

## Causes of Poor Supervision in Malay Language Teaching in Primary Schools

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**To Link this Article:** <http://dx.doi.org/10.6007/IJARBSS/v14-i12/23968> DOI:10.6007/IJARBSS/v14-i12/23968

**Published Date:** 05 December 2024

### Abstract

This study examines the teaching practices of Malay Language in primary schools within the Tenom district, focusing on teachers who did not achieve outstanding scores in their Teaching and Learning Practice supervision. The research aims to explore this phenomenon by analysing teaching practices and identifying the factors contributing to these unsatisfactory supervision scores. Consequently, the study proposes recommendations to improve Malay Language teaching practices, helping teachers enhance their teaching and learning implementation. The study is grounded in Danielson's 1996 Framework for Teaching, which includes key components such as planning, classroom environment, instructional approaches, and teachers' professional responsibilities. A qualitative research design with a phenomenological approach was employed. Participants comprised Malay Language teachers selected via purposive sampling based on their teaching supervision scores. Data collection involved interviews, observations, and document analysis, which were subsequently transcribed and analysed using content analysis techniques, aided by Atlas Ti version 22 software. The findings indicate that teachers often plan lessons inadequately, focusing primarily on teaching objectives without considering the diverse knowledge levels of their students. Additionally, they rarely utilize diverse digital teaching materials and infrequently adopt modern instructional approaches, such as 21st-century activities, differentiated learning, digital learning, and edutainment elements.

**Keywords:** Causes, Poor Supervision, Malay Language, Primary Schools

### Introduction

In enhancing the level of education in the 21st century, the development of world-class human capital is a key prerequisite to positioning Malaysia on par with other developed nations. In the Government Transformation Program (GTP 1.0), education is placed as one of the National Key Result Areas (NKRA), which prioritizes teacher quality to ensure student outcomes at the school level. Accordingly, the Malaysian Education Development Plan (PPPM,

2013-2025) has assigned the Teacher Education Division (BPG) to plan and coordinate initiatives for teacher quality improvement to meet educational transformation goals. Therefore, Standard 4 in SKPMG2 focuses on learning and teaching that is more directed toward the teacher's role in delivering high-quality teaching and learning processes.

A quality teacher is one who can deliver effective teaching in which students are fully engaged during the teaching and learning process. According to Cooper (2006), students rely on the presence of teachers in the classroom. Therefore, the role of the teacher as a facilitator is very important (Min, 2021). However, a teacher's personal qualities are the most critical factor in enhancing teaching effectiveness (Normiati Batjo and Ambotang, 2019). Thus, teachers must be creative in delivering instructional. Effective teaching means educating students to achieve the desired student outcomes set by national education policies. Besides educating, effective teachers also act as guides in accordance with 21st-century learning policies.

### **Problem Statement**

The issue to be examined in this study concerns the teaching practices of Malay language teachers, specifically addressing the challenges encountered during Malay language instruction that led to "non-excellent" scores in the observation of teaching and learning processes. Based on the observation documents of Malay language teachers in Tenom, the researcher found that there are issues in teachers' planning aspects, including the preparation of teaching objectives, the selection of instructional design, and assessment methods. In addition, the study locations involved are in rural areas of the Tenom district, which still experience cramped and hot classroom environments, along with unsatisfactory storage for teaching materials. The dull, rigid, and static teaching style of teachers needs to be transformed toward effective teaching practices. Moreover, the latest technology should be fully utilized by teachers to attract students' interest in exploring knowledge (Batjo et al 2021). Additionally, teachers currently find it challenging to accept the changes desired by the Ministry of Education, which expects teachers to act as facilitators during the teaching and learning process (Isno & Badusah, 2017; Henry & Mahamod, 2021; Masyuniza, 2015). The issue arising when Malay language teachers have yet to achieve excellent observation scores is that it hinders the progress of their teaching, preventing them from reaching the intended teaching objectives and from adapting their instruction more creatively. According to Noor Lela et al (2019), weak delivery of teaching and learning processes is often criticized by the public for not aligning with the advancements in the current education system. Therefore, teacher quality must be enhanced to ensure the successful implementation of exemplary teaching practices in the 21st century. The performance of Malay language teachers has also declined, showing weaknesses in applying approaches, methods, techniques, and the use of teaching tools, as well as in guiding and motivating students. According to Rusdin and Ali (2013), teachers' reluctance to embrace 21st-century teaching methods also results in less creative teaching.

