

Teaching Practices of Special Remedial Teachers for Orang Asli Students in Malay Language

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ABSTRACT: *Special Remedial Teachers (SRTs) are a crucial pillar in the national education system. Therefore, this study aims to explore the teaching practices of SRTs in national schools for teaching and learning Malay language to Special Remedial Students (SRS) from the Orang Asli community. Four SRTs from four national schools in the Jempol district, Negeri Sembilan, were selected as participants in the study. This qualitative study employed a multiple-site case study design to gather data through interviews, supplemented by document analysis. Shulman's (1987) model was adapted for this study, highlighting two main aspects of teaching and learning knowledge that SRTs need to master: pedagogical knowledge and content knowledge. The study found that three key aspects are prioritized for delivering quality instruction by SRTs: planning, implementation, and assessment. The planning aspect includes curriculum design, writing Daily Lesson Plans, and teaching aids. The implementation findings encompass the beginning of teaching, set induction, and the teaching methods used by SRTs. The assessment aspect includes questioning, reviewing assignments, and dictation. The implications of this study suggest that systematic teaching practices by SRTs in national schools can significantly benefit Orang Asli Special Remedial Students in Malay language subjects. Thus, the objective of this study is to explore the teaching practices of SRTs in national schools for teaching and learning Malay language.*

KEYWORDS -Malay Language, Practices, Primary School, Shulman's Model, Special Remedial Teacher

I. INTRODUCTION

The Special Remedial Program (SRP) is a government initiative designed to reduce the dropout rate of students in basic 3R skills (reading, writing, and arithmetic) that occur in primary schools. Mastery of 3R skills is crucial as it can influence the social mobility of Special Remedial Students (SRS) towards achieving a higher quality and healthier life (Josephine, Khairul Azhar, & Ahmad Zamri, 2024). According to the study by Nurul Jamilah and Nor Zainiyah (2021), as highlighted in the Sustainable Development Agenda (2030), the importance of language needs to be emphasized from an early stage to address educational quality promptly. Therefore, the SRP plays a role in helping to reduce the dropout rate in 3R skills among SRS in primary schools, guided by certified Special Remedial Teachers (SRT).

The Ministry of Education (KPM) has strengthened the Special Remedial Program (SRP) by developing dedicated classrooms for the program and ensuring that certified Special Remedial Teachers (SRTs) are assigned to all schools, including schools with low student populations (SKM). The implementation of the SRP is guided by a manual and funded through financial allocations from the Guidance and Counseling Unit, as specified in the Financial Division Circular, Circular No. 2/91-Kp 157/17/Jld.8 (78), dated February 11, 1991. This initiative aims to ensure that Special Remedial Students (SRS) receive optimal teaching and learning (T&L) experiences and enhance their proficiency in 3R skills (KPM, 1991).

The Ministry of Education (KPM) is also focusing on upgrading several primary education institutions to serve as management models by establishing innovative school success models in teaching and learning (T&L), as outlined in the Third Wave (2021-2025) (Malaysia Education Development Plan (PPPM) 2013-2025, KPM, 2012). This initiative aims to foster innovation and enhance achievement. It involves all stakeholders, including school administrators and teachers, to ensure that performance exceeds minimum standards and optimally improves student outcomes.

According to Maszlee (Sinar Harian, 2020), nearly one million students were estimated to be marginalized due to the COVID-19 pandemic (Zamri & Anita, 2022). Hawati (2021), who notes that problems with 3R skills existed before the COVID-19 outbreak and have become increasingly severe, supports this issue. Following the abolition of the Primary School Achievement Test (UPSR) and LINUS, schools have been given the autonomy to manage and identify students who do not meet the minimum proficiency in 3R skills. In 2019, 434,177 candidates from government and government-aided primary schools sat for the UPSR (KPM, 2019). According to the Primary School Assessment Report 2019, 13.71% of candidates, approximately 59,525 students, failed to achieve the minimum level in the Malay Language Comprehension Paper, and 16.93% of UPSR candidates, around 73,506 students, did not meet the minimum level in the Malay Language Writing Paper (Josephine, Khairul Azhar, & Ahmad Zamri, 2024).

Since the Ministry of Education (KPM) abolished the examination system for primary school students based on Circular Letter No. 14 of 2018 (KPM, 2018), teachers have become more patient and attentive in delivering lessons in the classroom. This is because teachers need to address varying levels of achievement, understanding, and ability among students. Danial Arif (2020) notes that each student has their own learning style, interests, and ways of processing information taught by the teacher. Therefore, students have the potential to master subjects if teachers guide them with patience and focus during instruction.

The quality of a teacher's instruction is closely related to the Special Remedial Teacher's (SRT) knowledge in managing the classroom in a way that remains relevant with current developments, especially when applying 21st-century skills. Equipped with pedagogical knowledge, teachers can not only achieve the national vision of enhancing education with 21st-century skills but also ensure high-quality education. This aligns with Danial Arif's (2020) assertion that teachers need to be attentive to student differences to ensure that planned teaching and learning sessions proceed smoothly. Additionally, teachers can indirectly maximize each student's potential. Therefore, the quality of teaching is also dependent on addressing the differences among Special Remedial Students (SRS) during their learning process.

