

The Need to Develop a Malay Language Year 5 Module with a Neoteric Approach

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This study aims to identify the need to develop a Malay language module based on the neoteric approach. The research design used is a descriptive survey. A total of 100 teachers participated as respondents. The results of the study found that respondents showed a high level of agreement regarding the need for this module. This module is seen as important in efforts to renew Malay language teaching methods. It can also help align the curriculum with learning needs in the digital era. The use of a neoteric approach can enhance the effectiveness of teaching. It also has the potential to greatly benefit both students and teachers. This study is expected to have a positive impact on Malay language learning. The development of a more innovative and relevant module can improve the learning experience. Furthermore, this study can serve as a guide for the creation of modules that meet current needs. The findings are expected to have an impact on Malay language teaching and learning at the school level. In conclusion, this study provides an important foundation for the development of a more effective and responsive module.

Keywords: Malay Language Module, Development Needs, Neoteric Approach

Introduction

The teaching and learning of the Malay language have long been integral to fostering national identity and enhancing students' communication skills. However, there is a growing recognition that traditional pedagogical methods may no longer be sufficient in addressing the evolving needs of students in a rapidly changing world (Rahman et al., 2022). The importance of this topic lies in the fact that, while the significance of Malay language education is undisputed, there is an urgent need to re-evaluate and modernize current approaches. This study is crucial because the failure to adapt to technological advancements risks leaving students unprepared for future challenges, particularly in a globalized, digitally-driven era.

The relevance of examining the neoteric approach, which integrates modern technologies such as e-learning platforms, educational apps, and digital tools, cannot be overstated. This approach addresses the pressing need for more engaging, student-centered learning

experiences that align with today's digital realities (Ahmad et al., 2020). It is vital not only for educators but also for policymakers to understand how this shift can benefit students by fostering creativity, critical thinking, and collaborative skills—qualities essential for success in the 21st century.

This study's significance extends beyond the classroom, as it also seeks to bridge the gap between curriculum design and the actual learning needs of students. By exploring the utility and effectiveness of the neoteric approach, the study aims to provide valuable insights for educators and curriculum developers. Understanding how these modern strategies can be successfully integrated into Malay language teaching will ensure that students are equipped with the necessary tools and competencies to thrive in both national and global contexts.

The focus on the utility and effectiveness of this approach is critical. Without a shift towards more relevant, technology-enhanced pedagogies, the Malay language curriculum risks becoming outdated, and students will remain inadequately prepared for the challenges of tomorrow. Therefore, this research not only emphasizes the need for innovation but also highlights its potential benefits for a broad range of stakeholders, including educators, students, and the wider educational community.

What is Neoteric Approach

The term neoteric refers to something that is new, modern, or innovative, particularly when contrasted with traditional or older approaches. In various fields, including education, it is used to describe methods, practices, or technologies that break away from established norms to introduce fresh, contemporary solutions. The term itself is derived from the Greek word "neoterikos," which means new or young. In an educational context, neoteric methods are aligned with the goal of adapting teaching to meet the needs of learners in a rapidly changing world, where the old, rigid approaches may no longer suffice. With the rise of digital technologies and new pedagogical insights, neoteric strategies have become increasingly important in shaping modern education.

In education, the neoteric approach primarily involves the integration of contemporary technology and digital resources to enhance the learning process. This includes the use of e-learning platforms, mobile applications, interactive tools, and other digital resources that promote a more dynamic and engaging learning environment. Unlike traditional teacher-centered methods, which often emphasize rote memorization and passive learning, the neoteric approach encourages active participation from students. It aims to make learning more interactive, personalized, and student-centered, where technology serves as a bridge to engage students more effectively. The inclusion of digital resources allows for a range of flexible learning opportunities, from online quizzes and multimedia content to gamified lessons, which make learning more appealing to modern learners (Rahman et al., 2022, Mazarul Hassan et al., 2024).

Another key aspect of the neoteric approach is its focus on fostering critical thinking, creativity, and collaboration. These skills are seen as vital for students to succeed in a globalized and digitized world. In the traditional classroom, learning was often a one-way process, with students passively receiving information from the teacher. However, the neoteric approach shifts this dynamic by emphasizing project-based learning, collaborative

activities, and interactive discussions. By encouraging students to work together on projects, solve problems creatively, and engage with the material in meaningful ways, the neoteric approach helps develop essential 21st-century skills. Ahmad et al. (2020) found that incorporating these innovative methods into the classroom improved students' understanding of key concepts while also boosting their critical thinking abilities and creativity.

