

Theater Education: A Need Analysis of Pedagogical Content Knowledge (PCK) at Malaysian Arts School

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ABSTRACT

This writing is a needs analysis study to draft Pedagogical Content Knowledge (PCK) acting in implementing the teaching of Theater Arts coaches of Malaysian Arts School (SSeM). The background of the study is externally related to the existing acting content knowledge and effective acting skills in implementing the teacher's teaching and directly is the practice of acting in the form of noble values and discipline. This study was conducted specifically to identify the PCK focusing in field of acting knowledge by the coaches and explore the acting skills and practices in the implementation of teaching. Next, exploration the practice in teacher teaching in the value of morals and discipline. The design used in this study is a qualitative and case study strategy. The scope of the study is on the selection of coaches at Malaysian Arts School and purposive sampling. The study's findings are to analyze the knowledge and skills of acting in the implementation of the teaching of Theater Arts. The need analysis of the study will survey to create a guidelines model of Pedagogical Content Knowledge of Theater Arts, especially in acting. The importance of research to improve the teaching profession in the Malaysian education system, especially in the production of Performing Arts Education teachers, that can be applied by every teacher and prospective teacher specialization or non-specialization in the application of new curriculum and used as a guiding model framework by the Malaysian Ministry of Education (MOE) or the Department of Higher Education (MOHE).

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Contribution/Originality: This study originates new model framework about content knowledge, skills and practice in pedagogy theoretically and practically, especially in the new curriculum and assessment of Performing Arts Education focus in Theater Arts. In addition, a model framework of acting in preparing coach as professionalism in education system.

1. Introduction

Pedagogical Content Knowledge (PCK) is a unique and important epistemology of knowledge theory for teachers. This is because teachers need to be involved in how to link teaching knowledge (how to teach) and content knowledge (what needs to be taught) that their students have. A combination of these two types of knowledge will result in good PCK (Shulman, 1987).

Therefore, Shulman (1987) lists seven basic areas of teacher knowledge, namely: (1) content knowledge; (2) general pedagogical knowledge; (3) Curriculum Knowledge; (4) Pedagogy and Content knowledge; (5) Knowledge of Pupils and characteristics of pupils; (6) Knowledge of the educational context; (7) Knowledge of educational goals. Thus, a teacher who teaches a subject. Therefore, a teacher who teaches a subject should have all seven areas mentioned above. However, PCK in one of the above domains plays a very important role in the field of teaching, especially for non-option or non-specialization teachers in new curriculum.

1.1. Purpose of the Study

This study was conducted based on the researcher's need to obtain data to formulate Pedagogical Content Knowledge (PCK) of acting for the teaching of Theater Arts coaches in Malaysian Arts School. Needs analysis is performed to identify research needs before producing a model framework. So, the objective of the needs analysis study is done to obtain data on the requirements of the model framework and the specifications of the model framework to be produced. Based on the need study analysis of the study, this study will answer the following objectives:

- i. Identify the need for a Guide Model Framework of Theater Arts coach align in the implementation of teaching.

2. Literature Review

Lee Shulman introduced the Pedagogical Content Knowledge (PCK) teaching theory in 1986. According to Shulman (1986), a teacher must be an expert in the subjects and content taught in order to give successful instruction. To put it another way, a teacher must know both "what" and "how" to teach something to students. As a result, Shulman (1986) emphasised the importance of teachers mastering the two basic components of knowledge, namely content knowledge and pedagogy or subject skills.

Malaysian education system improves the quality of the teaching profession, focuses on ideas related to the role of teachers as facilitators, and transforms the ministry's delivery capacity through the first to third waves of the Malaysian Education Development Blueprint (PPPM, 2013-2025). The Curriculum Development Division (BPK) then refined the development of this curriculum by implementing KSSM. The study of the nature of knowledge in a critical, structured, and systematic way about the process of how that information is gained by people is one of the purposes of content pedagogical knowledge theory (Shulman, 1987; Zainal, Mustapha & Habib 2009).

In addition, subject of Theater Arts is a new revision subject in Malaysia's Educational Policy called as Secondary School Curriculum Standard (KSSM) based on new curriculum and assessment (Zakaria & Ahmad, 2021b). Teachers who are teaching new subjects have difficulty acquiring both the information and the teaching methods that are appropriate

for those courses (Cathrine, 2019). According to Naseer (2018), teachers lack broad content knowledge, pedagogical expertise, curriculum knowledge, and knowledge about pupils. Chee et al. (2018) noted a number of issues that teachers encounter, including a lack of expertise and pedagogical strategies in delivering the teaching and learning process.