The objectives of this study are to examine the implementation practices of Malay language teaching in primary schools in the Tenom district of Sabah, as listed below:

1. To explain the causes of poor supervision scores in Malay language teaching in primary schools in the Tenom district.

2. To propose improvements for Malay language teaching in primary schools in the Tenom district.

### **Supervision**

According to Alwayi et al (2021), the Malaysian Education Quality Standards 2010 underwent revisions and are now known as SKPM Wave 2 (SKPMg2). These enhancements aim to improve various aspects, including leadership, organizational management, curriculum management, co-curricular activities, student affairs, the teaching and learning process, and student development. SKPMg2 emphasizes the teacher's role as a "facilitator in effective teaching and learning practices to holistically develop students' potential and continuously achieve optimal performance" (Task Force SKPMg2, 2016). Additionally, a study by Chiew and Norasmah (2018), found that teaching supervision positively impacts the quality of teaching. Specifically, it enhances teachers' self-confidence, systematic lesson planning, and the use of diverse teaching methods. However, they also noted that teachers' knowledge of teaching techniques remains somewhat limited. Effective curriculum implementation in schools requires meticulous and structured supervision by school administrators, particularly headmasters. This includes classroom teaching and learning supervision, which should be a priority in the headmaster's duties and responsibilities, as outlined in Circular Letter No. 3/1987.

Research on the effectiveness of supervision implementation shows that supervision plays a crucial role in improving the quality of teaching and learning. Through supervision, teachers become more aware of their weaknesses and are motivated to make improvements, thereby enhancing the quality of their teaching. This aligns with the views of Hassan and Faizal (2022), who stated that supervision helps teachers improve the quality of their teaching and learning practices, a perspective also supported by Hamdan Bin Said and Nurlia Binti Mohamad. The findings indicate that teaching supervision practices in schools effectively enhance the quality of teaching. Researchers agree that supervision contributes to the improvement of teaching and learning quality. According to Yusoff and Osman (2010), the purpose of supervision is to guide teachers in teaching techniques and curriculum application to improve the quality of instruction in schools. The findings align with Choo et al (2016), which emphasized that effective supervision plays a crucial role in supporting teachers by enhancing their management of teaching aids, implementing effective instructional strategies, and adopting appropriate teaching methods. Additionally, it underscores that supervision aids in improving teaching quality in schools. Moreover, it highlights that supervision is a process of offering guidance to teachers, enabling them to develop, improve, and excel in their responsibilities.

### **Methodology**

The researcher chooses a qualitative approach for this study to explore the phenomena related to Malay language teaching practices. The research procedures are carried out based on the objectives and research questions. According to Silverman (2013), qualitative research involves inquiry into questions rather than being hypothesis-driven. A phenomenological design is employed because it can unravel the real experiences of Malay language teachers in implementing their teaching. By using a phenomenological design, the researcher can study the events occurring in the classroom and understand the subjective behaviors and actions of teachers during the teaching and learning process in Malay language.

As explained by Creswell (2012), qualitative research can provide a detailed understanding of the phenomena being studied. In the context of this study, the researcher will explore and observe the teaching practices of Malay language teachers in the classroom from aspects of planning, environment, instructional methods, and professional responsibilities. In this study, the researcher uses purposive sampling because it involves subjects with specific characteristics, selected as informants, who are Malay language teachers that meet the study's objectives.

The research tools for this study include interview protocols, observation checklists, and document analysis. Data collection can be carried out through individual interviews, observations, written responses, and documents (Gill, 2020). The core of data collection is conducted through interviews because the data obtained will accurately and richly reflect the sample and the likelihood of uncovering what is being studied in the context of this research. In this study, data collection was carried out at actual locations from April to June 2024. Data collection involved four informants from different schools according to the data collection schedule planned by the researcher. Interviews and observations were conducted on the same day, following the dates and times agreed upon by the researcher and the informants.

In this study, the researcher analyzes the data based on the procedures outlined by (Bogdan and Biklen, 1992). The first stage is the data selection process, which begins with audio recordings obtained during interviews, transcribed into text. This transcription process requires full attention from the researcher and is time-consuming. The researcher writes the transcripts themselves. The process involves writing or copying the completed interview text (transcript), with each written transcript forming a content table, noted on the left or right of the text (data arrangement). The transcript coding is carried out by assigning a unique code to each informant in the study based on the transcript. The codes identified for each record and each segment are essential for facilitating the retrieval of original data and allowing cross-referencing by the researcher during the writing and preparation of the report.