Despite its many benefits, the implementation of neoteric approaches remains limited in some educational contexts, particularly in more traditional systems where resistance to change persists. Many educators and institutions are slow to adopt these new methods due to a lack of resources, training, or familiarity with modern technologies. Additionally, the rigid structures of traditional curricula and assessment methods often limit the flexibility required to fully integrate neoteric strategies. However, as Rahman et al. (2022) point out, the increasing availability of affordable digital tools and growing recognition of the limitations of traditional methods are slowly paving the way for wider adoption of neoteric approaches. Moving forward, it is critical for educational stakeholders to embrace these innovations to ensure that students are equipped with the skills and knowledge necessary to thrive in the 21st century.

Methodology

In this study, a quantitative approach was adopted to critically analyze the necessity for developing a Malay language module using a neoteric approach. The core objective is to gather statistically significant data to comprehend the perspectives and requirements of respondents regarding the integration of technology into Malay language instruction. This approach, employing a descriptive survey design, seeks to address a crucial gap in the current educational landscape where traditional methodologies may no longer suffice. The study targets a diverse population of teachers and students from various Malaysian educational institutions, selected through stratified random sampling. This method ensures that the sample reflects a broad spectrum of educational backgrounds and levels, thereby enhancing the study's validity and generalizability. Data collection was executed via an online questionnaire using a Likert scale, and the analysis was performed with statistical software such as SPSS, focusing on descriptive statistics to deliver a nuanced understanding of the respondents' needs and perceptions regarding the neoteric module (Rahman et al., 2022; Zainal et al., 2021).

Research Instrument

The research instrument, a meticulously designed questionnaire, is central to this study's methodology. It is constructed to collect quantitative data regarding the development needs of a neoteric Malay language module. The questionnaire is divided into two main sections: the introduction and the core content. The introductory section clarifies the study's objectives and underscores the significance of respondent participation. The demographic section gathers critical background information, such as age, gender, educational level, and technology usage experience, which are essential for contextualizing the data. The primary section of the questionnaire consists of five carefully crafted items based on the latest literature concerning the development of a neoteric approach for the Malay language module for Year 5. These items utilize a 5-point Likert scale to gauge respondents' agreement or disagreement on specific aspects of the proposed module. Despite the rigorous design, the

questionnaire's content validity, confirmed as 1.0 by a panel of experts, and its reliability score of 0.78, underline its robustness in capturing the necessary data. The evaluation process involved specialists in module development and language expertise to ensure comprehensive validation. The dissemination of the questionnaire via Google Forms adhered to ethical standards and data privacy regulations within the educational institutions involved.

Data Collection Process

The data collection process, utilizing an online questionnaire, is a critical phase in this study. The design and deployment of the questionnaire were conducted with precision to align with the study's objectives and to ensure it met the needs of the target respondents. Initial planning focused on defining the research goals and selecting appropriate criteria for respondents. Google Forms was chosen as the primary distribution platform due to its accessibility and efficiency. Prior to the full-scale distribution, a pilot test was performed to identify and resolve any potential technical issues, thereby ensuring a smooth data collection process. The questionnaire was then distributed through various channels, including email, social media, and educational platforms, to reach a broad audience. Monitoring of responses was carried out regularly to maintain an adequate response rate and to ensure the integrity of the data collected. This rigorous approach to data collection is vital for generating reliable and actionable insights into the need for a neoteric approach in Malay language education.

Data Analysis

The analysis of the collected data is carried out with rigorous attention to the study's objectives, aiming to deliver a comprehensive and insightful report. This process is not merely a technical exercise but a critical evaluation of the data's implications for the development of the Malay language module using a neoteric approach. By maintaining strict adherence to ethical standards and ensuring the protection of respondent data, the study upholds the integrity and credibility of the research process. The deployment of an online questionnaire, while effective, demands a critical assessment of its limitations and potential biases, which could impact the overall validity of the findings.

Data analysis in this study goes beyond simple statistical calculations; it involves a critical evaluation of the respondents' level of agreement with the proposed module. The use of descriptive statistics, including the mean and standard deviation, provides a detailed view of respondent perceptions. However, the reliance on these metrics necessitates a careful interpretation of their implications. High mean values suggest a general consensus on the effectiveness of the neoteric approach, but this requires deeper scrutiny to understand underlying factors contributing to this agreement. The standard deviation, while informative about variability, also raises questions about the consistency of responses and the potential influence of outliers on the overall results.

