# Confirmatory Factor Analysis (CFA) of Teachers' Skills Competency Construct on Values Inculcation in History Teaching and Learning in the 21st Century

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## ABSTRACT

History is a subject rich in values, and putting those values into practice is a difficult task. Teachers must possess specific skills competencies to instil values in students and prepare this generation of high-value citizens to face the challenges of the twenty-first century. This quantitative study intends to develop a model for measuring the competency construct of teacher skills in values inculcation. This measurement model included seven components of the teachers' skills competency construct: values integrated skill, pedagogy skill, communication skill, creative skill, planning skill, facilitation skill, and History discipline skill. The Confirmatory Factor Analysis (CFA) results from the data gathered from 446 respondents evaluated by Analysis of Moment Structures (AMOS) software indicated that the teachers' skills construct had a loading factor value greater than 0.60, a better fit index, and good reliability after modification. The analysis reveals that the Chisq/df/ratio is 2.584, the RMSEA is 0.060, and the TLI is 0.904. These seven components (sub-constructs) representing the skills competency construct have good validity and reliability as elements that will form the teacher competency framework in inculcating values through the teaching and learning of History.

## Introduction

The inculcation of values has gained an exclusive in the national education systems of the majority of the worlds' countries, including developed nations such as the United States, Australia, United Kingdom, Japan, and Singapore (Karaki, 2019; Pantic & Wubbles, 2010; Peterson & Knowles, 2009; Wei & Chin, 2004). The application of values is an effort to raise awareness in humans about the importance of practising good values for the benefit of oneself and the universe. Moral education, value-based education, character education, civic education, and citizenship education are used in other countries to describe the application of values in education (Lovat & Hawkes, 2013; Mergler & Spooner-Lane, 2013). In Malaysia, the goal of education in the twenty-first century is to ensure that students become proficient in the four Ms: reading, writing, counting, and humanity. The fourth M, human being, is an addition to the three previously mentioned. It is obvious that education produces not only a knowledgeable generation, but also a generation of highly valued Malaysian citizens. In fact, the Malaysia Education Blueprint (PPPM) 2013-2025 places a premium on this aspect of values. In line with that, values are incorporated into the National Education Philosophy (NEP) and serve as an essential component in developing the national curriculum (Bahagian Pembangunan Kurikulum Kementerian Pendidikan Malaysia, 2018). History is a subject loaded with values (Bahagian Pembangunan Kurikulum Kementerian Pendidikan Malaysia, 2018; Zunaida Zakaria, Abdul Razaq Ahmad, & Mohd Mahzan Awang, 2019). History is still seen as very relevant to society in the 21-st century; therefore, many countries are engaged in serious debates about the content that should be included in the History syllabus. History is an important subject because it instills the values required in the national development and individual development. History records many significant events concerning society, civilisation and countries. All of these events highlight critical human values. It is a failure that the values already available in the History curriculum cannot be integrated with teaching by teachers (Kadir Ulusoy, 2016; Nair & Sinasamy, 2017). Countries worldwide use History as a medium for teaching students values to become moral and high-value societies in the twenty-first century.The quality of teachers is the most important determinant of students' future success in shaping them into functionals citizens of the nation and country. The application of values in education is intertwined with teachers' role as curriculum implementers (Durdukoca, 2019). According to Lovat & Hawkes (2013), the fundamental approach in value application is for teachers to foster open thinking, caring, and support for value inculcation. Teacher factors

have a massive impact on students' academic performance and personal formation (Durdukoca, 2019; Lovat & Hawkes, 2013). The most significant consideration is teachers' competence in applying values to ensure that the application of values in the curriculum is implemented effectively. Accordingly, the study of teachers' competencies in applying values should be intensively explored (Sung & Yang, 2009). Teachers may recognize History, but they ought be competent in pedagogy to achieve teaching and learning goals. Teachers must efficiently apply a variety of skills that aid in the delivery of knowledge to students. Furthermore, while value is abstract, teachers can impart values through teaching and learning (Sufean Hussin, 1995). As a result, the aspect of teacher skills competence should be prioritized by History teachers as agents of values inculcation. Based on the Al-Ghazali (2009) theory and findings of the previous comprehensive qualitative study, seven subconstructs (elements) contribute to forming teacher skills competencies in inculcating values through the teaching and learning of History in secondary schools. The seven components of skills are values integrated skill, pedagogy skill, communication skill, creative skill, planning skill, facilitation skill, and History knowledge discipline skill. These seven elements were derived from previous studies, the results of qualitative interviews, and have already demonstrated validity and reliability in pilot studies. In greater depth, the researcher created the research questionnaire based on a thorough review of the research literature. The researcher's role is to ensure that the best indicator is chosen to represent all of the constructs studied. A supervisor then reviewed the questionnaire, which was then reviewed by three history experts, a psychometric expert, and two linguists.

