaching and learning process. Among them is through mentor-mentee innovation. There is a positive impact through mentor-mentee innovation not only in terms of learning, but also in terms of student personality. (Aisyah Binti Mohd Sidi & Nurul Sabrina Binti Khairuddin, 2018) Similarly, these mentoring skills enable students to strengthen interpersonal skills, self-development and leadership qualities (Zahanim Ahmad & Qurratu ‘Aini Syamimi Bt Rahman, 2018).

LITERATURE REVIEW

Studies related to teacher skills through mentoring programs among converts have not been much studied by researchers. Past studies have focused on P&P (Kamarul Azmi Jasmi, et.al. 2012, Aqilah Hj Abd Halim & Hasanah Khafidz, 2018, Noraini Mohamad, et.al., 2018) which discussed general methods of Muallaf education such as pedagogical methods, da'wah approach (Nor Azizah Mustapha, et al.2019, Nur Azira Azhari, et. al. 2018, Ahmad Yunus Kasim and Ab. Halim Tamuri, 2010). Accordingly, previous studies can be summarized as follows:

1. Mentoring Methods in Teaching and Learning (T&L)

Anderson and Shannon (1988), defined mentoring as a nurturing process in which more skilled and experienced individuals, serve as role models, teach, sponsor, encourage, counsel, and befriend less skilled and experienced individuals, as well as promote efforts to enhance individual development. The mentoring function is carried out in the context of an ongoing and caring relationship between mentor and mentee.

According to the study of Azhar bin Ahmad (2002) explained the term mentoring is a process in which a mentor who has high leadership as well as certain skills or competencies. The study of Zahanim Ahmad & Qurratu ‘Aini Syamimi Bt Rahman (2018) explained that teachers as mentors need several skills namely listening, asking, observing, feedback and thinking skills. Listening and asking skills are aspects of two-way communication between counselors and students. As for the aspect of asking and observing skills, a mentor must be wise in handling students to ensure that there is positive change and improvement among students. This method of Q&A system has an effective effect in the aspect of two -way communication between students and supervisors. Learning sessions without question and answer will cause learning to be more focused on teachers (Syafiq Mah Hasan, 2019).

Furthermore, based on the study of Tiwi Binti Kamidin (2004) explained the main role of the mentor is to identify problems and behaviors both in terms of psychology and external views of the mentee. The mentor system carried out in the form of activities also strengthens the bond between mentor and mentee. Haizan et al (2017) found the existence of a

relationship of feelings of mutual trust, mutual esteem, and high self-confidence in the organization whenever mentoring occurs well. In fact, according to Young and Perrewe (2000), mentoring activities are capable of increasing potentials such as more effective information delivery and increasing individual productivity. Increased commitment in collaboration especially among students and instructors will increase the sense of fun in each learning session (Anderson and Shannon, 1988). Thus, the study of Haizan et. al (2017) concluded, in teaching mentoring methods are able to have a positive effect on the academic grades of low-achieving students. Among the activities proposed are through regular planned activities, open activities, one to one meetings and open communication channels.

2. Mentoring Program Success Factors

Mentoring is a process of a mentor being appointed to be the leader to the mentee. Usually the mentor who is appointed as the leader has certain skills or competencies to train and guide the subordinates. Based on the study of Siti Noraqilah binti Hisham @ Dalha & Wan Hanim Nadrah binti Wan Muda (2018) explained that coaching or mentoring helps a lot in the performance of employee talent for an organization. This study found that there are 3 factors that influence the effectiveness of the implementation of coaching on job performance, namely the factors of employees, mentors and organization. Among these three factors, the findings of the study indicate that organizational factors are the most dominant. This coaching system is seen to give a positive impact and benefits not only to individuals to train leadership skills, communication but also to create an effective and innovative organization.

Management is an organization that is directly responsible for developing policies and then compiling, designing and mobilizing mentoring programs. Mentors need to work together with coaches, facilitators and other management to stimulate mentees to achieve the goals of the program as best as possible. This means, running, continuous assessment as well as various programs as planned. (Ismail Mohamed, SoaibAsimiran, Shamsudin Ahmad &ShafeeMohdDaud, 2014; SabariahJusoh, 2018).