The findings indicate a strong positive response towards the neoteric approach, yet this enthusiasm must be contextualized within the broader educational landscape. The effectiveness of the module is supported by data, but this support must be balanced against the challenges of integrating new technologies in diverse classroom settings. The implications drawn from these results should consider not only the potential benefits but also the practical constraints faced by educators and students. The recommendation for further development of the module should be accompanied by a critical examination of how well the neoteric

approach addresses the real needs of learners and how it aligns with current technological trends.

In summary, the analysis of respondents' agreement provides valuable insights into the acceptability and potential impact of the neoteric Malay language module. However, the study must also critically address the limitations and practical challenges associated with implementing such an approach. This critical perspective ensures that the findings contribute to meaningful and actionable improvements in curriculum development, paving the way for more effective and responsive educational practices in the digital era.

Data Finding

Based on Table 1, several key insights emerge regarding the development of the neoteric Malay language module. Firstly, the use of technology in teaching is reported as moderate, with respondents indicating that they utilize technology "sometimes" in their practices. This suggests that while technology is being used, there is an opportunity to increase its frequency and integration. Enhancing the regular incorporation of technology could significantly improve teaching effectiveness and student engagement.

In terms of confidence in integrating digital tools, respondents exhibit moderate levels of assurance. This indicates a potential need for targeted professional development to boost teachers' confidence and skills in using new digital tools. Providing more comprehensive training and support could help educators feel more comfortable and capable in leveraging these tools effectively.

The preference for interactive games as a method for engaging students is notably high, with half of the respondents favoring this approach. This underscores the importance of including interactive and gamified elements in the module to enhance student engagement and make learning more stimulating. It highlights a clear need for the module to incorporate features that align with students' preferences for active and interactive learning experiences.

Regarding curriculum alignment, the neoteric module is viewed as moderately to well-aligned with current educational standards. However, this suggests that further refinements may be needed to ensure full compatibility with curriculum requirements. Ensuring that the module is completely aligned with curriculum standards is crucial for its effective implementation and acceptance in educational settings.

When it comes to learning objectives, expanding vocabulary and enhancing reading comprehension are prioritized. This focus indicates that these areas are critical for student development, and the module should emphasize these aspects to meet key learning needs. The module's content should be designed to effectively address and support vocabulary growth and reading comprehension.

The relevance of contemporary topics and digital content is strongly endorsed by respondents, suggesting that the module should include up-to-date and engaging material. This relevance will ensure that learning is not only current but also resonates with students' experiences and interests, making the learning process more meaningful.

For assessment methods, digital quizzes and online projects are preferred, highlighting a shift towards interactive and technology-driven assessments. This preference indicates that the module should incorporate these methods to align with modern assessment practices and enhance the assessment experience for students.

In terms of professional development, respondents express a need for training on digital tools and workshops on interactive methods. This request indicates that professional development should focus on practical applications and support educators in effectively using the neoteric module. Finally, the necessity for moderate to extensive technical support is evident. This finding underscores the importance of providing robust technical assistance to ensure smooth deployment and effective use of the neoteric module. Adequate technical support will be essential for overcoming potential challenges and ensuring successful implementation.

Overall, the findings highlight several areas for improvement and development, including increased technology integration, targeted professional development, and strong technical support. Addressing these areas will be crucial for the successful implementation and effectiveness of the neoteric Malay language module.

Table 1

The Need of development neoteric module for Malay language Year 5

Item	Question	Example Responses	Descriptive Statistics
1	How frequently do you use technology in your Malay language teaching practices?	Never: 3 (6%) Rarely: 8 (16%) Sometimes: 20 (40%) Often: 15 (30%) Always: 4 (8%) Not confident at all: 5 (10%) Slightly confident: 10 (20%)	Mean = 3.18
2	How confident are you in integrating new digital tools into your Malay language lessons?	Moderately confident: 15 (30%) Very confident: 12 (24%) Extremely confident: 8 (16%) Interactive games: 25 (50%) Multimedia content: 15 (30%)	Mean = 3.16
3	Which methods most effectively engage students in learning Malay?	Online quizzes: 5 (10%) Group projects: 3 (6%) Other: 2 (4%)	-