To improve the instrument's validity, the researcher used the Fleiss Kappa method to calculate the value of the level of expert agreement on the instrument's items. Only experts in the field, namely three (3) History experts, were involved in the review and evaluation of Fleiss Kappa in this study. In this study, Kappa statistics by Joseph L. Fleiss, Levin, & Paik (2003) were used, namely 0.40 = weak, 0.40–0.75 = good, and > 0.75 very good. The teacher's skill construct is 0.89, which is very good. Following expert review and evaluation, there were corrections and improvements made to the items based on the content validity aspect, the face validity aspect, and the Kappa agreement index. Based on the expert review, the items were refined before conducting the pilot study.

A pilot study was conducted to determine the consistency of measurements for each item of the constructed questionnaire in terms of reliability. Data from the pilot study were collected and analysed using the Rasch measurement model's criteria. The purpose of Rasch measurement is to evaluate and perform tests to determine the validity and reliability of research instruments Azrilah Abdul Aziz, Mohd Saidfudin Masodi, & Azami Zaharim (2013). The item reliability for the skill construct was 0.80, and the reliability for the teacher skill construct was 0.95. The respondent segregation index was 4.46, while the item segregation index was 2.03. According to Linacre (2010), a separation index greater than 2.00 is considered good. This study's item isolation index of 2.80 also indicates that there are three levels of item difficulty identified in this instrument. The analysis discovered six (6) different groups in this pilot study, which is 6.33, indicating six (6) levels or strata of ability in the pilot sample group.

There are two research objectives this study:
  i.    To determine the validity and reliability of teacher skills competency construct on values inculcation in History teaching and learning.
  ii.   To validate teacher skills competency construct in the CFA measurement model.

Two research questions were developed in order to achieve the study's objectives:
  i.    Do teacher skill constructs for instilling values in secondary school History teaching and learning have good validity and reliability?
  ii.   Can CFA analysis be used to validate the measurement model of teacher skill competency constructs for value inculcation?

## Literature Review

Some of the issues in History education stem from teachers' teaching abilities. History teachers do not directly apply certain skills in teaching due to the less emphasised value element in History education. This should not be ignored because the domain of value in the subject is critical. As a result, the purpose of this study is to confirm the elements that emerge from qualitative studies and previous studies on teacher competence in the inculcation of values. Values integrated skill is a method of pedagogical integration performed by teachers with value elements in the teaching and learning of History. Integrated skills are a set of techniques and strategies used by teachers to deliver knowledge or skills in a single teaching and learning session. Integrated skills have been proposed as one strategy for maximising

student achievement. Integrated skills aim to assist students in the mastery of various knowledge simultaneously in a teaching process, such as the knowledge of History and the practise of values, in the context of the application of values through the teaching of History. The skill of combining values makes the teaching and learning process more meaningful to students because the values are focused by the teacher. Ikhsan Othman (2014) and Mohamad Khairi Othman (2013) emphasised the importance of teachers integrating in the teaching and learning of history in order to instil positive values in students. Teachers' abilities to intertwine provide space and opportunities for students' balanced and comprehensive growth and development through activities implemented in the classroom that actively involve students. According to Siti Nor Azhani Mohd Tahar, Fauziah Ani, & Asbah Razali (2019), the combination of values in teaching History can be done in a focused or direct manner. Pedagogy skills include 21st-century pedagogy skills and pedagogy skills in general. Teachers' emphasis on collaborative elements among students, as well as 21st century pedagogical skills, are seen to be very capable of encouraging the application of values. For example, by arranging students in groups, they promote the values of cooperation, tolerance, and unity.