This study focuses on the teaching practices of Special Remedial Teachers (SRTs) during Malay language instruction in national schools with Special Remedial Students (SRS) from the Orang Asli community. Effective teaching practices by these teachers can motivate students to engage deeply with intellectual, cognitive, and sociocultural aspects (Malay Language Curriculum and Assessment Document [DSKP], KPM, 2010), thereby fostering a love for the language and enhancing the education system in Malaysia (Nor Hadibah, Zulkifli, & Anida, 2020). It concluded that the practices of Special Remedial Teachers in improving the performance of Orang Asli Special Remedial Students in special remedial classes, particularly in national schools, should be given due attention and not neglected within the context of Malay language education in Malaysia.

1.1 Study Objectives

To explore the teaching practices of Special Remedial Teachers (SRTs) in national schools during Malay language teaching and learning (T&L) sessions.

II. LITERATURE REVIEW

Basic education for primary school students in Malaysia revolves around mastering the fundamental 3R skills (Reading, Writing, and Arithmetic). These foundational skills are crucial for students to achieve the country's aspirations. Therefore, the Special Remedial Program (SRP) was introduced in alignment with the National Education Philosophy (NEP) to enable Special Remedial Students (SRS) to acquire 3R skills as early as possible, thus preventing significant educational setbacks. Special Remedial Students differ from typical students in terms of cognitive abilities, interests, experiences, talents, and learning styles. Without appropriate guidance in teaching, the potential and development of these students may not be realized. Therefore, trained teachers play a critical role in identifying the needs of such students and planning teaching and learning (T&L) activities according to the established guidelines.

According to the Implementation Guidelines for the Special Remedial Program (KPM, 2012), its primary goal is to ensure that every student masters the basic 3R skills (Reading, Writing, and Arithmetic), with the exception of students with special needs. There are three focuses emphasized for students participating in this program: acquiring the basic 3R skills, attending regular classes smoothly, and developing self-confidence and a positive attitude toward the provided learning.

2.1 History of the Special Remedial Program

The Special Remedial Program has been implemented since the 1960s to assist primary school students who have learning difficulties, specifically those who do not master the basic 3R skills (Reading, Writing, and Arithmetic). Trained teachers in designated spaces (Nur Faizahton & Nur Azimah, 2023) conduct this program. The concept of remedial teaching arose from the efforts of teachers who are attentive to children's rights to receive education appropriate to their age.

Around the mid-1960s, the Ministry of Education (KPM) launched a pilot project to assess the importance of implementing remedial teaching (Nurul Haniza, 2017). Remedial teaching for students was deemed necessary to align with current needs based on the findings from this project. Consequently, the School Division initiated a remedial teaching program to address the needs of students living in rural areas. The Integrated Primary School Curriculum (KBSR) was introduced in 1983 as a government initiative to improve basic 3R skills (Reading, Writing, and Arithmetic). KBSR brought improvements to the national education system by introducing Special Remedial Education at that time. Teachers were able to enhance the basic 3R skills of first-grade students through the use of KBSR (Nur Faizahton & Nur Azimah, 2023). This program is an educational initiative aimed at helping students overcome difficulties in critical 3R skills caused by environmental factors. Additionally, the program is responsible for improving behavior and changing students' negative attitudes while developing their learning potential (KPM, 2008; Muhamad Syahlyme, 2019; Nor Laila, 2014).

2.2 Implementation of the Special Remedial Program

The implementation process of this program begins with the nomination and collection of student information. Students nominated for placement in Special Remedial Classes must take the LINUS Screening Test (for first-grade students), and the achievement of second-grade students can be assessed using the Writing and Reading Proficiency Determination Instrument (IPP2M) and the Basic Mathematics Skills Instrument (IKAM).

Subject teachers, class teachers, or headmasters can carry out the nomination process. After nominating students, information collection involves reviewing personal records, academic performance records, and health records, which serve as references for Special Remedial Teachers (SRTs) for further action. Based on data from interviews with class teachers, subject teachers, headmasters, parents, and observations made by the SRTs, decisions are made on whether a student should participate in the Special Remedial Program. Information collection can also be accessed through the Student Database Application (APDM) since February 2022. SRTs are required to label all Special Remedial Students (SRS) in APDM after each evaluation phase. The SRT

schedule is constructed based on class needs and refers to the school's master timetable (Nur Faizahton & Nur Azimah, 2023).

The next step is the screening test conducted by Special Remedial Teachers (SRTs) to determine which candidates are eligible to participate in the program. Screening tools used in this process include the LINUS Screening Test for first-grade students, and the Writing and Reading Proficiency Determination Instrument (IPP2M) and Basic Mathematics Skills Instrument (IKAM) for second-grade students. If a student passes these screening tests and masters the basic 3R skills (Reading, Writing, and Arithmetic), they are returned to regular or mainstream classes. Students who do not pass the screening tests are required to participate in the Special Remedial Program (SRP), which involves several targeted teaching and learning processes to identify the student's weaknesses and strengths. The Diagnostic Test (DT) helps SRTs understand the detailed areas of a student's weaknesses and strengths. The instrument used for conducting this test is based on the Special Remedial Program Implementation Guidelines (Issues in 3R Mastery) published by the BPK, KPM in 1999.

In addition, Special Remedial Teachers (SRTs) are also required to conduct observational tests, where students are assessed through sensory responses to recognize information. The purpose of this test is to help teachers identify students' abilities to distinguish between different stimuli, thus preparing students for effective teaching and learning. After the SRT identifies students' weaknesses through the Diagnostic Test (DT), they must prepare Daily Lesson Plans according to groups categorized by performance levels: weak, moderate, and proficient. Teaching and learning must be conducted according to these groups and cannot be delivered uniformly if students have varying needs and skills.