This is also explained by Michael J. Korcher, Gabriel P Kuperminc, Sharon G. Portwood& Cynthia L. Sipe (2006) to ensure the success of mentoring programs in the future, the management needs to take a diverse approach, careful observation of the structure and goals of the program it wants to achieve. In addition, the management must also take into account three other elements such as program content or input, methods, facilities, infrastructure and others. Meanwhile, JuairiahMarjonet and SitiHajar Abu Bakar Ah (2020) stated that there are other aspects that need to be taken into account by the management to ensure the need in the formation of new teachers as mentees who can perform the task is the selection of mentors in the same field. This aims to facilitate the delivery, sharing and mentoring process takes place as optimally as possible. Therefore, bilateral discussions and discussions between mentors and mentees are seen as better and integrated.

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3. Issues, Problems and Challenges in the Mentoring System

In the success of a well -established organization, various issues and challenges need to be faced for some organizations. The study of Azman Ismail et. al (2007) explained that there are several factors that affect an organization that is the attitude of the mentee. What is meant by mentee attitudes is that most mentees who engage with the program are without good intentions. They carry out the work merely to meet the requirements of the rules that have been set. Involvement of mentees of such a nature will pose problems in the future.

Next, a study conducted by Juairiah Marjonet et. al (2020) on the new teacher development program of the Malaysian ministry of education. This study found that the achievement of the new KPM Teacher Development Program is very good in terms of mentoring. However, there are several factors or obstacles that are discussed for the success of the mentoring program, namely insufficient interaction and communication, lack of infrastructure facilities and equipment and new teachers face problems related to unconducive classroom conditions. Through this study, researchers have suggested several suggestions to overcome the problems that occur such as the selection of mentor teachers of the same options, effective classroom management guidelines, teaching strategies in the classroom and school management actions.

Azman Ismail et. al (2007) have explained the disadvantages of mentoring in the transfer of knowledge skills and abilities i.e. limited formal meetings, most knowledge discussions are generic, most mentors do not teach subjects taken by mentees, communication between mentee mentors is less active, the number of mentors is unbalanced and group of mentees who do not fit in with the mentor.

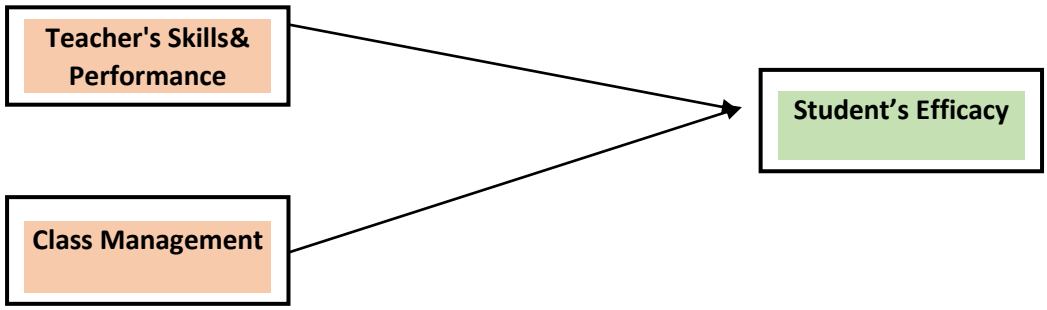
In another study it is found that based on unstructured interviews, there are several external factors that affect the effectiveness of mentoring programs, namely differences in the ability of mentors and mentees in communication practices and gender differences between mentors and mentees. The researcher suggested that (Nor ‘Ain Abdullah et. Al. 2015) that this study be continued so that this mentoring program is more innovative and productive. The study of Zahanim Ahmad & Qurratu ‘Aini Syamimi Bt Rahman Hadzari (2018) explains that there are several problems that arise in terms of mentoring implementation management

problems, mentor commitment with regard to workload, and time constraints. The main problem identified was the burden borne by the mentor.

In conclusion, in the literature review made, studies that look specifically at the effectiveness of training and filling sessions on converts are still lacking. Although previous studies have looked at many post-training success factors, there is a need for a study of them in looking at the level of self-confidence and the importance of teachers' skills and performance towards it. This study links the gap in the two-angle view, namely the effect of teacher performance as a mentor in the classroom, as well as the atmosphere of the classroom.

CONCEPTUAL FRAMEWORK

Figure 1.0: Conceptual framework



Hypotheses Development

Ho1: Teacher's Skills & Performance (TSP) have a significant impact towards revert student's efficacy.