According to Superka, Johnson, & Ahrens (1975), communication skill is an important aspect of teachers' competencies in the application of values. There is a two-way interaction between teachers and students. When teachers use the method of moral dilemma episodes and value situations, which require teachers to explain clearly and rationally to students in order to achieve the goal of teaching and learning values. Communication skills in value application include teachers' abilities to provide feedback, ask questions, and reflect feelings are crucial. Communication skills should not be overlooked because teachers' interaction with the students can be an attraction factor for the student to the matter presented by the teacher (Kello & Wagner, 2017). Communication abilities are crucial in the teaching of History. Clear communication enables students from various time, place, and atmosphere contexts to comprehend historical events from very different time, place, and atmosphere contexts (Jemaah Nazir Kementerian Pendidikan Malaysia, 2019). Creative skills are viewed as elements that teachers must consider when applying values. Teachers are encouraged to be creative in using values through teaching by developing ideas, making connections, creating images or visuals related to values, etc (Karmila Mansur, 2018). According to Jais Abdul Hamid et al. (2021), History teachers should use creative and innovative teaching and learning strategies to instil values through the use of teaching aids from websites. However, teachers' creative skills should not only be focused on the elements of science and technology in the context of value application, but storytelling methods associated with the subject of History can also be used as an effective medium for value application. Teachers must equips themselves with creative skills that include elements of fun learning, such as games, singing, and acting, in the application of values, because the elements of play will remain in students' memories. Furthermore, the importance of planning skills in the application of values cannot be overstated. Teachers must plan ahead of time, consider activities during instruction, and identify outcomes at the end of teaching and learning. According to Al-Ghazali (2009), teachers' instruction should be categorised, especially when it comes to students' personal development. This staged planning is also affected by a variety of factors, including time, teacher efficiency, and student background. Mohamad Khairi Othman (2013) stated that teachers are encouraged to plan activities and tasks to apply values involving groups of students, especially if the group of students consists of students from various socio-cultural backgrounds and characteristics. On the other hand, facilitation skills include using teaching aids to help teachers teach, facilitating students' understanding through examples, and conducting student-centred activities. History teachers are advised not to rely solely on History textbooks in the context of the facilitation skills element as a teacher's competency to apply values. Teachers must use various Teaching Aids (BBM) such as pictures, documents, and recordings of History via video to help students develop, particularly in the application of values through the teaching of History. According to Yackop Jantan & Chua Yan Piaw (2017), facilitation skills are one of the most important factors in shaping students' personalities among teachers. In line with the content of the History subject, which is also rich in values, the teacher's skills as a facilitator cannot be overlooked. Historical discipline skills are essential in the application of values. There are two types of History discipline skills: historical thinking skills and historical empathy skills. Historical thinking skills are cognitive processes that enable students to comprehend historical events by employing skills such as understanding chronology, investigating evidence, interpreting, imagining, and rationalizing, as suggested by the History curriculum (Siti Hawa Abdullah, 2019). According to Zahara Aziz & Nik Azleena Nik Ismail (2007), historical thinking skills can stimulate affective values such as pride, empathy, perseverance, effort, and gratitude. Secondly, historical empathy skills entail comprehending and appreciating historical events that raise students' awareness. According to Anuar Ahmad, Hang, & Nur Atiqah Tang Abdullah (2012); Yackop Jantan & Chua Yan Piaw (2017), it is effortless to integrate values through these two skills . However, teachers frequently fail to integrate values with History discipline, and they are often taught in isolation. Thus, this study confirms that historical skills are among the components of skills competencies that History teachers must practice in inculcating values through the teaching and learning of History. Overall, these

seven elements represent aspects of a teachers' competence in the inculcation of values. The researcher hopes to obtain validation for the seven components representing the competency construct of teachers' skills in applying values through the teaching and learning of History in this study. This validation is necessary so that the formed construct can be used in the following research stage.

## Methodology

Confirmatory Factor Analysis (CFA) refers to how well the construct clarifies the constructs variables (Hair, Anderson, Tatham, & William, 1998). The researcher used CFA to determine the validity and reliability of the items and components (sub-constructs) discovered in this teachers' skill construct. One of the intentions of CFA analysis is to appraise the effectiveness of a predetermined factor model for a specific set of data. Furthermore, CFA is used to figure out the convergent validity and reliability of a group of measures, analyze factor loading strength, check the relationship between two or more loading factors, determine whether a set of elements is correlated or unrelated. CFA construct validation is evaluated using three criteria: unidimensionality, validity, and reliability. Unidimensionality is the removal of items from a construct that have a low loading factor value. Items with a factor loading value less than 0.5 should be removed if the items are newly developed. In contrast, items with a factor loading value less than 0.6 should be discarded if the item was taken from a previous study (Zainudin Awang, Lim Siew Hui, & Nur Fairuza Syahira Zainudin, 2018). In terms of validity, there are three types of validity to consider in this analysis: (1) construct validity, (2) convergent validity, and (3) discriminant validity. The accuracy of a measurement instrument in measuring the construct used in the study is referred to as construct validity. According to Zainudin Awang et al. (2018), the constructs' validity refers to the item's ability to measure the construct that the researcher wishes to measure. Construct validity was achieved when all of the constructs' Fitness Indexes met the predetermined level.

**Table 1.** Three categories of the model fit indexes and their level of acceptance

| Category | Index | Acceptance Level |
|---|---|---|
| *Absolute fit* | Chi-Square<br>RMSEA – Root Mean Square of Error Approximation<br>GFI – Goodness of Fit Index | P-value > 0.05 (p-value depends on sample size) If the study sample size exceeds 200, this index is inapplicable.<br>RMSEA < 1.0 acceptable (best if value < 0.08)<br>GFI > 0.90 (> 0.85 acceptable if complexes model) |
| *Incremental fit* | AGFI – Adjusted Goodness of Fit<br>CFI – Comparative Fit Index<br>TLI – Tucker-Lewis Index<br>NFI – Normed Fit Index | AGFI >0.90 (> 0.85 acceptable if complexes model)<br>CFI > 0.90 (> 0.85 acceptable if complexes model)<br>TLI > 0.90 (> 0.85 acceptable if complexes model)<br>NFI > 0.90 (> 0.85 acceptable if complexes model) |
| *Parsimonious fit* | Chisq/df/ratio | Chisq/df/ratio < 5.0 (Ideal if value < 3.0)r |