In this study, the data analysis technique used by the researcher is content analysis. This technique requires the researcher to interpret the text from the field notes of observations, interviews, and documents (Patton, 2005). Data analysis involves decontextualization, recontextualization, categorization, and compilation. The researcher will triangulate interviews among informants (data source triangulation) and further corroborate with data from observations and document sources. After all interview data are triangulated, the researcher will form themes, supported by observation and document analysis. Robust data will be established as new theories in this study.

### **Findings**

Based on the findings from interviews, observations, and document analysis, the causes of non-excellent observation scores for Malay language teachers stem from aspects of lesson planning, management of the teaching and learning process, and student engagement. Document analysis was conducted on the observation forms for Malay language teachers, revealing that the scores obtained in all aspects did not achieve full marks. These teaching observation documents comprise six main aspects that serve as indicators of quality standards and actions to achieve those quality levels. Thus, the researcher uses the quality levels to explain the causes of the non-excellent observations.

Based on the analysis of three observation documents, the researcher found that the observation scores did not achieve full marks, with only 10% in the aspect of teachers as planners. In this aspect, the required quality standard is for teachers to plan the implementation of the teaching and learning process in a professional and systematic manner by preparing lesson plans, determining assessment methods, and providing educational resources according to students' abilities, time allocation, and adhering to applicable guidelines.

*"Achieving a score of 7.51 in preparing lesson plans that include objectives, determining assessment methods in teaching and learning, and providing teaching aids/materials during the teaching and learning process."*

dr02-1

There are two categories within the aspect of teachers as controllers, namely the management of the teaching and learning process and the classroom environment. An analysis of three observation documents indicates that the observed teachers did not achieve full marks, scoring only 15%. This aspect emphasizes that teachers act as controllers of the teaching implementation to ensure the smooth progression of the learning process according to the planning. The required quality standard is for teachers to manage the learning process in a professional and organized manner, adhering to lesson objectives, catering to various levels of student abilities or differentiated learning, and doing so continuously during the teaching and learning.

Meanwhile, in the aspect of the classroom environment, teachers are expected to control the learning atmosphere in a professional and organized way by monitoring student communication and behavior, arranging seating, and creating a fun learning environment according to appropriateness and needs, in a thoughtful, comprehensive, and ongoing manner.

*"The teacher achieved a score of 7.51% in managing the content/scope of the planned lesson, managing the time for teaching and learning in accordance with learning activities, and providing opportunities for active student participation."*

*"The teacher achieved a score of 4.53% in controlling the learning atmosphere by monitoring student communication during teaching and learning, overseeing student behavior, arranging student seating, and creating a fun learning environment."*

dr02-1

The observation findings from Informant 1 indicate that the implementation of the teaching and learning process (PDP) does not align with the students' proficiency levels, as only one activity is carried out in each class. Based on the teaching observations, the researcher found that the dominant activity conducted by the teacher was reading and writing sentences.

*"Guidance does not follow the students' ability levels because only one activity is carried out, which is writing and coloring objects. The activity is not conducted in groups."*

P1(1)O-7/4/24

The interview findings from Informants 1 and 3 indicate that activities conducted, such as tests, lead to students being more focused on answering questions. As a result, the communication between the teacher and students is inconsistent. The teacher tends to talk more without encouraging students to share ideas related to the topic of the teaching and learning process.

*"This activity is conducted in an individual setting, similar to sitting for a test. Therefore, communication among students is limited because the activity is more focused on answering questions."*

P1(1)I-7/4/24

Based on the data obtained from the teaching observations of Informant 1, the teacher conducted assessments through individual assignments in the activity book. Only one activity was carried out, which was writing letters. The enrichment activity involved coloring objects next to the letters. The teacher reviewed the students' work individually but did not reflect on the teaching and learning after the session.

*"The teacher reviews the students' work individually but does not reflect on the teaching and learning after the session."*

P1(1)O-7/4/24

Based on the interview, Informant P4 stated that the students' attitudes vary, and some are slow to understand the lesson topics. Informant P4 also expressed a reluctance to conduct group activities because they often end up with students playing around and relying on their group members to complete the assignments.

*"The students' attitudes are not the same; some understand quickly, while others are slow to grasp the lesson. Therefore, I need to explain and guide them for a longer time until they understand what they need to do. Activities are usually done individually because when I conduct group activities, it ends up with students playing around and just hoping that their friends will finish the assignment."*

P4(1)I-15/5/24

## **Discussion**

The observation of teaching and learning is synonymous with the supervision of instruction, closely related to the efforts of providing guidance, instruction, and encouragement to teachers. Instructional supervision is generic in nature and is suitable for referring to activities such as monitoring, evaluation, oversight, and inspection to ensure that a system or procedure implemented complies with the established standards.