After completing the learning sessions as outlined in the annual plan of the Special Remedial Program, students will take a release test that uses instruments from the Special Education Division and ensures reliable data collection. If students do not achieve the required score on the release test, they will continue to participate in the program as usual until the following year. The next step is to ensure that records of students' progress are maintained for a period of three years as reference documents for Special Remedial Teachers (SRTs) after students pass the release test.

If students are returned to mainstream classes, follow-up actions are carried out periodically by Special Remedial Teachers (SRTs) to monitor the progress of students who have mastered the 3R skills (Reading, Writing, and Arithmetic) to ensure they can compete with regular students. For students with special needs, they will participate in a program known as the Outreach Programme at the district level, in collaboration with SRTs, medical practitioners, Special Remedial Officers from the District Education Office (PPD), and parents. This program is aimed at placing students in the Special Integration Education Program (PPKI) after undergoing screening and certification by accredited medical professionals.

III. METHODOLOGY

This study is a qualitative research employing a multisite case study approach (Merriam, 2009; Yin, 2010). According to Mardziah, Mariani, and Fonny (2021), qualitative research can address research questions by focusing on two types of approaches: explanatory and descriptive. A case study is a comprehensive and in-depth examination of a particular issue, identifying details about what has occurred or is currently happening over a specific period (Ahmad Muaz & Noraini, 2023; Marohaini, 2016). This study utilizes a qualitative design because the researcher is closely engaged with the data collected.

Yin (2010) describes case studies as exploratory research that examines unique cases in depth to fully understand their meaning. Case studies involve a thorough analysis of a particular issue or phenomenon, bounded by a specific person, place, or event (Merriam & Tisdell, 2016). The choice of this method provides a comprehensive overview, complete understanding, and detailed information (Muhammad Sofwan, 2020)

regarding the implementation of teaching practices among Special Remedial Teachers (SRTs) in primary schools. Thus, the case study method helps researchers obtain detailed information about the teaching practices of SRTs in primary schools.

IV. FINDINGS

4.1 Participant Demographics

Table 4.1 provides an overview of the background and teaching experience of each study participant. This table helps to give a clear picture of each participant's academic and professional background, which is essential for understanding their context and experience in the study conducted.

Table 4.1 Participant Demographics

Participant Code	P1	P2	P3	P4
Age (years)	36	33	48	42
Teaching Experience (years)	11	9	26	15
Special Remedial Teaching Experience (years)	9	9	8	9
Academic Qualification	Bachelor of Special Education (Primary) with Honors from Institute of Teacher Education Malaysia (IPGM), 2013	Bachelor of Special Education (Primary) with Honors from Institute of Teacher Education Malaysia (IPGM), 2015	Bachelor of Education from Sultan Idris Education University (UPSI), 2015	Bachelor of Education from Sultan Idris Education University (UPSI), 2010
Awards Received	i. Excellence in Service Award (2022/2023) ii. Educator Star Award (2022/2023)	i. Excellence in Service Award (2020/2021)	i. Excellence in Service Award (2000 and 2015)	i. Excellence in Service Award (2022/2023) ii. Educator Star Award (2022/2023)

4.2 Teaching Practices of Special Remedial Teachers in Primary Schools for Malay Language

The study considers the framework provided by Roslan (2016) to address the first research question. According to Roslan, teaching encompasses the processes of planning, implementation, and assessment. In this study, these aspects were analyzed as follows:

Planning: This aspect involves organizing the instructional process through the selection of the Curriculum Guide, Daily Lesson Plans, and Teaching Aids. The planning phase is critical for setting clear educational objectives and preparing materials that align with the curriculum requirements and students' needs.

Implementation: The implementation phase focuses on the initiation of lessons, which includes the set induction, teaching methods, and techniques employed by the Special Remedial Teachers. Effective set induction engages students and prepares them for the lesson, while diverse teaching methods and techniques cater to different learning styles and needs, ensuring that the lesson is delivered effectively.

Assessment: The assessment aspect involves evaluating student understanding and progress through various methods such as questioning, reviewing student exercises, and dictation. Assessment is essential for measuring the effectiveness of the teaching methods and for identifying areas where students may need additional support.

This framework provides a comprehensive understanding of the teaching practices employed by Special Remedial Teachers in delivering Malay Language lessons in primary schools. It highlights the importance of each phase in ensuring effective teaching and learning.

4.2.1 Planning Aspects

The selection of the curriculum guide is a crucial step in instructional planning, serving as the foundation for a teacher's preparation before commencing the teaching and learning process. This study examines how Special Remedial Teachers utilize the Curriculum Guide, Daily Lesson Plans, and Teaching Aids as primary preparations for teaching Malay Language in the Special Remedial Program.

i. Selection of Curriculum Guide

Several curriculum guides have been introduced to support the Special Remedial Program, including the KBSR Special Remedial Curriculum Guide, the LINUS Curriculum Guide, and the Special Remedial Curriculum Guide. Throughout the interviews conducted for this study, the planning practices of Special Remedial Teachers in choosing the appropriate curriculum guide were examined.

The selection process for the curriculum guide involves evaluating which guide best meets the needs of the students based on their current abilities and learning requirements. Each curriculum guide offers different approaches and content tailored to varying levels of student proficiency. The following table summarizes the use of these curriculum guides by the Special Remedial Teachers as revealed through the interviews.

