

# Implementation of the 2025 School Transformation Program (TS25) among Teachers in Primary Schools Sarikei District: A Conceptual Paper

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## Abstract

The School Transformation Program 2025 (TS25) is an effort by the Malaysian Ministry of Education to continuously focus support on schools and school expertise in order to improve student achievement and school quality. This study was conducted to explore the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools in Sarikei District and to identify the challenges faced by teachers in the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools in Sarikei District. The design of this study is qualitative research based on a case study. The research methods used are interview techniques, document analysis, and observation. To analyze the data, the researcher used Computer Aided Qualitative Data Analysis Software (CAQDAS), which is ATLAS software. It is hoped that all schools and teachers are physically and mentally prepared to accept the transformation and provide a fun learning environment that engages students in active and meaningful learning.

**Keywords:** School Transformation Program 2025 (TS25), Implementation, Primary Schools, Challenges

## Introduction

The TS25 program is an initiative of the Malaysian Ministry of Education (KPM), which was launched by continuously focusing support on schools and school expertise in order to improve student success and school quality. This program has the concept of "whole school improvement", which is the application of best practices and implementing pedagogy in learning and teaching (PdP). The TS25 program aims to realize the aspirations of the Malaysian Education Development Plan (PPPM) 2013–2025 through good teaching and learning practices, expertise in pedagogy and leadership aspects, and developing an affective learning environment (Leong & Hamid, 2023). Here, teachers not only need to help students

achieve success in academia, but they also need to develop the workforce to be able to face the latest economic challenges.

To make TS25 a success, the Malaysian Ministry of Education (KPM) has introduced eight modules. In this study, the researcher only studied module 3, which is leading learning. In module 3, which is Leading Learning, it focuses on the teacher's pedagogy that generates the student's development. Here, it refers to the teaching practices of the 21st century (PAK21), the mastery of higher-order thinking skills (KBAT), various learning styles, the application of continuous assessment of the use of information and communication technology (TMK), and the planning of daily lesson plans (RPH). With this, teacher professionalism and student learning can be improved. Therefore, teachers are the main heartbeat that determines the direction of a school and its students (Ebbie, Talip, & Ag Kiflee, 2019).

Therefore, this module 3 also gives exposure to teachers about the Malaysian Education Quality Standard Wave 2 (SKPMg2) and PAK21. This is the most important thing for educators to do to ensure effective teaching and learning for students. This is a factor in the students' academic success (Ebbie et al., 2019). The Malaysian Education Quality Standard Wave 2 (SKPMg2) was introduced by KPM to improve the quality of teachers' teaching (Yusoff et al., 2022). SKPMg2 is an instrument used by schools as an operating guide to determine the level of educational quality achievement, such as in the fields of leadership, organizational management, curriculum management, student affairs, co-curriculum, and student development, as well as the teaching and learning process. With the implementation of this study, it is hoped that all schools and teachers are physically and mentally prepared to accept the transformation and provide a fun learning environment that engages students in active and meaningful learning.

### **Problem statement**

Various efforts have been made by the MoE to improve the quality of teacher pedagogy and guarantee the success of students in accordance with the concept of TS25 (Sulaiman & Ismail, 2020). TS25 also aims to achieve the goals contained in the Malaysian Education Development Plan 2013–2025, namely by applying best practices in leadership and management and pedagogy in teaching and learning ((Hamzah & Saini, 2023). In addition, the TS25 Program aims to implement cooperative learning for students, which can be achieved through the implementation of e-learning integration in schools (Kementerian Pendidikan Malaysia, 2019). Therefore, teachers need to know all the modules contained in the TS25 program in order to conduct PdP with quality.

However, there are various challenges faced by teachers when applying Module 3 in TS25 when carrying out teaching and learning in the classroom. In the implementation of the TS25 program in rural schools, the most significant main factor presented in previous studies is the lack of infrastructure facilities and teaching aids (BBM). In the study of Zeki (2020), the learning environment in rural schools is less conducive and has disturbed the focus of PdP because the learning space looks gloomy, the electricity supply is unstable, and the class position is not strategic. In a study by Ebbie et al (2019), it has also been stated that primary school teachers in rural Sabah have faced problems with teaching and learning because infrastructure facilities and fuel are very limited. In their study, they also stated that rural schools do not have infrastructure facilities, which has caused students to fall behind due to the deterioration of infrastructure facilities. In the study of Zeki (2020) also stated that when

teachers use a variety of BBM in PdP, students will be more excited to continue learning, thus improving student achievement.

