

A Review of Non-Option Teachers' Knowledge and Skills in The Teaching and Learning of Malay Language

Nurul Azlin Othman¹, Zamri Mahamod²

^{1,2} *Fakulti Pendidikan, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor, Malaysia*

ABSTRACT: This study was conducted to review the level of knowledge and skills of non-option teachers in the teaching and learning of the Malay language. This research employed a quantitative approach and used a five-point Likert scale questionnaire as the research instrument. The study respondents comprised 70 teachers, selected through purposive sampling from 7 schools around Ipoh, Perak, Malaysia. The research data were analysed using the Statistical Package for the Social Sciences (SPSS) Version 29. Descriptive analysis was used to obtain the mean values, standard deviations, frequencies, and percentages to assess the level of knowledge and skills of non-option teachers in the teaching and learning of the Malay language. Inferential analysis, specifically Pearson correlation, was utilized to determine the relationship between the levels of knowledge and skills of the teachers. The study findings indicated that the level of knowledge (3.74) and skills (3.72) were at a high level. Pearson correlation analysis also showed a positive and significant relationship between the level of knowledge and skills of non-option teachers in the teaching and learning of the Malay language. The findings of this study have implications for the management of the Ministry of Education Malaysia, the State Education Department, and the District Education Office to reassess the effectiveness of training programs and the development of teachers' knowledge and skills.

Keywords: knowledge, skills, non-option teachers, Malay language, teaching and learning

I. INTRODUCTION

Teachers' knowledge and skills are crucial in the teaching of the Malay language in Malaysia. Teachers need to have an in-depth understanding of the language and strong skills in delivering the material to students. Magdeline and Zamri (2016) emphasized the importance of teachers possessing expertise in areas such as content pedagogy, teaching methods, and discipline management to ensure effective learning. Ong et al. (2019) also supported this view by stressing the need for teachers to have specific expertise in the subjects they teach. According to Siti Salwa (2014), teachers also need to have a high level of proficiency in mastering certain subjects.

Malay language teachers need to have a broad understanding of language structure, grammar, and word usage. Additionally, they must understand the cultural values and history related to the language to enhance the teaching context. Skills in planning teaching strategies that meet students' needs are also crucial, including providing engaging teaching materials, activities that encourage active language use, and giving constructive assessments and feedback on student progress (Saemah & Zamri, 2017; Siti Rubiyani et al., 2020).

The knowledge and skills of teachers in teaching Malay language are crucial for fostering a love for the language and enhancing student learning. Teachers with a deep understanding of language structure, dialect diversity, as well as unique terms and phrases in Malay can provide students with a comprehensive understanding. Teachers' skills in planning engaging and relevant lessons, such as using interesting teaching

materials and activities to improve language fluency, significantly impact the appeal and effectiveness of learning. Diken and Tajul Arifin (2017) emphasize that the effectiveness of the learning process heavily depends on the teachers' skills and knowledge. Moreover, teachers' ability to provide examples of correct language use and encourage students to use the language in daily life is also crucial for improving communication proficiency in Malay. Therefore, teachers' knowledge and skills are not optional but a foundation that must be continuously enhanced to ensure that Malay language learning is comprehensive and effective for students.

Education categorizes teachers based on their specialization. The first type of teacher instructs subjects aligned with their training (subject-specific teachers), while the second type teaches subjects different from their training (non-subject-specific teachers). The quality of teaching is crucial in providing high-quality learning for students. It is important for teachers to continuously improve their teaching quality in line with developments in education and technology. Nazri et al. (2014) emphasize the importance of qualified teachers in teaching Arabic, especially those specialized in the language.

Malay language teachers need to be proficient in writing skills, grammar, and specific elements of the Malay language before teaching students. The efficiency of teachers in delivering these lessons influences students' academic achievements, including exam results. Abdul Halim et al. (2019) emphasizes the importance of a strong understanding of knowledge for teachers to help students solve problems. To ensure effective knowledge delivery, teachers must ensure sufficient knowledge and understanding before starting the teaching process. A deficiency in this aspect can disrupt the learning process (Fathurrohman, 2017).