Table 4.2 Summary of Curriculum Guide Selection Practices

Curriculum Guide	P1	P2	P3	P4
Uses Special Remedial Curriculum	/	/	/	/
Modifies Curriculum Guide	-	/	/	-

The following excerpts from interviews provide insights into how Special Remedial Teachers select and utilize curriculum guides for their teaching practices:

“...I prepare lesson plans using the Special Remedial Curriculum based on the year and level of the students. Sometimes, I also modify the plans if the students have forgotten previous lessons...” (P1)

“...I use the Special Remedial Curriculum to create lesson plans and occasionally make modifications based on the time available, students' abilities, and their levels of understanding...” (P4)

Based on interviews and document analysis (Lesson Plans), all study participants utilize the most recent curriculum guide, specifically the Special Remedial Curriculum outlined in the 2019 Teaching and Learning Guide for Malay Language published by the Department of Special Education (BPK), Ministry of Education Malaysia (KPM). Participant 1 indicated that the use of the Special Remedial Curriculum is sometimes adjusted according to the students' year level and proficiency. Adjustments are made if students have forgotten material from previous lessons. Similarly, Participant P4 reported that modifications are made based on the time

available, the students' abilities, and their levels of understanding. This illustrates the adaptability of the curriculum to address the specific needs and learning progress of students.

ii. Daily Lesson Plans

The preparation of Daily Lesson Plans is based on the students' personal experiences or existing knowledge to facilitate their understanding of the lessons more effectively. Table 4.3 summarizes the practices in the preparation of daily lesson plans.

Table 4.3 Summary of Daily Lesson Plan Preparation Practices

Daily Lesson Plan	P1	P2	P3	P4
Lesson plan prepared before the lesson begins.	/	/	/	/
Uses the prescribed format.	/	/	/	/
Lesson plan written according to students' cognitive levels.	/	/	/	/
Activities tailored to students' levels.	/	/	/	/
Different lesson plan for weak and strong groups.	/	/	/	/
Typed and stored in a file.	/	/	/	/

This is reflected in the following interview statement from a study participant:

"...I type and store the lesson plan in a file because it is more convenient and efficient; there is no need for the internet to prepare the lesson plan. When using CIDS, if there is no internet, the work cannot be done, which leads to delays. I use a group-based approach where students are divided into two groups: weak and strong. I teach according to the students' levels, both weak and strong..." (P2)

The study found that the practices of Special Remedial Teachers in preparing Daily Lesson Plans follow the prescribed format, align with students' cognitive levels, and are adapted according to the students' year and proficiency levels. They plan various activities for teaching and learning over time. The preparation of the lesson plan is a critical document that reflects the readiness of all four-study participants in planning each teaching session. All participants also prepared distinct lesson plan for the weak and advanced groups.

iii. Teaching Aids

Teaching Aids play a crucial role in planning activities to ensure they are completed as outlined in the Daily Lesson Plan. In this study, the researcher found that all participants utilized their own teaching aids tailored to different student groups, namely the weak and advanced groups. The following table summarizes the practices related to the use of teaching aids by each study participant.

Table 4.4 Summary of Teaching Aids

Teaching Aids	P1	P2	P3	P4
Created for each lesson plan	-	-	/	-
Developed according to student level	/	/	/	/
Developed according to remedial skill topics	/	/	/	/
Recycled teaching aids based on previous remedial skills	-	-	-	/

Teaching Aids	P1	P2	P3	P4
Created according to time and situational needs	/	/	-	-

Through the interview sessions, the researcher observed that the study participants developed teaching aids each time they wrote a daily lesson plan. These aids were tailored according to the students' levels, aligned with the topics of remedial skills, and occasionally recycled based on previous skills. They were also created according to the time and situational needs. The following interview statement illustrates these practices:

"...Planning activities according to the skills that students have achieved, so the teaching aids also follow the skills to be taught and the level of the students. My teaching aids are not made daily but are prepared based on time and situation because sometimes I also use YouTube as a teaching aid..." (P1).

"...Planning and creating teaching aids according to the time and situation. Teaching aids influence my preparation. Sometimes, I do not have enough time to create teaching aids and instead show videos from teachers' channels on YouTube..." (P2).

"...Lesson plans and teaching aids are created according to the topics and levels of the students..." (P3).

"...To save costs and time, I recycle existing teaching aids. The teaching aids I create are usually flexible and can be used for other remedial skills as well. My teaching aids are designed according to the students' level, whether weak or strong, and align with the remedial skills topics planned for the day..." (P4).

In this study, it was found that the practices of Special Remedial Teachers regarding teaching aids include the preparation of these aids for each lesson plan, aligning them with the students' levels, tailoring them to the remedial skills topics, recycling previous teaching aids, and adapting them according to time and circumstances. Teaching aids serves as a supportive material to facilitate the lesson planning process, thereby helping to streamline the teaching and learning sessions as intended by the teacher. Therefore, the use of teaching aids is crucial in aiding the students' understanding of the material being taught.

4.2.2 Implementation Aspects

The themes in this section have been analyzed based on interviews and document analysis. According to Roslan (2016), teaching and learning is a crucial element in education. The study categorizes the implementation aspects of teaching and learning into the following components: the initiation of teaching, the set induction, and the teaching methods.

i. Beginning of Instruction

During the interview sessions, the researcher found that the study participants frequently used several practices. The table below summarizes the beginning-of-instruction practices employed by each participant.