Convergent validity refers to how approximately a new scale relates to other measures of the same construct. Convergent validity of a construct is achieved when all Average Variance Extracted (AVE) values are less than 0.50. Discriminant validity describes the extent to which a construct lacks a strong relationship with another construct in the same model. A construct can be said to be a shadow or redundant of another construct. The Discriminant Validity Index Summary is used to evaluate discriminant validity. Discriminant validity can be achieved for constructs if all diagonal values of the matrix are greater than other values in the row and column cells. The diagonal values of the matrix are the square root of the mean of the extracted variance (AVE), whereas the metric values are the correlations between the models' constructs. This study does not require discriminant validity for teacher skill competency constructs because it only considers correlations between pure constructs (Zainudin Awang et al., 2018). On the other hand, this study examines the components (subconstructs) that represent skill competency constructs, so the validity of discrimination between components is not an issue.Composite Reliability (CR) and the value of Average Variance Extracted (AVE) are also reliability indicators. The loading factor of each item in a construct is used to calculate CR values. To be considered to have achieved Composite Reliability, each such latent construct must have a minimum CR value of 0.60 (CR> 0.6). The loading factor of each item in a construct is also used to calculate the AVE value, and the AVE value must be greater than 0.50 (AVE> 0.5).

This study's data was gathered by distributing questionnaires online via the Google Form platform. The study sample represents the entire study's target population, namely all History teachers in the state of Johor, who was chosen in

two steps. In the first step, the cluster sampling technique was used to identify eleven districts based on District Education Offices (Pejabat Pendidikan Daerah -PPD). The number of sample units for each location selected using systematic sampling techniques is the second step. This questionnaire received 501 responses, but only 446 were analyzed after the outliers factor was applied. Confirmatory Factor Analysis (CFA) using AMOS was conducted to identify the measuring items of the teachers' skills competency construct on values inculcation. A model is said to meet the characteristics of the appropriate model if it matches at least one matching index, according to Zainudin Awang et al. (2018). A factor loading of 0.5 or higher is acceptable for newly developed instruments. On the other hand, items with a loading factor of less than 0.60 should be removed if the item was taken from the previous study instrument. To achieve a better result in this study, the researcher decided to remove items with loading factors less than 0.60 were removed. The models' suitability is then tested for validity and reliability. Multiple fit indices, including Chi-Square (CMIN/df/Ratio), Root Mean Square Error Approximation (RMSEA), and Tucker-Lewis Index (TLI), were used to assess validity. The relative value of Chi-Square must be less than 5.0 to achieve model suitability, while the values of CFI and TLI must be greater than 0.9. To allow data to be adopted, the RMSEA value should be less than 0.08 (Zainudin Awang et al., 2018).

## Results

### Profile of the respondents

A total of 446 secondary school History teachers in Johor participated in the study by answering the questionnaire items. According to the findings, 22.6 per cent (101) of respondents were male teachers, while 77.4 per cent (345) were female teachers. Out of 446 respondents, 245 were History option teachers, and 201 were non-History option teachers. Teaching experience is divided into six categories, and respondents' ages are divided into four categories. Table 2 depicts the complete demographic information of the respondents.

**Table 2.** Demographical of respondents

| Demography | Total | |
| --- | --- | --- |
| | Frequency | Percentage (%) |
| *Gender* | | |
| *Male* | 101 | 22.6 |
| *Female* | 345 | 77.4 |
| *District Education Offices* | | |
| *Johor Bahru* | 92 | 20.6 |
| *Pasir Gudang* | 39 | 8.7 |
| *Kulai* | 12 | 2.7 |
| *Kota Tinggi* | 42 | 9.4 |
| *Mersing* | 6 | 1.3 |
| *Pontian* | 30 | 6.7 |
| *Kluang* | 48 | 10.8 |
| *Batu Pahat* | 47 | 10.5 |
| *Segamat* | 18 | 4 |
| *Muar* | 94 | 21.1 |
| *Tangkak* | 18 | 4 |
| *Age* | | |
| *<30 Years* | 60 | 13.5 |
| *31-40 Years* | 178 | 39.9 |
| *41-50 Years* | 121 | 27.1 |
| *>51 Years* | 87 | 19.5 |
| *Teacher option* | | |
| *History option* | 245 | 54.9 |
| *Non-history option* | 201 | 45.1 |
| *History teaching experience* | | |
| *< 6 year* | 112 | 25.1 |
| *6-10 year* | 98 | 22 |

| | | |
|---|---|---|
| *11-15 year* | 82 | 18.4 |
| *16-20 year* | 47 | 10.5 |
| *21-25 year* | 53 | 11.9 |
| *> 25 year* | 54 | 12.1 |

## CFA measurement model of teachers' skills construct

The fitness index for the teacher skills competency construct measurement model is shown in Table 3 from three essential categories, namely RMSEA, TLI, and Chi-Square/df/ratio. Following the modifications, all three of these categories received the best results.