In a study by Kassim & Alias (2022), it was stated that although Malaysia has skipped the year 2020 and Vision 2020 should be achieved with increased technological advancement in education, the problem of implementing e-learning integration among teachers is still lacking at a less than satisfactory level. This is due to teachers failing to integrate e-learning when school members do not understand the cause of the problem and solve the problem to achieve the school's objectives.

In conclusion, there is a lack of studies related to Module 3 of Leading Learning in the School Transformation Program 2025 (TS25) conducted in rural schools. This study is required to explore the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools in Sarikei District and identify the challenges faced by teachers in the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in Sarikei District primary schools. With this research, it is hoped to benefit all relevant parties in addition to supporting the wishes contained in the PPPM 2013–2025.

### **Objectives**

This study aims to achieve the following objectives

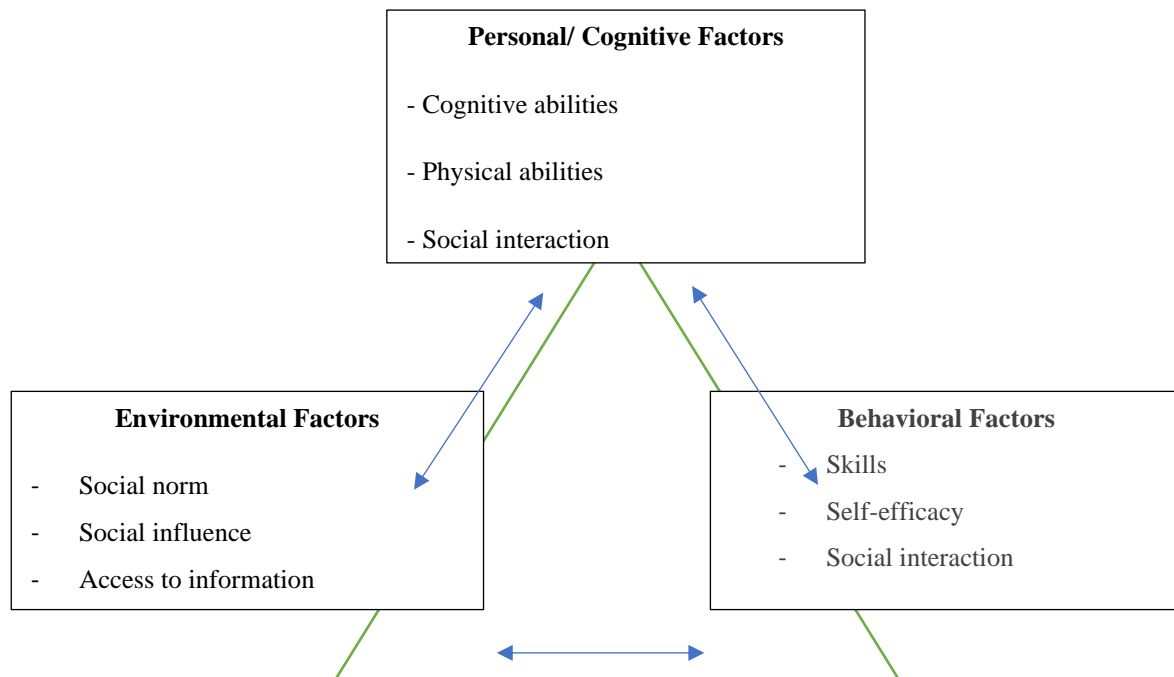
- i. Exploring the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools in Sarikei District.
- ii. Identifying the challenges faced by teachers in the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools in Sarikei District.