Table 4.5 Summary of Beginning-of-Instruction Practices

Beginning-of-Instruction Practices	P1	P2	P3	P4
Teacher greets students	/	/	/	/
Teacher engages in friendly conversation with students	/	/	/	/
Teacher explains the topic	/	/	/	/
Teacher reviews previous lesson	/	/	/	/
Teacher begins teaching immediately	/	/	/	/

The following example interview statements from the study participants illustrate the practices associated with the beginning of instruction.

“...My beginning-of-instruction practices are similar to those of other teachers. First, I greet the students, then ask about their well-being. I also inquire about the students’ emotions before teaching so I can manage my own emotions and demonstrate that I am a caring teacher. After that, I review the previous lesson and relate it to the topic to be covered that day, and then I start teaching...” (P3).

The study found that the beginning-of-instruction practices among the teachers include the following greeting the students, engaging in friendly interaction, explaining the topic, reviewing the previous lesson, and starting the lesson immediately.

ii. Induction Set

According to Roslan (2016), an induction set is a process designed to maintain students' focus on the lesson content, prepare them before receiving new material, and encourage active learning sessions. An induction set should be prioritized to ensure that teaching and learning proceed smoothly and systematically, as outlined in the lesson plan of the study participants. The term "induction set" refers to an activity intended to "warm up" the teacher or students' minds before engaging in the teaching and learning activities. This concept describes the role of the induction set as a catalyst that stimulates active thought processes among students. The table below summarizes the induction set practices employed by each study participant.

Table 4.6 Summary of Induction Set Practices

Induction Set Practices	P1	P2	P3	P4
Singing Activity	/	/	/	-
Game Activity	/	/	/	/
Teaching Aids	/	-	-	-
Movement Activity	-	-	-	-

The following excerpts from interviews with Participants P3 and P4 provide insight into their practices related to the induction set:

“...I frequently use the 'edutainment' approach with my class because this method can attract students' interest. For remediation, we know that the students are slower learners. By using edutainment, we can capture their interest and improve their attendance throughout the week. Additionally, we incorporate games because children enjoy playing. We use games as a way to learn, integrating Malay language skills into these activities. For example, we play games like dice games or hopscotch...” (P3).

“...Induction set activities should be prioritized to ensure that the classroom remains controlled, students are focused on the teacher, and ready to learn. I introduce the lesson topic through activities like object-hidden puzzles and puzzles. Sometimes, I use songs from YouTube to engage students in light physical movements...” (P4).

The study found that the practices for the induction set among the teachers include the edutainment methods, teaching aids and movement activities. These practices are employed to engage students and prepare them for the lesson, ensuring a controlled and focused classroom environment.

iii. Teaching Method

Based on interviews with the study participants, the teachers utilize a variety of methods in their teaching practices including Teacher-Centered Strategies, Student-Centered Strategies and Material-Centered Strategies. These varied methods employed to enhance the effectiveness of teaching and meet diverse learning needs.

a. Teacher-Centered Teaching Strategies

According to Roslan (2016), teacher-centered strategies are the most dominant practice in the teaching and learning process for students. In teacher-centered methods, the teacher plays a central role in managing the teaching and learning session, including setting learning objectives, designing activities and assignments, and selecting appropriate teaching materials for student learning. Among the practices or techniques of teacher-centered instruction used by the study participants are providing explanations, giving instructions, engaging in question and answer sessions, also repetition. A summary of the practices for teacher-centered teaching strategies presented in Table 4.7.

Table 4.7 Summary of Teacher-Centered Teaching Strategies

Teaching Strategies	P1	P2	P3	P4
Providing Explanations	/	/	/	/
Giving Instructions	/	/	/	/
Question and Answer Sessions	/	/	/	/
Repetition	/	-	-	-

b. Student-Centered Teaching Strategies

In student-centered teaching methods, students play a central role in determining the direction of their learning process. Implementing this approach requires time and is constrained by the need for cooperation and maturity among the students, particularly with the Orang Asli community. Based on the document analysis of the lesson plans by the researcher, all study participants employed edutainment methods such as learning through play or singing.

A summary of the practices for student-centered teaching strategies provided in Table 4.8.

Table 4.8 Summary of Student-Centered Teaching Strategies

Student-Centered Strategies	P1	P2	P3	P4
Edutainment Methods	/	/	/	/
Peer-Based Methods	/	-	-	-

Participant 1 shared their experience with using edutainment methods in teaching as follows:

“...Edutainment is really enjoyable to use in teaching and learning, especially videos and songs. The students have fun, and the learning atmosphere becomes lively...” (P1).

c. Material-Centered Teaching Strategies

The research findings indicate that study participants employ a variety of teaching materials, including modules, worksheets, books, charts, reading cards, syllable cards, picture cards, toys, whiteboards, laptops, and videos. All modules and worksheets used in are stored by teachers in files and kept in cabinets provided within the Special Remedial Classroom. A summary of the practices for material-centered teaching strategies is provided in Table 4.9.

Table 4.9 Summary of Material-Centered Teaching Strategies

Material-Centered Strategies	P1	P2	P3	P4
Reading Cards	/	-	-	-
Toys	/	/	/	/
Laptops and Videos	/	/	/	/

Participant 4 described their approach to using material-centred strategies as follows:

“...I introduce the lesson topic through activities such as hidden object puzzles and puzzles. Occasionally, I use songs from YouTube to engage students in light physical movements...” (P4).