**Table 3.** Indexes fitness of model

| Category | Indexes | Indexes Value (1st) | Indexes Value (Modified) | Acceptance Level |
|---|---|---|---|---|
| *Absolute fit* | RMSEA | 0.065 | 0.060 | Achieved |
| *Incremental fit* | TLI | 0.853 | 0.904 | Achieved |
| *Parsimonious fit* | Chisq/df/ratio | 2.904 | 2.584 | Achieved |

The CFA analysis is depicted in Figures 1 and 2. Figure 1 shows a good fitness index, but it does not meet the incremental fit category, which requires TLI to be greater than 0.90. The original model calculated the TLI to be 0.853. Modifications have been made to improve the model further. Figure 2 depicts the changes made to achieve higher fitness indexes. Figure 2 shows that the RMSEA is 0.060, the TLI is 0.904, and the Chisquare over the degree of freedom is 2.584, all within the acceptable statistical range. Figure 2 depicts the modifications made to the items to obtain the best fitness index. Because the loading factor was less than 0.60, item CN27 and CD74 were removed. The proposed Modification Indices (M.I) require removing or constraining eight items: CN28, CN30, CK43, CK47, CF49, CR56, CR57, and CM69. Eight items were eliminated to achieve the best fitness index results. Therefore a total of ten items were removed to achieve best-fit.
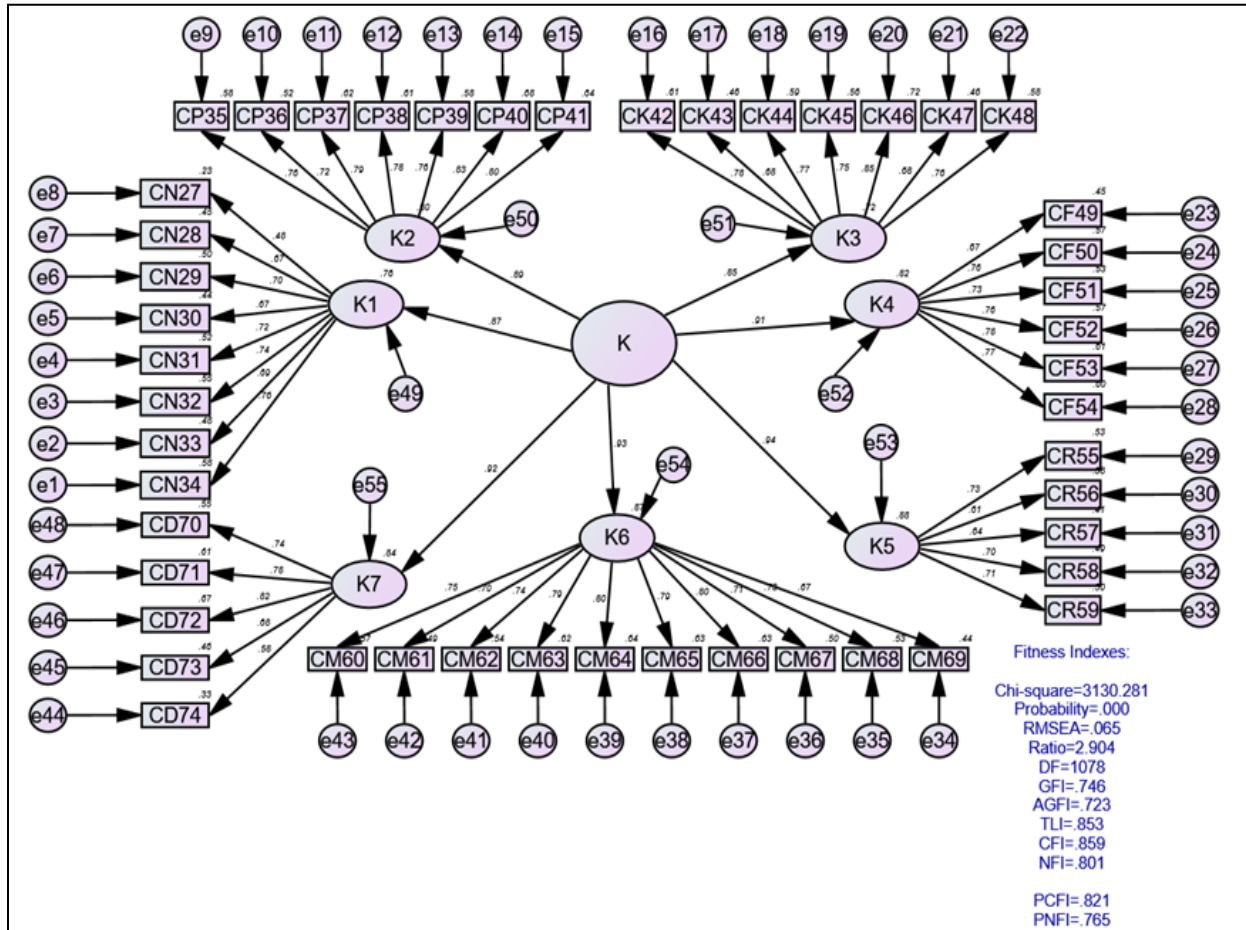
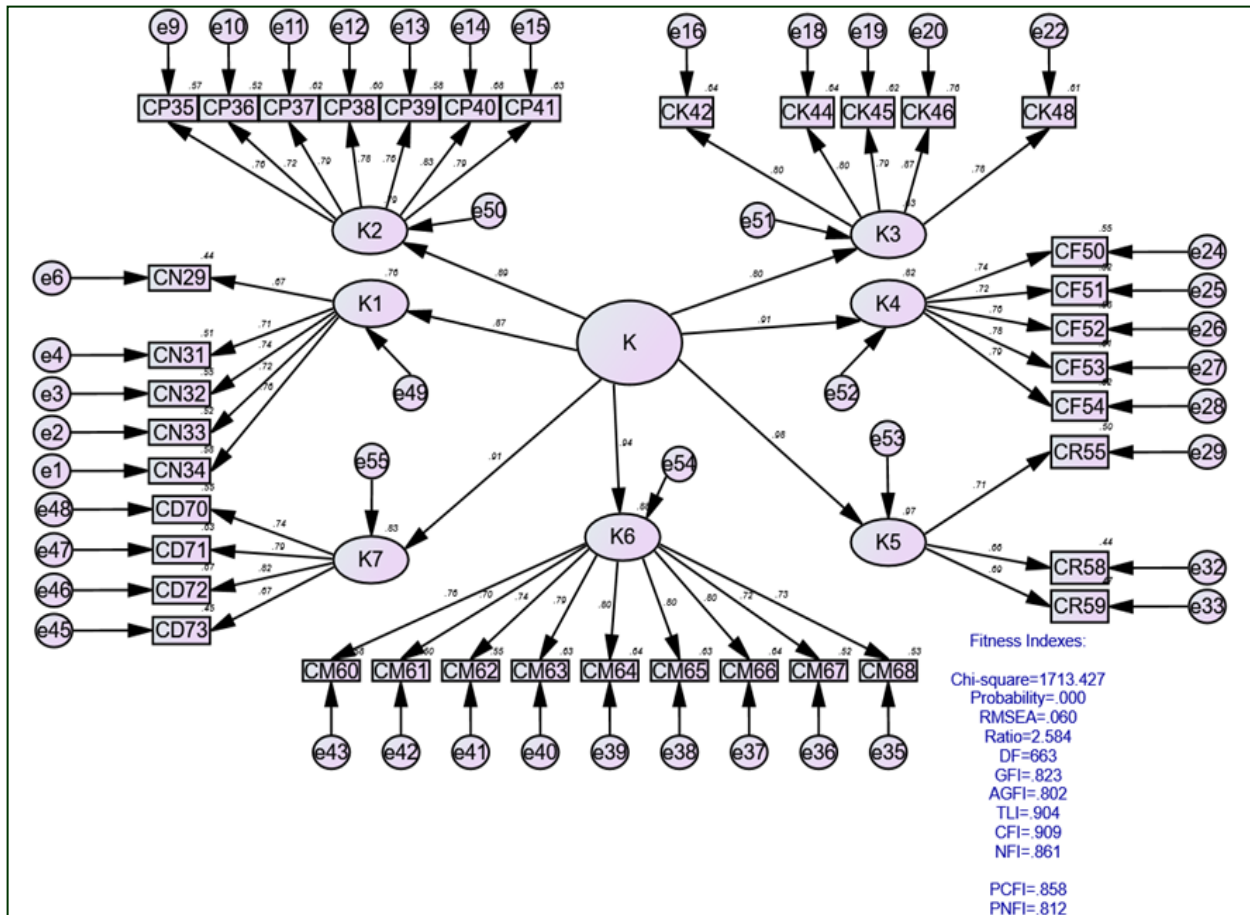**Figure 1.** Measurement model of teachers' skills construct (1st)