### **Theoretical Framework of the Study**

A theoretical framework was built to explain how teachers' perceptions affect the effectiveness of PdP and student achievement performance. The effectiveness of PdP and student achievement performance is closely related to the environment around students. The research framework that fits this study is (Social Cognitive Theory, 1986).

According to Yanuardianto (2019), before naming Social Cognitive Theory, Albert Bandura named this theory as Social Learning Theory. Bandura's cognitive theory is based on the main idea of Miller and Dollard, which is learning through imitation. This theory explains that cognitive learning is closely related to cognitive and behavioral factors that can influence the social learning process in a person's daily life.

According to Bandura (1986), behavior has continuity between the environment and student experience. With this, students will influence their behavior. Principles of learning behavior are often assessed, independent of environmental feedback, so that students change their personal perceptions. The main aspect of learning this theory is learning through observation, i.e. modeling. Modeling refers to imitating or repeating things done by others and modifying the behavior of others, thus manifesting cognitive thinking (Yanuardianto, 2019). Bandura (1986) asserted that hands-on learning and step-by-step learning are less effective. Through observation, an individual changes behavior based on reinforcement, either positively or negatively.



Through Bandura's Cycle of Interaction (1986), a person's learning process has factors between the person and the environment as well as his own behavior. Based on this interaction cycle, personal factors, namely cognitive factors are the main factors in the PdP process. This factor explains that teachers use cognitive thinking from social norms to influence their behavior and increase self-efficacy when implementing the TS25 program. According to Sulaiman (2022), efficiency is known as the ability of cognitive efficiency and self-confidence to implement a project or program successfully. With the birth of self-efficacy, such a teacher will diligently seek efforts and be motivated to respond and face challenges when implementing the TS25 program in primary schools.

In addition, environmental factors also influence the behavior and way of thinking of a teacher. This is because when teachers are in a new learning environment, they will make self-adjustments. For example, novice teachers who have just posted in a rural school, they will adapt to a learning environment that lacks everything. This means that teachers will act and think about information and knowledge obtained as a result of social influence. Novice teachers can get help and information and knowledge about how to implement PdP from experienced teachers in the school. This situation can create reinforcement and imitation. Therefore, environmental factors have greatly influenced the teacher's cognitive way of thinking and behavior.

Based on the theory of this study, the researcher was able to identify and analyze the relationship between teachers' perceptions of the TS25 program, especially in module 3, in order to successfully implement TS25 in rural schools while responding to all the challenges that have been faced.