4.2.3 Assessment Aspects

Assessment is a mandatory task for every teacher to ensure the effectiveness of the teaching and learning process. According to Roslan (2016), assessment involves the process of collecting information and making decisions based on teaching using the gathered data. Based on interviews and document analysis, each study participant has their own method for assessing language skills during teaching and learning sessions. These methods include written exercises, reading, listening, and speaking.

There are three subcategories in the assessment practices carried out by the study participants such as questioning, reviewing exercises, and dictation. A summary of the assessment practices provided in Table 4.10.

Table 4.10 Summary of Assessment Practices

Assessment Practices	P1	P2	P3	P4
Questioning	/	-	/	/
Reviewing Exercises	/	/	/	/
Dictation	-	-	/	/

Dictation is an activity involving listening and writing, where the teacher reads out words and students write them down in their module or on the whiteboard. Only Participant P4 uses this assessment method. Participant P4 described their approach to dictation as follows:

“...Dictation is like a quiz for the students. I provide several words that have been learned according to the student groups for them to spell and write on the whiteboard or in the module. This method encourages students to compete positively and allows for immediate guidance if students make mistakes...” (P4).

Based on interviews with the researcher, only Participant 4 uses the dictation method for assessment during the teaching and learning process. P4 provides several words for students to spell and write either on the whiteboard or in their modules. The effect of this method is that students engage in positive competition, which helps to test and enhance their cognitive abilities. This interactive approach not only makes the teaching and learning session more dynamic but also fosters higher student confidence in participating in such activities. Additionally, all study participants employed an inductive approach, moving from simple to complex tasks, which aligns well with the levels of the students.

V. DISCUSSION

In conclusion, the study provides valuable insights into the practices and strategies used in Malay language instruction for special education. The analysis of planning, implementation, and assessment reveals a framework that can guide educators in delivering effective and engaging lessons. The findings highlight the importance of a structured approach to teaching and offer practical recommendations for improving language instruction in special education settings.

5.1 Aspects of Planning

A key component in a teacher's planning of the teaching and learning process involves ensuring that the instruction is effectively organized and takes into account the curriculum, lesson plan writing, and teaching aids which are foundational to any teaching and learning session. Prior to instruction, teachers need to consider several factors depending on the chosen learning activities (Sandy et al., 2021). Systematic planning of teaching and learning, incorporating a variety of methods and strategies, guides students toward mastering the content and enhances their reading skills (Nor Qadariah & Wan Muna, 2020).

Based on the study findings, all participants prepared their lesson plans according to the latest curriculum, specifically the Special Education Curriculum. However, some participants (P1 and P4) deviated from the national standards by modifying the curriculum based on the abilities and levels of student mastery over time. This practice aligns with Roslan's (2016) view that instructional planning should be tailored to students' abilities to ensure their achievement. Furthermore, the study supports the argument made by Nur Faizahton and Nur Azimah (2023) that meticulous planning and preparation are crucial for teachers before implementing teaching and learning, as this ensures that teaching outcomes and quality optimized. The practice of modifying the curriculum by Special Education Teachers is consistent with the flexibility allowed in curriculum implementation, as there are no official memos or circulars that prohibit such adjustments.

In contrast, Ain Nur (2021) found that Malay language teachers often exhibited a low level of preparedness, especially when it came to planning and writing lesson plans that encompass essential aspects of teaching and learning implementation. According to Ain Nur's study, effective lesson planning should include considerations of content, process, outcomes, and the learning environment before starting teaching and learning sessions. The challenges highlighted involve teachers' workload and their inconsistent readiness to implement effective planning practices. Hence, a well-prepared teacher is one who consistently engages in thorough preparation and planning to implement diverse approaches and strategies in response to evolving educational needs.

The study's findings align with Nur Faizahton and Nur Azimah's (2023) recommendation that meticulous planning and preparation are critical for optimizing teaching outcomes and quality. Moreover, the flexibility observed in curriculum adjustments by Special Remedial Teachers supported by the absence of official memos or circulars prohibiting such modifications.

In the context of this study, all participants utilized planning practices as a preparatory step for initiating teaching and learning sessions. This preparation encompassed aspects such as curriculum selection, lesson plan writing, and the development of teaching aids. The creation of teaching aids is particularly crucial in the context of Special Education for Malay language recovery as it plays a significant role in determining the effectiveness of teaching and learning. Effective teaching aids is essential for capturing students' interest and maintaining their focus on the lesson topic. It facilitates a well-organized and easily comprehensible delivery of instruction, thus enhancing the learning experience for students with special needs. By incorporating well-designed teaching aids, Special Remedial Teachers can provide structured and clear instruction, which is vital for achieving successful learning outcomes in Malay language recovery programs.

i. Beginning of Instruction

In the implementation phase, the focus is on the initial stages of teaching in the Malay language teaching and learning for Remedial Education. This category includes various practices to effectively start the teaching process, such as setting the tone for the lesson, introducing the content, and employing various teaching methods.

From the research findings, the primary objective of the beginning of instruction is to stimulate students with Special Education Needs before commencing the teaching and learning. The study highlights several practices used at the start of teaching, including establishing rapport with students. This rapport building is evident when Special Remedial Teachers engage in conversations with students about their personal appearance, emotions, and well-being before starting the lesson. The practice of engaging in such empathetic interactions aligns with

Roslan's (2016) assertion that a teacher's empathy and commitment to students' welfare are crucial for effective teaching. According to the Laporan Kajian Pelaksanaan Program Pemulihan Khas di Sekolah Rendah (KPM, 2002), teacher demonstrate a caring attitude towards the welfare of the students. Establishing a positive relationship between teacher and students not only fosters a supportive learning environment but also contributes to the development of students' personalities and enhances their academic performance.