The preparation of teaching objectives should consider the students' ability levels, as well as the provision of teaching aids and assessment methods. In the process of observation, the supervisor will emphasize the teaching levels provided in accordance with the teaching objectives. Furthermore, at this time, the preparation of teaching objectives must align with the concept of Differentiated Learning, where teachers provide at least three different objectives based on the students' mastery levels in that class. As stated by (Normiaty Batjo et al., 2019) in teachers' teaching planning, thinking skills in mastering a teaching topic remain



at a low level, and it is found that the quality of teachers' instruction is at a moderate level in aspects of planning skills, questioning techniques, and the use of educational resources.

The findings of this study align with the research by Yusoff and Osman (2010), which states that the quality of instruction remains low and that various teaching techniques need to be applied to achieve the desired quality. Abdullah (2017), explain that the instructional aspect is a critical factor in measuring teacher quality in order to achieve the school's vision and improve performance in their respective teaching and learning.

The findings of this study are consistent with the research by Hassan and Faizal (2022), which indicates that classroom management and teacher instruction are at a moderate level. Similarly, the study by Adam (2019), states that teachers play a crucial role in managing classroom activities to facilitate learning, such as delivering lesson content in an organized and systematic manner according to the planned teaching steps, ensuring that students achieve the teaching and learning objectives within the allocated time during the teaching and learning.

According to Chong and Mahamod (2017), the practice of providing rewards in the form of praise by outstanding Malay language teachers has motivated students during group discussions, group presentations, and participation in the teaching and learning process in the classroom.

The subsequent findings of the study in the aspect of the teacher as an evaluator indicate that the observation of Malay language teaching did not achieve full scores in using various assessment methods in the teaching and learning process, conducting remediation and enrichment activities during teaching and learning, providing exercises and assignments related to the lesson, reflecting on teaching and learning, and checking and evaluating students' work or tasks.

### **Suggestion**

Through the findings of the research that have been elaborated, the researcher suggests that several aspects need to be improved to further enhance the effectiveness and quality of a teacher, not only in the subject of Bahasa Melayu but also in other subjects. Schools require support from both internal and external environments. Internal environmental support includes stable administrative management, along with the provision of teaching facilities and equipment that meet curriculum standards.

In addition, fostering a collaborative and supportive school culture among teachers can lead to professional development and sharing of best practices. External support from parents and the community is also crucial, as it helps create a holistic learning environment for students. Engaging stakeholders in educational activities and initiatives can lead to increased motivation and support for both teachers and students, ultimately improving the overall quality of education provided.

The next suggestion is that the school should provide teaching aids that remain in the classroom, particularly ICT equipment such as computers, speakers, internet access, and smart TVs. These teaching tools should be permanently available in the classroom and

sufficient for all students, as currently, they are only found in science laboratories and resource centers. With the availability of this equipment, teachers can plan lessons centered around digital materials, fulfilling the national digital learning agenda.

Following this, the informants also suggested that financial allocations be provided for the purchase of teaching equipment that can be placed in the classroom. Although this suggestion may require a significant cost from the government, the Ministry of Education (KPM) should take a positive view of schools abroad, such as in Japan, Finland, and South Korea, where classrooms are equipped with computers, tablets, smart TVs, and other teaching tools. This funding is essential to facilitate teachers in planning lessons that incorporate digital learning concepts.

The next suggestion is to improve the methods of teaching and learning the Malay language. As stated by the informants in the study, methods such as edutainment, digital learning, 21st Century Learning, and cooperative learning are not applied daily. Teachers need to prepare edutainment activities, such as singing, creating lyrics, reciting poetry, and composing rhymes, using resources like YouTube videos and Google applications. This approach can capture students' interest and attention during the teaching and learning process, especially for those who are not yet proficient in reading and writing.

### **Summary**

As educators, outstanding teachers of the Malay language should strengthen their capacity to improve student learning by advancing their professional knowledge in the field of teaching. The combination of knowledge and teaching experience should enable Malay language teachers to become progressive educators. In other words, they must constantly seek ways to enrich themselves with new knowledge, skills, and teaching-learning trends that can be adapted to the environment of a school. This can enhance the quality of teaching and learning, particularly in writing essays in the classroom. Basic common problems should no longer occur in this millennium era. The Ministry of Education must address these issues seriously.

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