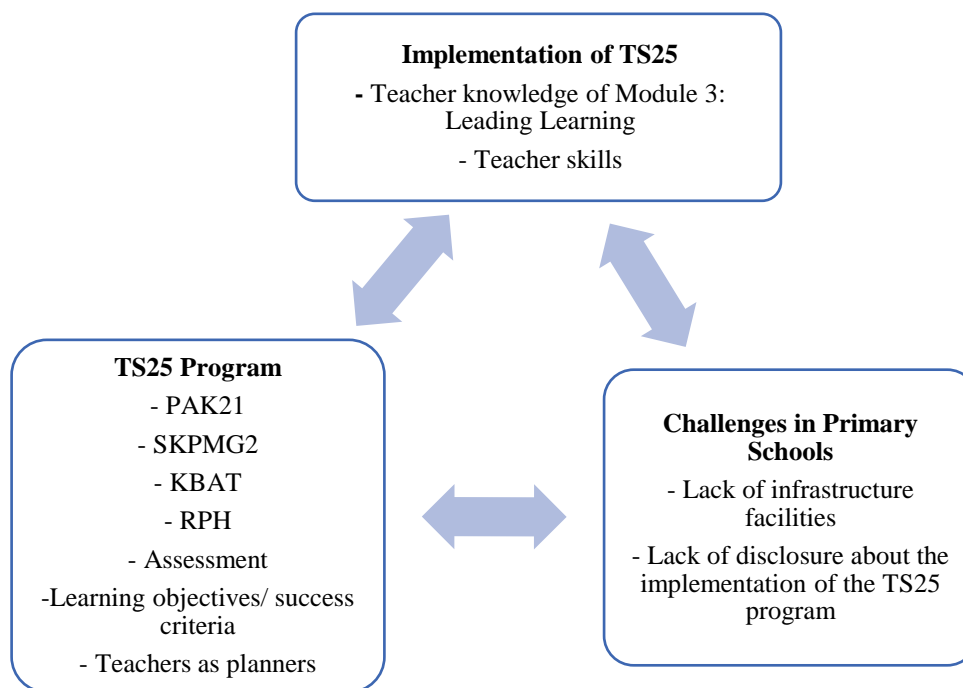


Figure 1.1: Theoretical Framework for the Implementation of the TS25 Program Among Teachers in Rural Primary Schools Sarikei District (Bandura, 1986)

### Conceptual Framework of the Study

The conceptual framework of this study is based on the theoretical framework of Social Learning Theory Bandura (1986) to explain 3 main factors to achieve the objectives of the study. The application of this theory aims to explore the implementation of TS25 and the challenges faced by teachers in primary schools in Sarikei district.