**Figure 2.** Measurement model of teachers' skills construct (modified)

## Factor Loading (FL), AVE, CR and Cronbach's Alpha

The analysis revealed that CN27 and CD74 were removed from the 48 items of the teacher skill construct because their factor loading values were 0.48 and 058, which is less than 0.60. Eight items were removed based on the Modification Index (MI) recommendations to achieve the best results for the measurement model. Finally, eight items were deducted from 48 items, namely CN28, CN30, CK43, CK47, CF49, CR56, CR57, CM69, and CD74. In total, ten items were removed from the list, leaving 38 items suitable for model measurement. Extracted Mean-Variance (AVE) values were also greater than the minimum of 0.50 (see Table 4).

Furthermore, the Reliability Composite (CR) value must be at least 0.60. These seven subconstructs each have an AVE greater than 0.50 and a CR greater than 0.60. Planning subconstructs has an AVE value below 0.5 which is 0.472. According to Hair et al. (1998), AVE <.50 means the average item of factor loading is less than .70. The planning skills subconstruct had a factor loading values for items CR55 (0.71), CR58 (0.66), and CR59 (0.69). Items with a low loading factor could not be discarded to increase the AVE value for planning subconstruct because the minimum items were three (3) in AMOS requirement. This issue will be addressed later when a pooled CFA is created, which combines all constructs in the following study. The next step in this research was to determine the reliability of the items used in measuring teacher skill competency constructs using Cronbach's Alpha values. Internal consistency or reliability indicates the strength of a unified item in measuring constructs. The Cronbach's Alpha value should be greater than 0.70 to demonstrate item consistency. The higher the Cronbach's Alpha value, the greater the internal consistency. The loading factor values for each item and the CR, AVE, and Cronbach's Alpha values for each component or subconstruct representing the constructs of teacher competence in value inculcation are shown below:

**Table 4.** Factor loading, AVE, CR and Cronbach's alpha

| Components/ Sub-constructs | Items | Factor Loading (1) | Factor Loading (2) | CR | AVE | Alpha cronbach |
|---|---|---|---|---|---|---|
| *Values integrated skill (K1)* | CN27 | 0.48 | FL Removed | 0.844 | 0.519 | 0.843 |
| | CN28 | 0.67 | MI Removed | | | |
| | CN29 | 0.70 | 0.67 | | | |
| | CN30 | 0.67 | MI Removed | | | |
| | CN31 | 0.72 | 0.71 | | | |
| | CN32 | 0.74 | 0.74 | | | |
| | CN33 | 0.69 | 0.72 | | | |
| | CN34 | 0.76 | 0.76 | | | |
| *Communication skill (K1)* | CP35 | 0.76 | 0.76 | 0.914 | 0.603 | 0.913 |
| | CP36 | 0.72 | 0.72 | | | |
| | CP37 | 0.79 | 0.79 | | | |
| | CP38 | 0.78 | 0.78 | | | |
| | CP39 | 0.76 | 0.76 | | | |
| | CP40 | 0.83 | 0.83 | | | |
| | CP41 | 0.80 | 0.79 | | | |
| *Communication skill (K3)* | CK42 | 0.78 | 0.80 | 0.904 | 0.654 | 0.883 |
| | CK43 | 0.68 | MI Removed | | | |
| | CK44 | 0.77 | 0.80 | | | |
| | CK45 | 0.75 | 0.79 | | | |
| | CK46 | 0.85 | 0.87 | | | |
| | CK47 | 0.68 | MI Removed | | | |
| | CK48 | 0.76 | 0.78 | | | |
| *Creative skill (K4)* | CF49 | 0.67 | MI Removed | 0.871 | 0.575 | 0.871 |
| | CF50 | 0.76 | 0.74 | | | |
| | CF51 | 0.73 | 0.72 | | | |
| | CF52 | 0.76 | 0.76 | | | |
| | CF53 | 0.78 | 0.78 | | | |
| | CF54 | 0.77 | 0.79 | | | |
| *Planning skill (K4)* | CR55 | 0.73 | 0.71 | 0.728 | 0.472 | 0.735 |
| | CR56 | 0.61 | MI Removed | | | |
| | CR57 | 0.64 | MI Removed | | | |
| | CR58 | 0.70 | 0.66 | | | |
| | CR59 | 0.71 | 0.69 | | | |
| *Facilitation skill (K4)* | CM60 | 0.75 | 0.76 | 0.925 | 0.579 | 0.925 |
| | CM61 | 0.70 | 0.70 | | | |
| | CM62 | 0.74 | 0.74 | | | |
| | CM63 | 0.79 | 0.79 | | | |
| | CM64 | 0.80 | 0.80 | | | |
| | CM65 | 0.79 | 0.80 | | | |
| | CM66 | 0.80 | 0.80 | | | |
| | CM67 | 0.71 | 0.72 | | | |
| | CM68 | 0.73 | 0.73 | | | |
| | CM69 | 0.67 | MI Removed | | | |
| *History discipline skill (K4)* | CD70 | 0.74 | 0.74 | 0.842 | 0.573 | 0.853 |
| | CD71 | 0.78 | 0.79 | | | |
| | CD72 | 0.82 | 0.82 | | | |
| | CD73 | 0.68 | 0.67 | | | |
| | CD74 | 0.58 | FL Removed | | | |