Meanwhile, a study on the educational practises of teachers done by Azmi and Nurzatulshima (2017) discovered that the pedagogical practises of educated instructors involved are still conventional, not diversified, employ fewer approaches and techniques, and are teacher-centered. Furthermore, SSeM coaches who teach Theater Arts subjects are teachers who are appointed solely based on their experience and do not have a formal specialisation in the area in background Theater Arts or Education (Zakaria & Ahmad, 2021a).

Furthermore, non-academic or professional teachers disclose that they lack comprehension of the needs of each subject curriculum they teach, resulting in their teaching and learning not assisting students in achieving the goals set forth in the curriculum (Elizabeth & Plessis, 2019). There are few studies on the development of teacher knowledge and pedagogy in the teaching of new curriculum. As a result, this study is a problem that needs to be addressed by researchers, instructors, and especially coaches in arts education, who must seek to enhance their own knowledge and pedagogical competences in order to avoid affecting student progress. Coaches must be self-aware and receptive to self-improvement, particularly when it happens to pass that information on to students.

2.1. Needs Analysis as the Initial Phase of the Study

The purpose of this paper is to examine the needs analysis that was undertaken as a preparatory step in considering the application of theory Pedagogical Content Knowledge (PCK) of action in the implementation of teaching. The purpose of this study was to gather information from Malaysian Arts School coaches about the need for Pedagogical Content Knowledge (PCK) of the Theater Arts coach in order to develop a guidelines model framework to address the challenges that teachers face. Needs studies are also part of the assessment process from experts in order to produce a model framework study. The strength of this study's need analysis, according to Richey and Klein (2007), is used to solve problems in a specific problem. The information in the context and surroundings that needs to be analysed is acquired during the need analysis phases (Saedah Siraj, Norlidah Alias, Dorothy DeWitt, & Zaharah Hussin, 2013). So, before creating a guiding model framework, an analytical investigation is required to determine the likelihood of the problem occurring. The goal of the objective analysis phase is to figure out what's causing the problem (Branch, 2009; Gagne, Wager, Golas, & Keller, 2005) and then do whatever it takes to fix it (Reinbold, 2013). The information gathered during the analysis phase will be used to determine the guiding model framework for instructional materials in the next phase (Gagne et al., 2005). A study should be conducted during the development of the guide model framework to determine how teachers who require pedagogical subject understanding carry out effective learning. This study was undertaken to determine what coaches need to do for the teaching and acquisition of acting knowledge and skills of the Theater Arts coach at Malaysian Arts School based on acting technique.

3. Methodology

This study employs a semi-structured interview method to interview 14 experts or officers from the Malaysian Ministry of Education (MOE) from various departments and the Ministry of Higher Education (MOHE), with a focus on the Malaysian Arts School. According to [Alias \(2010\)](#), [Ali and Mahamod \(2015\)](#) employed this strategy to acquire the data analysis needed to create a teaching model framework. The sample selection technique was used to select survey participants based on criteria established by teachers who were involved in the development of new curriculum Theater Arts disciplines. In addition, interview transcript inquiries were done through pilots before the actual interview for material that needed to be studied. To ensure that the questions are acceptable, the researcher picks a study participant with similar characteristics to the actual study sample to be interviewed. The pilot study improved several questions in order to meet the study's goals. As a result, better questions were employed in the actual research. The researcher finalised the transcript and gave it to the respondents for evaluation once the procedure of interviewing and data collection in the actual study was concluded. Following that, the participant validated the interview confirmation form to confirm the interview information after seeing the transcript. The Cohen Kappa Index was used to analyse reliability interview transcripts. The transcripts were indexed by assigning an open code to each participant in the study. Themes were created by categorising the interview material into subcategories and analysing it using coding methods ([Miles & Huberman, 2014](#)).

4. Result

A survey and interviews conducted on 14 officers in the Malaysian Ministry of Education (MOE) from various divisions and Ministry of Higher Education (MOHE) that is involved in the curriculum of Malaysian art schools, the themes produced are as follows:

Theme 1: Behavior of teachers or trainers of Arts Education (Theater Arts) of the Malaysian Art School that are effective for the future These findings are based on feedback from 14 respondents who have almost the same opinion. Some of their examples are as follows:

- (R6) : *"Basic Interests and Skills"*
- (R10) : *"Embrace and master the art of theater and continue to increase knowledge and improve themselves in being active in the art of theatre"*
- (R11) : *"Highly knowledgeable and skilled in the field of work and can be a commendable example to trainees/students"*
- (R13) : *"They need to have a very high social competence one of the main elements of empathy towards others. In addition, they also need value-based leadership while leading"*

Theme 2: The Theater Arts Curriculum of Malaysian Arts School is easy to use, parallel or referenced in the context of the current job description or scope of work.