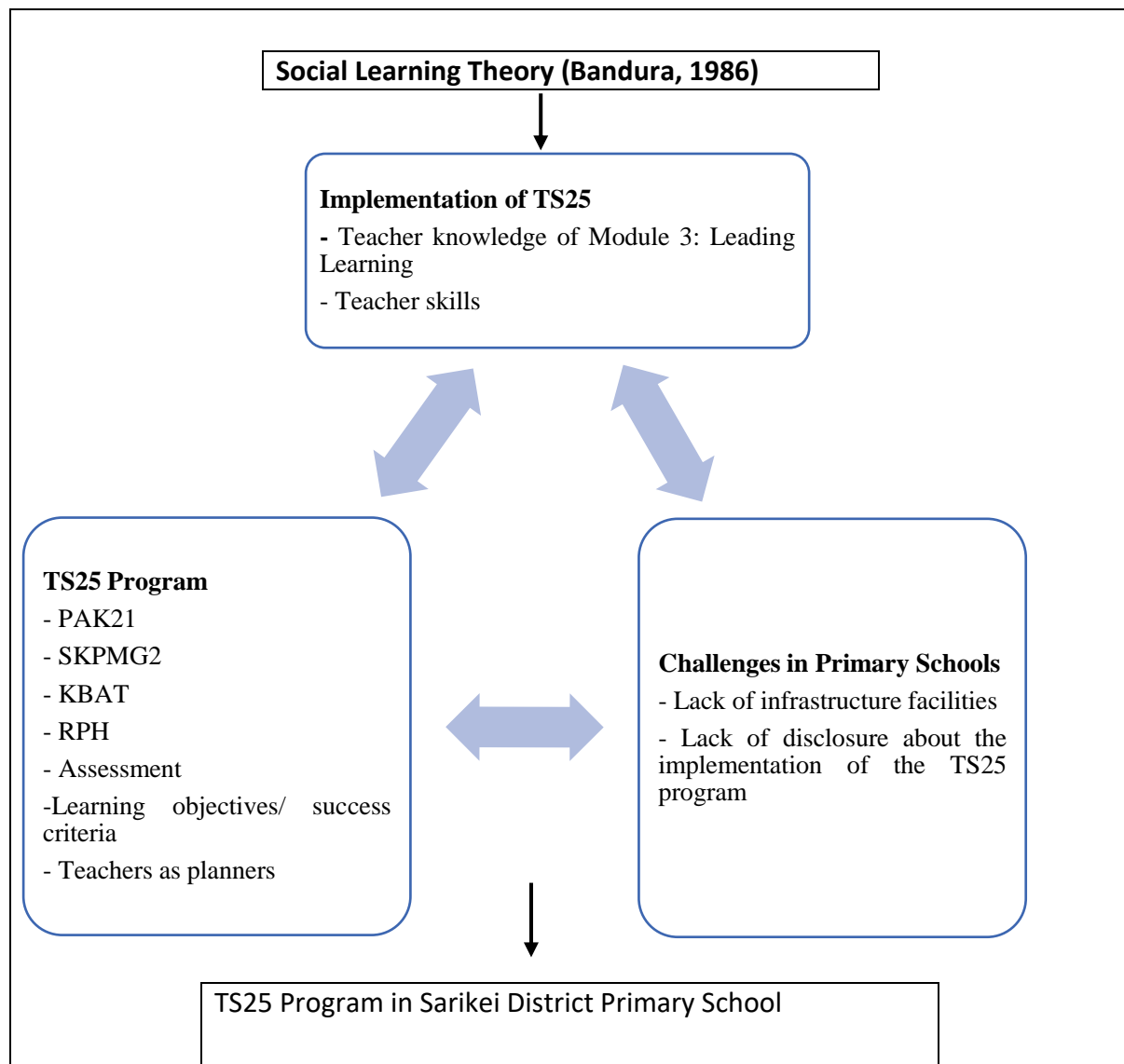


Figure 1.2: Conceptual Framework of the Study (Bandura, 1986)

In order to implement the TS25 program in rural schools, the researcher has obtained research findings through interviews, and observations to investigate the objective of the study which is the implementation of Module 3 in the TS25 program, and the challenges faced by teachers in primary schools in Sarikei district. Figure 1.3 shows the conceptual framework used as a study.

Based on the conceptual framework above, the personal factor in Social Learning Theory refers to the implementation of the TS25 program. Teachers need to have knowledge of the content of module 3 in the TS25 program before conducting PdP so that the teacher's skills and knowledge on how to implement the TS25 program can be improved. Studies and discussions about the effectiveness and importance of the TS25 program in schools, especially in rural areas, can be emphasized by teachers.

In addition, the next factor is the environmental factor. The learning environment at school is also one of the factors in the effectiveness of the implementation of the TS25 program. A conducive learning environment can increase the effectiveness of the PdP process for teachers and students. However, it depends on the infrastructural facilities available in

the school. TS25 schools have infrastructure equipment such as strategic class positions and the use of ICT can create a cheerful and conducive learning atmosphere.

Meanwhile, teacher behavior factors such as the way a teacher teaches are also influenced by the elements contained in module 3 in the TS25 program. Among the elements are teaching based on PAK21 and KBAT, SKPMG2, RPH planning, student assessment, setting learning objectives and success criteria in RPH, thus teachers as PdP planners. According to Sulaiman (2022), student motivation and involvement in the PdP process depends on the teacher's competence. However, teachers also face various challenges when carrying out the elements contained in module 3: Leading the Learning of the TS25 Program.

### **Significance of the Study**

In the era of educational change towards digital learning, school transformation is a major issue in the field of education now. In general, this study can bring benefits to various parties, especially to all educators who are called teachers to improve the effectiveness of PdP, thus improving student achievement performance.

This study emphasizes the teacher's teaching method, which is the PAK21 teaching method that is able to improve student development. Teachers as drivers of educational transformation. The teacher's teaching method in TS25 is using information and communication technology, various learning methods, providing students with advanced thinking skills, continuous assessment of students and, last but not least, is the method of writing the teacher's daily lesson plan. Indirectly, knowledge about the TS25 program and teacher professionalism can be improved. With this, high quality and aspirational teachers are born to carry out effective PdP.

In addition, this study also benefits students. When the teaching pedagogy has been fully mastered by the teacher, the teacher can help students improve their level of achievement. This is because through sharing learning objectives and success criteria with students, students are believed to master the skills to be mastered in each theme or topic in a subject. In addition, the cheerful and fun learning atmosphere can also be enjoyed by students. The mastery can improve student progress and achievement as well as the effectiveness of student learning in PdP.

This study is expected to provide input to teachers about the implementation of TS25 in teaching and learning in primary schools. Teachers are the economic success and sustainability of education. Through this study, this researcher explores the implementation of TS25 among teachers in primary schools, thus making a guide for teachers, especially to help teachers improve their knowledge about the implementation of TS25.

