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Inculcating Heart Intelligence in English Communication Workshop for Day-care Educators

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Abstract: Teaching is a noble job. However, not everyone aspires to become a teacher. Many join the teaching force as a last resort for want of a job. For early childhood education, this can be detrimental as literature shows that early learning requires special attention because it lays the foundations for lifelong learning. Heart Intelligence is a module which introduces Spiritual and Emotional Intelligence, enhanced by the notion of ‘Man as Caliph (i.e. leader)’ and his role to harmonise and protect the world. This Heart Intelligence module enhances the beliefs and understanding of spiritual, emotional and social skills of the educators. The purpose of this study is to examine how this module gives impact to the educators and how it helps the educators to have more control on their job engagement. A qualitative research design was employed to collect data through interviews and reflection from 29 educators who voluntarily participated in this study. Participants were required to apply the elements of Islamic teaching during English Communication Module and apply them to their students when they get back to their workplace. They provided positive feedback especially after they have implemented the Heart Intelligence module inside the classrooms. From the responses, there were positive changes in the educators especially when dealing with their students at school. The module helps them to decrease stress at workplace, work better with the students and feel satisfied with their job. They also suggested some new ideas for the module throughout the teaching and learning session as to introduce the concept of human and ‘caliph’.

Keywords: Heart Intelligence, Emotional Intelligence, Motivation, English Educators, English Communication Module, Job Engagement

Introduction

In the English Language Education Reform in Malaysia: The Roadmap 2015 – 2025 published by the English Language Standards and Quality Council, the Ministry of Education (2015: 23), it was reported that “special attention has to be paid to early learning because this is when the foundations are laid for lifelong learning.”

A high-performing education system is highly dependent on a high-calibre teaching workforce. McKinsey & Company who studied how countries created high-performing education systems reported in September 2007 that three major success factors mattered the most. They are:

1. Getting the right people to become teachers
2. Developing them into effective instructors
3. Ensuring that the system is able to deliver the best possible instruction for every child.

(Source: the Roadmap 2015: 28)

According to the Roadmap (2015: 28 -29), ideally, the right people for teaching are recruited from the top third of each cohort graduating from the school system, and “are characterized by high academic achievement, good motivation skills and high motivation for teaching”. Without high-caliber teachers, the implications may be severe, particularly during the earlier years of schooling, and what more, the foundational years. “Shaky foundations in English will make it difficult for the child to ever develop a high level of