This finding is a relationship of agreement by 9 respondents because there is confusion in the curriculum and need to narrow the scope and improvement of the content of 3 respondents who stated that the curriculum should be easy to reference current and parallel. Examples of respondents' views are as follows:

- (R10) : *"Existing curriculum can be referenced"*
- (R12) : *"Easy and parallel"*
- (R14) : *"Curriculum is easy for teachers to use"*
- However, there were 9 teachers emphasizing on the confusion and narrowing of the scope as well as the need for improvement. Among the answers:
- (R3) : *"Yes. The lower secondary curriculum is further narrowed in scope so that students can balance learning between core subjects and subjects in the field of arts education. Students only to focus on two areas only, it is better"*
- (R5) : *"Somewhat confused. Too many objectives and weighting of relationships between subjects. Needs improvement"*
- (R6) : *"Yes. Needs improvement because the management of art schools is still evolving in the world of education in Malaysia"*
- (R11) : *"Needs improvement because 1. Subject Objectives are not in line with the context/content studied. 2. The objectives of the written subject are not clear and difficult to practice and the learning outcomes are measured"*

Theme 3: The Requirements of the Pedagogical Content Knowledge (PCK) Model Framework for the Theater Arts Coach is as a guide, concise and easy to understand and in accordance with the latest needs. When asked about the specifications of the framework required, a total of 11 respondents stated that they need a guide model that is simple, parallel and easy to understand and meets current needs. Among their statements are as follows:

- (R3) : *"Yes. This is because every year, the students accepted by the Malaysian Arts School are very different in terms of their abilities and attitudes. Therefore, if there is a guiding model for teachers, this can help teachers build their identities to face various unforeseen situations in the future"*
- (R4) : *"Yes, because Malaysian Arts School coaches also need training and guidance to educate young talents early in school. To my knowledge, arts education training especially in the field of theater is not provided in any Public University in Malaysia. And it would be wonderful if in Malaysia, this Art School was started at the primary school level so that the talents can be honed earlier and produce better quality art products in the future"*
- (R10) : *"Yes. Can assist in the planning and coordination of needs that are more focused and in line with the aspirations of the MOE and can indirectly determine the KPIs or standards to be achieved or produced"*
- (R13) : *"Yes, it is very necessary because it is a key step in capacity building, especially the ability to perform training needs analysis accurately and be able to translate training needs data to determine the training focus areas or competencies that need to be developed"*

There were 2 respondents who emphasized the content of the guidance model which was quite different from the views of other respondents. Among them:

- R5 : *“Necessary. So that the assessment process is easier and fairer”*
 R6 : *“Yes. Art school teachers need to be an example of coaching in education”*

5. Discussion

The Malaysian Ministry of Education (MOE) and the Department of Higher Education (MOHE) can use academic research on this theory of Pedagogical Content Knowledge (PCK) to refine and improve the curriculum, assessment, quality assurance, teaching aids, standard quality teachers and educational policy to assist teachers and prospective teachers in specialisation and non-specialization. This research is also necessary to complete the third wave of the Malaysia Education Development Blueprint 2013-2025's seventh "Transformation of Education Capability and Delivery Capability of the Ministry." In practise, this pedagogical understanding and approach can facilitate implementation of a critical transformation in education by stimulating the growth of a teacher's knowledge and skills. This study's application is appropriate for MOE and MOHE, particularly the State Education Department and District Education Department, as well as schools, which can use this research approach to conduct industrial training, workshops, or programmes to improve teachers' skills, including guidance and guidance programmes. Furthermore, research is anticipated to contribute to the development of comprehensive and skilful teacher to create balanced values of students, as well as critical, creative, inventive, and ideal student aspirations, in keeping with the country's transformation towards Vision 2030 and the National Transformation Plan 2050.

6. Conclusion

This research has consequences for knowledge and skills. To begin, this research is being expanded to look into the evolution of Malaysian teacher knowledge, competence, and practise. As previously stated, this study adds to filling current gaps in Malaysian education research, particularly in the area of new curriculum subjects. As a result of these investigations, the function and value of the performing arts aspect in helping to develop more effective teaching quality has been demonstrated, and the theory and model employed in this study can be used as a guide. A teacher's function is similar to that of an actor, and teaching and learning are based on performance studies. Every aspect that makes a theatrical play come to life is also present in the educational system. Teachers' proclivity for underestimating current knowledge leads to an underestimation of current difficulties, which are in fact more difficult. We are so concerned with our inability to see truth that we are drifting in the current tsunami of change. As a result, this research addresses a research gap in the development of teacher quality and enhances the benefit of Pedagogical Content Knowledge (PCK) in the classroom.

Ethics Approval and Consent to Participate

The researchers used the research ethics provided by the Human Research Ethic Workshop (HREW) from Committee of Sultan Idris Education University (JKEPU). All procedures performed in this study involving human participants were conducted in accordance with the ethical standards of the institutional research committee. Informed consent was obtained from all participants according to the Declaration of Helsinki.

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Conflict of Interests

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