

## **The measurement model of geo-education among trainee teachers in Malaysia**

### **ABSTRACT**

This study conducted to develop a measurement model for measuring GeoEducation in Malaysia context. This cross-sectional survey involved 245 trainee teachers in Universities and Institute Pendidikan Guru Malaysia (IPGM). The data collection was made through a set of questionnaires and analyzed using SEM-AMOS. There are four main elements measured, which are loading factors, convergent validity, discriminant validity, and composite reliability. The findings indicated that Geo-Education had a significant contribution to the proposed constructs, namely primer, issues, ecosystem, lifestyle, and cross-curricular elements. A model of Geo-Education was successfully developed in this study using these five constructs, namely primer, issues, ecosystem, lifestyle, and cross-curricular elements. This study also identified 25 behaviors of Geo-Education among the trainee teachers in Malaysia. The findings of this study are essential as a guideline for Malaysian teachers to implement the concept of Geo-Education in Malaysia. Additionally, the application of this subject as cross-curricular elements in the Malaysian curriculum is essential to ensure the success of the implementation of Education Sustainable Development (ESD) in the school environment.

**Keyword:** Elements across the curriculum; Environmental education; Geo-education