Ho2: Class management (CM) have a significant impact towards reverts student efficacy.

METHODOLOGY

The study used a PLS-SEM quantitative research design and obtained the data by purposive sampling method. This type of sampling is ideally used to identify phenomena that occurs in a group of people or subject with characteristics required in the research (Etikan & Babatope, 2019). The method of exploring this factor is made through multiple linear regression to identifying reliable factors and impact of variables. Data required for the study was collected from the State Religious Islamic Council (SIRC) in Kuala Lumpur, Malaysia. The survey was conducted by questionnaire form in the revert class session using a survey design sampling. A designed questionnaire has been distributed across the target population of 244 respondents through self-administration (n=244). The data were analysed using Partial Least Squares-Structural Equation Modelling (PLS-SEM). This study obtained data through a survey instrument with a five-point Likert choice question.

RESULT

The study applied the partial least squares (PLS) approach (Hair et al., 2011) to examine the theoretical model using Smart-PLS software version 3.2.0. PLS-SEM can transform complex models with various latent and manifest variables without the hassle of issues of estimation

(Hair et al., 2011; Sarstedt et al., 2014), and thus PLS path modeling is considered methodologically beneficial compared to other modeling techniques (Astrachan et al., 2014). The analysis of a PLS model includes two stages: estimation of the measurement model and testing of the structural model. To empirically examine the theoretical framework identified in Figure 1.0, PLS-SEM was employed using PLS to assess the measurement and structural models for reflective measurement model.

In PLS-SEM, construct validity is essential because it indicates the adequate measurement of all constructs (Bandalos, 2018; Price, 2017). This can be assessed by the convergent validity (i.e., Average Variance Extracted (AVE)) and construct reliability3 (Hair et al., 2017; Henseler et al., 2017). Firstly, this reflective based study assessed the measurement model of construct, namely convergent validity, reliability, and discriminant validity. Convergent validity can be ascertained if the loadings are greater than 0.5 (Hair, et al., 2010). While, composite reliability which is usually calculated in conjunction with structural equation modeling is greater than 0.7 (Bacon, 1995; Gefen, Straub, & Boudreau, 2000), and the average variance extracted is greater than 0.5 (Fornell & Larcker, 1981).

MEASUREMENT MODEL

The validity and reliability of the measuring instrument were assessed using Cronbach‟s alpha coefficient (α), composite reliability (CR), and average variance extracted (AVE) (**Table 1.0**). Cronbach alpha value for each of the variables were between range of 0.766, 0.793, and 0.828. These values exceeded the cut off criteria of 0.7, as recommended by Lance et al. (2006). The composite reliability for the variables was 0.851, 0.866, and 0.884 which were greater than the cutoff minimal point of 0.6 as suggested by Hair et al., (2010). Further, the average variance extracted (AVE) for the variables were at range 0.591, 0.620, and 0.656 which were greater than the cutoff point of 0.5 (Fornell & Larcker, 1981, Hair 2019). Reliability analysis shows al ranged par with required minimum value for each construct, reflecting a high consistency and convergent reliability of each outer models.

Table 1.0: Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
CM	**0.766**	**0.785**	**0.851**	**0.591**
STUDENT'S EFFICACY	**0.793**	**0.790**	**0.866**	**0.620**
TSP	**0.825**	**0.832**	**0.884**	**0.656**

In terms of reliability, the R^2 can measure the variance, which is explained in each of the endogenous constructs (Shmueli and Koppius, 2011). The R^2 is also referred to as in-sample predictive power (Rigdon, 2012). (Henseler et al., 2009; Hair et al., 2011). In Statistics, it can show the percentage of variance in the dependent variables explained by the

independent variables collectively and measures the strength of the relationship between variables on a scale of 0 - 100% with ease. According to **Cohen (1992)** R^2 value .12 or below indicate low, between .13 to .25 values indicate medium, .26 or above, and above values indicate high effect size. R^2 calculated was 0.567. Its shows 56.7% of independent variable can predicts the dependent variable in the study. Thus, with high value of R^2, the study can continue to coefficient analysist, as shown in table 2.0 below:

Table 2.0: R-Square

	R Square	R Square Adjusted
STUDENT'S EFFICACY	0.567	0.564

TheR^2 can be interpreted as the percent of variance in the outcome variable that is explained by the set of predictor variables. After confirming convergent validity, discriminant validity was estimated as suggested by Fornell and Larcker (1981). Discriminant validity measures the level of item differentiation among the investigated constructs. It assessment has the goal to ensure that a reflective construct has the strongest relationships with its own indicators in the PLS model (Hair et al., 2017).