At the beginning of instruction, it is crucial to stimulate the curiosity of Special Education Needs students about the teaching and learning process. According to Sandy et al. (2021), this can be observed when students pose questions to the teachers before starting the teaching and learning session. Such interactions allow students to engage with their environment by inquiring about the upcoming lesson. When students exhibit curiosity, GPK can utilize this opportunity to provide responses during the initial stage of instruction. For example, if a teacher wears unique clothing to class, it may excite students and prompt them to anticipate engaging activities in the teaching and learning. Hashimah Hussein et al. (2020) argue that teachers play a key role in sparking students' interest and encouraging them to think critically and attempt to answer questions. This aligns with behaviorist theory, which emphasizes the relationship between stimuli (teacher) and responses (students) observed during the teaching and learning process.

Engaging students' curiosity and encouraging their questions are effective strategies in fostering an interactive and dynamic learning environment. This approach not only supports the development of students' inquisitive nature but also enhances their readiness and enthusiasm for learning.

ii. Set Induction

In the set induction phase, the study reveals that all participants employed various activities to engage students, including methods such as educational entertainment. These activities encompassed singing, movement, and games. The use of diverse activities aims to capture students' interest and create an enjoyable learning environment.

Additionally, the research found that questions posed to students during set induction serve multiple purposes: to stimulate ideas, capture attention, and ensure that students attentively listen to the questions being asked. This approach aligns with the goal of set induction, which is to prepare students for learning by creating a conducive and interactive atmosphere. By incorporating engaging activities and thought-provoking questions, teachers can effectively draw students into the lesson and enhance their readiness for learning. This strategy not only makes the learning experience more enjoyable but also fosters a more attentive and participatory classroom environment.

According to Chew and Mohd Fikri (2020), the use of play-based methods is highly effective in teaching, as it significantly boosts the motivation of students with Special Education Needs. The findings from their research indicate that students are more likely to pay full attention when play-based methods incorporated into lessons. This approach illustrates the interaction between stimuli and responses in the teaching process, aligning with behaviorist theory. In this context, play serves as the stimulus, while the increased attention and engagement from students represent the response during the teaching and learning process. By integrating play and engaging activities into set induction, teachers can enhance students' motivation and focus, thereby creating a more dynamic and effective learning experience.

Furthermore, Sandy et al. (2021) also support these findings, suggesting that selecting appropriate and engaging set induction activities can foster active participation in learning. Effective set induction not only provides an early preview of the topic but also helps create a more conducive and favorable learning atmosphere. The research indicates that well-executed set induction practices reflect a teacher's ability to make the teaching and learning environment more engaging and supportive, showing that the teacher possesses a high level of knowledge and skill in implementing effective teaching strategies. By employing engaging set induction activities, teachers can enhance students' motivation and involvement, contributing to a more effective and dynamic learning experience.

In the context of this study, the behavior and responses of students throughout the teaching and learning process are significantly influenced by the execution of set induction activities. Creative and engaging set induction activities increase the likelihood of obtaining positive student responses. The research aimed to examine the implementation of set induction by each participant during the teaching of Malay Language. It also sought to identify the factors and impacts associated with the set induction activities within the teaching and learning framework. Effective set induction not only captures students' attention but also contributes to a more dynamic and responsive learning environment. By focusing on the creative execution of set induction, the study highlights its importance in eliciting positive engagement and enhancing the overall effectiveness of the teaching process. This approach underscores the critical role that well-planned set induction plays in shaping student behavior and responses during the educational process.

iii. Teaching Methods Based on Teaching and Learning Strategies

In this study, the teachers demonstrated a variety of strategies that have the potential to enhance students' interest and motivation. According to Wong and Nurfaraadila (2021) and Amirah et al. (2023), the effectiveness of teaching largely depends on the teacher's ability to employ strategies that align with the needs of the students. Ineffective strategies can lead to boredom and a loss of focus during the learning process.

The research highlights the importance of selecting appropriate teaching methods that cater to the diverse needs of students, ensuring that the learning experience remains engaging and productive. By using a range of strategies, teachers can better address the varying levels of student ability and interest, thereby fostering a more dynamic and responsive educational environment. This approach not only supports student engagement but also contributes to achieving better learning outcomes.

The findings of this study are consistent with the results from Abdul Aziz and Wan Muna Ruzanna (2021), who recommended teacher-centered strategies as effective for addressing reading difficulties among dyslexic students. Despite the limited use of other strategies in this study, the teacher-centered approach was effectively implemented by all four participants and demonstrated positive and effective outcomes for the students. This highlights the importance of a Special Remedial Teacher considering and diversifying teaching strategies to better meet the needs of various types of students. A deep understanding of how to match teaching strategies with the context and needs of the students is crucial for enhancing the effectiveness of the learning process. Moreover, further research could explore alternative strategies to examine their impact on student learning and achievement in different contexts. This could provide additional insights into how various teaching methods can be applied to improve educational outcomes across diverse learning environments.