### **Limitations of the Study**

This study is limited to be carried out in a primary school in Sarikei district only and is not carried out in secondary schools in Sarikei district. Therefore, this study only focuses on the implementation of Module 3: Leading Learning which has been included in the TS25 Program. Therefore, this study was conducted to explore the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) among primary school teachers in Sarikei District. With this, this study will take into account a total of 2 teachers from the location of the school. This study also wants to identify the types of challenges faced by teachers in primary schools in Sarikei district.

However, the results of this study cannot be compared to all primary schools in Sarikei district because all schools have the environment, human resources, infrastructure facilities that exist in schools and so on. Therefore, this study can only be used as a reference and guide for schools that have similar backgrounds to the schools involved in this study only.

### **Literature Review**

According to Hamzah & Saini (2023), the infrastructure and learning environment in a school is a challenge for teachers. This is because having a complete infrastructure can make it easier for teachers to provide a fun learning environment. In Module 3, the application of PAK21 and KBAT as well as the use of online tools are required. If rural schools do not have complete infrastructural facilities, then teachers cannot prepare PdP based on TS25.

The student's personal factor is also questioned as an obstacle to the implementation of TS25 in the PdP process. In a study by Hamzah & Saini (2023) they found that some students are less motivated because there is a gap in learning style and skill level compared to other students. PdP activities planned based on Module 3 TS25, students want to act in groups and cooperate with each other to solve the problems faced. However, with low self-esteem among weak students, PdP will be conducted less effectively because the students in question are less actively involved in the PdP process. This statement is also supported by (Kamsi, 2013). In his research, he has shown that the lack of knowledge and skills of teachers in the management of co-curricular activities will cause students to lack interest and attend school less.

A teacher's teaching experience is also a challenge to the implementation of TS25 in the PdP process. This is because a teacher's teaching experience will affect the level of knowledge and skills of the teacher (Poobalan & Mahmud, 2022). According to Shulman (1987), senior teachers have knowledge and skills in the implementation of PdP pedagogy compared to new novice teachers. This opinion is also agreed by the findings of the Soysal, Alma Çalli, & Coşkun (2019) study, which is that experienced teachers are more familiar with the implementation of teaching methods and are more aware of students' learning styles and better understand students' needs.

In the study, Soh & Radzi (2023) have shown that schools that have implemented Professional Learning Communities (PLC) can create collective cooperation between school teachers and improve student performance achievement. However, in the study of Hamzah & Saini (2023) they found that the challenge of time constraints to carry out knowledge sharing between teachers in schools will also affect the success of the implementation of the TS25 program in PdP. In their research findings, subject committee leaders who rarely discuss and share with committee members will affect the understanding of other teachers.

The challenge of a lot of teacher workload has had an impact on teacher PdP. In the study of Hamzah & Saini (2023), with a heavy workload, teachers will face stress, thus affecting the quality of teaching, commitment to tasks and planning of teaching activities. In addition, the lack of monitoring from the school is also a constraint to implementing the TS25 Program. In the findings of the study, Mazlan (2017) have proven that one-time monitoring will cause teachers to be less aware of the importance of implementing the TS25 Module to make it a teacher's teaching practice.



### **Methodology**

The research design used depends on the purpose of the study. The design of this study is qualitative research based on a case study. According to Mahamod (2022), case studies can be used to collect qualitative data and gain a deeper understanding of the problems being studied. Therefore, the selection of this case study method coincides with the implementation of the research to achieve the research objectives.

### **Study Location and Sampling**

In order to ensure that the selected primary schools meet the aims and objectives of the study, the researcher first obtains a list of names from District Education Office Sarikei. Based on the list of school names, the researcher identified the disclosure status of TS25 module 3 of the school so that the school has been given disclosure on Module 3: Leading TS25 Learning. Study respondents will be selected after going through the certification process by the school. This is the case that not all teachers in Sarikei district primary schools meet the conditions for the selection of study respondents. According to McMillan & Schumacher (2001), purposive sampling refers to a group that has in-depth information about the topic to be studied.

### **Methods**

In a qualitative case study design, the researcher has chosen interview, observation and document analysis methods to obtain data.