		Not at all aligned: 2 (4%)	
4	To what extent does a neoteric module align with the current Malay language curriculum?	Slightly aligned: 6 (12%) Moderately aligned: 20 (40%) Well aligned: 15 (30%) Completely aligned: 7 (14%) Improving grammar: 10 (20%) Expanding vocabulary: 15 (30%)	Mean = 3.16
5	Which learning objectives should be prioritized in a neoteric module?	Enhancing reading comprehension: 12 (24%) Developing writing skills: 7 (14%) Increasing oral communication: 6 (12%) Not relevant: 1 (2%) Slightly relevant: 5 (10%)	-
6	How relevant is incorporating contemporary topics and digital content in a neoteric module?	Moderately relevant: 15 (30%) Very relevant: 20 (40%) Extremely relevant: 9 (18%) Digital quizzes: 18 (36%) Online projects: 12 (24%)	-
7	Which assessment methods are preferred for evaluating students' progress?	Peer reviews: 8 (16%) Self-assessments: 6 (12%) Traditional tests: 6 (12%)	-
8	What type of professional development is most helpful for using a neoteric module?	Training on digital tools: 20 (40%) Workshops on interactive methods: 15 (30%) Support for	-

		curriculum integration: 10 (20%) Guidance on module customization: 4 (8%) Other: 1 (2%) Gamification elements: 22 (44%) Interactive exercises: 18 (36%) Instant feedback mechanisms: 5 - (10%) Collaborative projects: 3 (6%) Real-world applications: 2 (4%) Minimal support: 4 (8%)
9	Which features are essential to increase student motivation?	
10	What level of technical support is necessary for implementing a neoteric module effectively?	Basic support: 8 (16%) Moderate support: 18 (36%) Extensive support: 14 (28%) Continuous support: 6 (12%)

Discussion and Summary

In discussing the findings from the data analysis for the development of the neoteric Malay language module, several critical points emerge. Firstly, the moderate use of technology by educators reflects a broader trend where technology integration in education is often inconsistent (Rahman et al., 2022). This indicates that while technology is present, its full potential is not being realized. To address this, the module should include strategies for deeper integration of digital tools, as increased technology use has been shown to enhance teaching effectiveness and student engagement (Zainal et al., 2021). Additionally, educators' moderate confidence in using these tools suggests a need for targeted professional development. Previous research highlights that professional development programs can significantly boost educators' skills and confidence in using technology. Therefore, comprehensive training focused on practical applications of digital tools could improve educators' effectiveness in the classroom.

The strong preference for interactive games among respondents aligns with findings from Ahmad et al. (2020), which emphasize that gamified learning can significantly enhance student engagement and learning outcomes. Integrating interactive elements into the module is crucial for creating a dynamic and engaging learning environment. Moreover, while the module aligns well with educational standards, there is room for refinement to ensure

complete adherence to current curriculum requirements. This aligns with Ismail's (2021) emphasis on the importance of ensuring that educational materials meet both current standards and the evolving needs of students.

The support for incorporating contemporary and digital content into the module reflects the importance of relevance in educational materials (Field, 2018). By including up-to-date content, the module can better engage students and align with their interests and needs. The preference for digital quizzes and online projects as assessment methods suggests that modern assessment techniques are valued, which is consistent with current trends in educational assessment. Finally, the need for robust technical support is crucial, as previous studies have shown that technical issues can significantly impact the successful implementation of educational technologies (Zainal et al., 2021).

In summary, the findings underscore the need for enhanced technology integration, targeted professional development, engaging content, and robust technical support in the development of the neoteric Malay language module. These elements are essential for ensuring the module's effectiveness and its ability to meet the needs of educators and students in a rapidly evolving educational landscape.

Implication

The implications of this research are highly relevant in the context of modern Malay language education. Firstly, the use of technology in this module demonstrates significant potential for sustaining students' interest in learning the language, which is often perceived as difficult or unengaging in terms of motivation. Research has shown that well-integrated technology can transform how students interact with learning materials, creating a more dynamic and engaging learning environment (Law et al., 2020). Secondly, support for using multimedia resources to understand language concepts highlights the need for a more holistic and focused approach in curriculum development. By tailoring content and teaching methods to students' needs, educational institutions can ensure that Malay language modules not only meet academic standards but are also relevant to real-life applications and current technological developments (Kamarudin & Ismail, 2021).

This research also addresses the relevance of adaptive and responsive Malay language education in the face of global changes. In an era where technology is rapidly advancing, language learning supported by technology not only prepares students for academic competencies but also for professional and personal lives increasingly connected through digital means (Ministry of Education Malaysia, 2022). Thus, further development of Malay language modules with a neoteric approach not only promises innovation in education but also establishes a strong foundation for progressive and adaptive language education transformation.

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