Table 2.0: Fornell-Larcker Criterion

	CM	STUDENT'S EFFICACY	TSP
CM	0.769		
STUDENT'S EFFICACY	0.529	0.787	
TSP	0.435	0.713	0.810

In cross-loading, researchers examined multiple items to identify items that had a high load on the same construct and items that loaded a lot on several constructs. Thus, to prove discriminatory validity at the item level means that there is a high correlation between items from the same construct and a very weak correlation between items from different constructs. This analysis found that each latent construct had a high range of correlation with its own construct compared to the other constructs, with the interpretation that each construct was able to represent its respective item more than the other construct items individually, as shown in Table 3.0 below:

Table 3.0: Cross Loadings

	CM	STUDENT'S EFFICACY	TSP
TSP1	0.400	0.521	**0.788**
TSP2	0.256	0.659	**0.845**
TSP3	0.388	0.555	**0.814**
TSP4	0.388	0.559	**0.791**

SE1	0.416	**0.813**	0.510
SE2	0.393	**0.831**	0.540
SE3	0.438	**0.808**	0.534
CM1	**0.817**	0.452	0.460
CM2	**0.858**	0.457	0.345
CM3	**0.720**	0.306	0.191
CM4	**0.665**	0.384	0.297

***Bold Number as construct item in each latent variable measured in cross loadings.**

discriminant validity is demonstrated when each measurement item is weakly correlated with another construct, except for items that are theoretically related to each other (Gefen & Straub, 2005). It is to ensure that no latent variable has high similarity in maintaining the cross-validity of the data. In cross-loading, researchers examined multiple items to identify items that had a high load on the same construct and items that loaded a lot on several constructs. Thus, to prove discriminatory validity at the item level means that there is a high correlation between items from the same construct and a very weak correlation between items from different constructs. The cross-loading for each construct is very low indicating good discriminant validity. with this approach, it does not require theoretical justification or empirical evidence (Henseler et al., 2015).

Table 4.0: Path Coefficient

	Original Sample (O)	**Sample Mean (M)**	**Standard Deviation (STDEV)**	**T Statistics (|O/STDEV|)**	**P Values**
CM -> STUDENT'S EFFICACY	0.270	0.273	0.060	4.477	**0.000**
TSP -> STUDENT'S EFFICACY	0.597	0.599	0.053	11.247	**0.000**

Through table 4.0, the two independent variables show the results of Mean (M) = 0.273 and 0.597 respectively, indicating that both are related to high students efficacy. This is supported by std values, which low deviation around STDEV = 0.053 (CM-SE) and 0.060 (TSP-SE) respectively. The statistical T for both variables was t = 4.477 and 11.247 respectively, higher than the minimum cutoff value of 1.96 as suggested by Hair et al., (2019) by 95% confidence interval. With a high t value, it leads to a significant p-value of 0.000 for both variables.

Table 5.0: Summary of Statistical Test Results

Hypothesis	**Path**	**P-values**	**Conclusion**
H1	Cm -> Student's Efficacy	0.000	Supported
H2	Tsp -> Student's Efficacy	0.000	Supported

CONCLUSION AND SUGGESTIONS

Teachers play a critical influence in the growth of students as well as a person's personal formation. The teacher's job description includes not just conveying knowledge and skills to students, but also nurturing their interests and developing their talent and abilities. This mentoring technique is thought to have a beneficial impact and provide benefits not only to individuals in terms of leadership development and communication, but also to organisations in terms of being more effective and inventive.This study supports the mentor theory of previous studies such as Ahmad (2002), Phang et al., (2020) and Jafar et al (2021) who stated that classroom management and teacher skills are one of the important elements in the development of student confidence. This study has a quantitative scope on the effectiveness of mentoring sessions conducted in convert classes and further research is proposed on the important elements of mentoring sessions with classmates in the development of lifelong learning which is not only in the pedagogical level, but can be extended to models of andragogy and heutagogy that cover all aspects of successful Muslim life. A study on the success of converts in mentoring classmates is also proposed because it can create a target group in the aspect of lifelong learning that is suitable to be integrated into the community of converts.

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