The second crucial strategy highlighted in this study is the student-centered approach. Each participant employed this strategy, particularly by educational entertainment during the implementation of teaching and learning. The active involvement of students indicated that teaching and learning was conducted effectively. According to Lee and Faridah (2022), the student-centered strategy is particularly beneficial for developing Malay reading skills, as it has shown positive changes and significant impact. Their research identified that this approach can enhance native speakers' motivation to learn Malay. By capturing students' attention and boosting their motivation, the student-centered strategy proves to be highly effective in fostering engagement and learning. The implementation of student-centered strategies, such as educational entertainment provides positive outcomes by actively engaging students in the learning process. This approach not only stimulates interest but also supports effective learning by tailoring the educational experience to meet the needs and preferences of the students.

Among the strategies frequently applied by each participant in this study was the material-centered approach. This strategy has the potential to significantly boost students' learning motivation. Malay language teachers employ the material-centered strategy to enhance students' reading skills during the teaching and learning process (Intan & Zamri, 2021). The use of materials such as video recordings, modules, and flashcards are key components of this approach. The material-centered strategy effectively engages students by providing diverse and interactive learning resources. These materials help to create a more dynamic and stimulating learning environment, which can lead to improved student outcomes and increased motivation. By incorporating various

types of educational materials, teachers can address different learning styles and needs, making the learning experience more inclusive and effective.

The selection of appropriate teaching aids according to the syllabus and the students' level is crucial for ensuring high-quality teaching and learning. Engaging and well-chosen teaching aids can maintain students' attention during instruction (Norazizah & Khairul, 2022). Therefore, teachers need to be highly prepared to implement various methods in teaching and learning, including play-based learning strategies (Rowen et al., 2021). The choice of teaching methods is fundamental and should be carefully considered by educators to ensure the effectiveness of the teaching process (Norazizah & Khairul, 2022). Aspects such as content, approach, methods, and activities measure the effectiveness of teaching and learning, and the strength of the materials used (Nur Faizah & Nor Azimah, 2023). By selecting appropriate teaching aids and integrating various methods, teachers can create a more engaging and effective learning environment, ultimately enhancing the quality of education and meeting the diverse needs of students.

A teacher's creative and engaging teaching approach can foster a cheerful, conducive, and enjoyable learning environment, ensuring that Orang Asli students receive quality formal education. To excel and achieve job satisfaction, a Special Remedial Teacher must continually seek knowledge about effective teaching methods to ensure that students master fundamental skills before progressing to mainstream classes (Mardziah, Mariani, & Fonny, 2021).

The GPK plays a crucial role in planning the teaching and learning process to suit Orang Asli students and to achieve the objectives outlined in the lesson plans. Mastery of teaching approaches is closely related to a deep understanding of the curriculum and students' interests. Therefore, it is essential for a teacher to fully comprehend the syllabus before selecting the most appropriate teaching methods. This study finds that all participants demonstrated a comprehensive understanding of teaching and learning content.

5.3 Assessment Aspect

In this study, the subcategories of assessment methods employed by the participants included questioning, conducting exercises, and dictation. All participants utilized instructional materials such as notebooks or modules, worksheets, and whiteboards for conducting exercises. Students completed these exercises in their notebooks or modules related to the lesson delivered by the teacher. Only Participants 3 (P3) and Participants 4 (P4) listening and writing activities, implemented the use of whiteboards for dictation, involving. This method provided an opportunity for students to spell and write words they had learned, offering immediate feedback on their proficiency. Regarding the review process, all participants conducted assessments through immediate reinforcement of teaching by reviewing the exercises given to students. This practice ensures that teachers can provide timely feedback and corrections, helping students understand and correct any mistakes before the end of the teaching session.

Significant changes have occurred in Malaysia's education system regarding student assessment. This can be observed in the shift to School-Based Assessment (SBA) since 2011. SBA encompasses Classroom Assessment (CA), Psychometric Assessment (PA), and Assessment of Physical Activities, Sports, and Co-Curricular Activities (PAJSK). SBA represents a more comprehensive evaluation approach that goes beyond focusing solely on cognitive development (Miftahuljanah & Mohd Effendi, 2020). According to the Curriculum Development Division (KPM, 2018), teachers play a crucial role in implementing CA. This includes determining learning objectives based on assessed learning standards, planning, developing instruments, and conducting assessments, recording assessment results, analyzing assessment information, reporting, and taking follow-up actions. Nor Azizah et al. (2020), who argue that CA is implemented to measure students' progress continuously throughout the teaching and learning process and helps teachers obtain information to improve their teaching practices, support this.

In this study, the role of Special Education Teachers (SETs) as planners is emphasized to ensure that School-Based Assessment (SBA) is effectively implemented during teaching sessions. Faezah and Zamri Mahamad (2022), who describe assessment as involving several processes, support this: collecting information,

interpreting information, and using this information to make decisions. Therefore, assessment practices should be conducted comprehensively to ensure that continuous assessment has a positive impact on both Special Education Teachers and Indigenous Special Needs Students over an extended period, in alignment with current educational systems.

VI. CONCLUSION

This research has successfully uncovered the actual practices of Special Remedial Teachers implemented in teaching Malay Language in Special Remedial Education classes at national schools. The discussion is expected to offer significant benefits to educators, especially Special Remedial Teachers in Malaysia. This is because the achievements of Indigenous Special Needs students have received limited attention from researchers, particularly in the context of teaching practices, as it is believed that they are often taught indirectly within Malay Language Special Remedial sessions. Therefore, it is hoped that the findings of this study will also reignite interest in research within the field of Malay Language teaching for Special Remedial Programs, which has been relatively underexplored by scholars.

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