#### *i. Interview Method*

In this study, the interview method is the main method for the researcher to obtain qualitative data. This is because the interview method has several advantages, such as the researcher being able to determine interview questions based on issues that need to be explored in depth in terms of flexibility. With this, the researcher is free to interview the participants by asking unplanned questions in the preparation of the interview protocol (Patton, 2002). However, Robson in 2011 has stated that the interview method has the influence to produce rich and vivid material. In an unstructured interview, participants are allowed to present their own views and answers as well as important issues that are not included in the interview questions.

There are 3 types of interviews, namely formal interviews and semi-formal and informal interviews (Drever, 2003). To obtain data in this study, the researcher has adapted a combined interview method (Patton, 2002; Robson, 2011), which is a structured interview and an unstructured interview. Unstructured interviews are suitable for use in this study because they will explore a phenomenon in more depth and detail. With this, it matches the level of experience and status of the participants so that the participants can respond to changing situations.

In the study, the interview method was able to explore the implementation of TS25 Module 3 in depth. Structured and unstructured interview methods were conducted with 2 teachers as participants. Interviews can focus on TS25 implementation practices in PdP. According to Patton (2002), the interview method can be done face-to-face or over the phone. Face-to-face interviews were recorded using a voice recorder using Oppo smartphone software and hand notes. Participants' personal information is confidential and confidential.

**ii. Observation method**

To obtain supporting data other than interviews, the researcher also used observation methods. To meet the objectives of the study, all information can be obtained through direct observation from the researcher. In addition, researchers are also active in studying and observing a phenomenon that is happening. The observation is conducted focusing on the interview findings obtained from the participants and the researcher will include the necessary data in the observation checklist.

There are several advantages to choosing the observation method as a data collection method. First, the researcher can see the real situation that has happened in depth and comprehensively when the observation is carried out. Second, observations can be recorded with video recording tools. Video recording conducted during the observation can add value to the validity and reliability. With this, observational analysis can be carried out by the researcher repeatedly and in more detail.

In the study of Mahamod (2022), there are 3 categories of the researcher's role, namely the researcher as a full participant, full observer and participating observer. In this study, the researcher acted as a full observer. This means that the researcher does not participate in PdP activities throughout the implementation of the TS25 program without the involvement of the researcher. Therefore, the researcher only makes observations during teaching and learning, in addition to recording all the activities that take place.

**iii. Document Analysis Method**

Document analysis is a research method that is used to draw repeatable and valid conclusions from the text with the aim of improving the researcher's understanding of a particular phenomenon (Mahamod, 2022).

In this study, the researcher used the document analysis method to analyze the teacher's printed material, which is the Daily Lesson Plan (RPH). RPH was analyzed using a checklist form that had been prepared by the researcher. All information obtained from document analysis will be reported in the form of a report as a reference for this study. The data obtained can be strengthened, add through interview and observation methods (Marican, 2005)

**Data Analysis**

In this study, among the data obtained is the transcription of interview scripts with study respondents, audio recordings, video recordings, observation checklists and notes from field notes. To analyze the data easily and accurately, the researcher used Computer Aided Qualitative Data Analysis Software (CAQDAS), which is ATLAS software.

To analyze the data, the researcher conducted them simultaneously. Information obtained through interviews with study respondents was analyzed to build an observation checklist. After the observation process is carried out, the researcher will repeat and listen back to the audio recording to get the accuracy of the information between the findings from the interview and document analysis.

After analyzing the data after the interview at this stage, the researcher can find deficiencies in the interview and then make improvements in the next interview. Continuous data analysis can help researchers carry out the data collection process more smoothly and effectively.

To test the accuracy of interview data, observations, and document analysis, Cohen Kappa analysis was used in this study. The Cohen Kappa index analysis used in this study was used to obtain the level of agreement from expert assessors in qualitative studies. This is because the value of reliability is dependent on the agreement of expert evaluators. Values above 0.75 in Cohen Kappa were used in this study (Mahamod (2022)).

### **Conclusion**

As a conclusion, this study explores the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools Sarikei District and identifies the challenges faced by teachers in the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools Sarikei District. In the end, the findings and discussion of this study will show the effectiveness and challenges of implementing TS25 in the education system in primary schools Sarikei district.

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