## Discussions

This study examined a reliable and valid skills competency construct of values inculcation for secondary school students in History teaching and learning. According to the results, two items were eliminated based on the low loading factor, and eight were eliminated based on Modification Indices (MI) to obtain an accurate model measurement. In total, ten items were removed from this analysis to achieve excellent fitness indexes. The CFA revealed that seven subconstructs have good validation in contributing teachers' skills competence in values inculcation. This study supports the theory and findings of a literature review on these seven aspects of skills as an essential component that teachers must apply in the inculcation of values through the teaching of History in secondary schools. This factor validation analysis confirms that the skill element of integrating values with History teaching and learning can be implemented both directly and indirectly. Zunaida Zakaria, Abdul Razaq Ahmad, & Mohd Mahzan Awang (2017) emphasized the importance of History subjects in teaching and learning history as outlined in the History Syllabus is the elements of value. According to Superka, Johnson, & Ahrens (1975) values education approach and, the skill of integrating values in teaching is something that teachers should practise and should not be overlooked. According to Ahmat Adam (2014), History subject incorporated the noble values and nature of inclusion of all races in Malaysia for nation building. Umran Sahin (2019) demonstrated how teachers could implement value pedagogy by assimilating and planning drama performances, storytelling, role-playing, and visiting historical places. Elements of pedagogical skills are teachers' fundamental competencies in the inculcation of values. All of the actions of teachers in teaching and learning are always underpinned by pedagogical skills. Pedagogy skills can be implemented through 21st-century pedagogical techniques in the context of value inculcation, but they cannot be implemented in isolation. This study's findings are consistent with the pedagogical methods presented by (Superka et al., 1975) in the value education approach, namely value nurturing, moral development, value analysis, value explanation, and action learning.

The findings of this study are consistent with Al-Ghazali (2009) teaching theory in shaping student morals, which states that teachers should explain to students clearly through concrete examples. This study's findings also reflect the value approach developed by Superka et al. (1975). Superka et al. (1975) stated that two-way interactions between teachers and students when using moral dilemma episodes and value situations required teachers to rationally explain to students to achieve value teaching and learning goals. This study's findings also demonstrate teachers' competence in their ability to promote the inculcation of values, similar to Haminah Suhaibo (2010) results, who presented teachers' communication skills in explaining the value of patriotism during History teaching and learning. This study's findings confirm that creative skills are essential in developing teachers' competencies in values inculcation. Teachers' can use values by generating ideas, connecting them to activities, and creating visual representations. History teachers should emphasize storytelling methods and encourage fun learning activities such as games, singing, acting, which incorporate the elements of value. Since value inculcation is a complex process, planning skills must also be considered when implementing value inculcation. Values inculcation is not an easy task, but teachers are advised to plan for it through History teaching. Teachers' planning skills related to inculcation of values through teaching should include initial preparation. Facilitation skills are required when it comes to value inculcation. Values are ephemeral and highly subjective (Sufean Hussin, 1995). Teachers initiative to facilitate the delivery of values to students through specific methods must be based on appropriate considerations. There are directly translated values, elements of cross-curricular values, and hidden values in the History curriculum. History teachers must be able to present it in a way that students can understand and accept. Finally, the findings of this CFA approve that the skills of the discipline of History are also critical as an aspect of teachers' competence in the process of value inculcations. Historical discipline skills, for example, should be viewed as an excellent platform for instilling values in students through historical thinking skills and historical empathy skills. It should be emphasised that the goal of history education should not be separated from historians' activities. A historian, on the other hand, always has a strong interest in history and uses historical events as lesson learned. Thus, the findings of this study have confirmed the importance of history discipline skill in the inculcation of values. According to Abdul Razaq Ahmad (2010), historical thinking can stimulate affective value in history, while historical empathy skills, according to Bartelds, Savenije, & van Boxtel (2020) and Eckers (2018), make aspects of historical value more meaningful. Overall, this CFA study confirms that all seven components of the teacher skills competency construct are required for evolve teacher competencies in value inculcation through secondary school History teaching and learning.

## Conclusion and Recommendations

This study aims to use CFA to analyze the teachers' skills competency in instilling values to students through History teaching and learning in the 21st century. The competence of teachers' skills in inculcation of values through the teaching of History in secondary schools is vital for elevating the teaching profession and further promoting the value elements contained in the National Education Philosophy (NEP) (Abdul Razaq Ahmad, Ahamad Rahim, Ahmad Ali Seman, & Mohd Johdi Salleh, 2010). According to Chandran, Abd Razak Zakaria, & Zaharah Hussin (2021), value is already present in the subject, but teachers' ability to apply it in the teaching of History is critical. This CFA study confirms that the elements in this teacher skills competency construct can be measured accurately. According to the findings of this study, the value integrated skills, pedagogical skills, communication skills, creative skills, planning skills, facilitation skills, and knowledge disciplines are all components of the teacher skills competency construct. CFA provide helpful information to the researcher in this study on the suitability of the existing theories, previous studies, and the views of field experts with the measurement model proposed. The apparent correlation between these elements demonstrates that they are appropriate elements as teachers' skills competencies in inculcating values through the teaching of History in secondary school. The elements presented in this study should be the focus of history teachers' and stakeholders' attention in order to make teachers quality, efficient, and authoritative in the inculcation of values. The findings of this study contribute to the development of a framework of teacher competencies in practising and inculcating values in secondary school History teaching and learning.

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