Mok (2003) highlights the importance of teachers who are proficient in structured and systematic teaching in the classroom. The use of teaching aids (BBM) helps convey ideas more clearly to students. Systematic, effective, efficient, creative, and innovative thinking are keys to successful teaching. These competencies play an important role in assessment and learning outcomes. This issue remains a primary focus in schools nationwide to this day.

According to Muhammad Hafiz (2011), a teacher's ability to educate and be creative in delivering lessons is crucial in helping students understand specific concepts or skills. Teachers who are less skilled in teaching will face challenges in their instruction. The knowledge, skills, and personal attitudes of teachers are key factors in this regard. Teachers, particularly those teaching Malay language in primary schools, face major problems such as insufficient subject knowledge and a lack of effective skills. Poor personal attitudes can also be an obstacle to a teacher's success in their career.

The Malaysian Ministry of Education (2017), through the 2017-2025 Malay Language Education Roadmap, aims to elevate Malay language education with a focus on students proficient in the Malay language. This plan emphasizes three main aspects: Strengthening Malay Language Education, Teacher Professionalism Development, and Research, Innovation, and External Relations. The Ministry targets 100 percent of specialized Malay language teachers to teach this subject in schools. However, there are issues to be addressed, particularly concerning the presence of non-option teachers. According to the Ministry of Education report (2017), states such as Johor, Penang, and the Federal Territory of Labuan recorded the highest percentage of non-option teachers teaching Malay, exceeding 50 percent. Other states also reported high percentages, ranging from 17 to 50 percent. This indicates the need to address the issue of non-option teachers in teaching Malay language in primary and secondary schools across Malaysia.

Overall, teachers' knowledge and skills in teaching Malay are fundamental aspects that shape students' learning experiences. Improving both aspects is a responsibility that every educator must prioritize to ensure optimal teaching and learning quality.

II. LITERATURE REVIEW

Teachers play a crucial role in the education system by providing quality instruction to students. However, the credibility of teachers is sometimes questioned when exam performance is unsatisfactory, particularly in Malay language education in the Ipoh district in recent years. Kaviza et al. (2018) found differences in the use of teaching resources between non-option teachers and option teachers. Non-option teachers often lack knowledge

in using teaching resources, especially new teachers who may not have specific training in the subjects they teach. According to Zamri (2019), non-option teachers are often less skilled in Pedagogical Content Knowledge (PdP) due to a lack of knowledge and experience. They also face challenges in mastering Malay language pedagogy because of insufficient exposure to the subject. This situation is attributed to the schools' need to fill vacancies in various subjects, which presents significant challenges in many schools across Malaysia.

The issue of non-option teachers often arises due to rejection of placements, particularly in rural schools such as those in Sabah, Sarawak, and Orang Asli villages. Reasons include difficulties being far from family, especially for teachers who are married. Consequently, there is an imbalance in teacher placements, with a surplus in urban areas and a shortage in rural areas. Goh et al. (2010) state that this situation potentially has a negative impact on the quality of teaching and student achievement. This situation also results in many education graduates being unemployed due to uneven distribution, unsuitable subject selection for teaching, and an excess of teachers in non-critical subjects. Non-option teachers also face challenges in determining teaching aids due to a lack of pedagogy in Malay language and the ability to align appropriate teaching materials (Zamri, 2019).

Hafizati Husna and Suziyani (2021) state that most non-option teachers have high knowledge in educational teaching. However, there is a lack of confidence in their ability to apply all elements of the KSPK (National Preschool Standard Curriculum). The study results show that these teachers are serious about preparing according to the prescribed curriculum before the learning process begins. This finding aligns with Jain Chee et al. (2018) on the importance of pedagogical knowledge in fulfilling satisfaction in the teaching career.

Studies show that non-option teachers face challenges in implementing the curriculum in schools (Haslina et al., 2017). They often struggle to determine teaching approaches due to a lack of knowledge and exposure to the subject curriculum being taught. Dicken and Tajul Arifin (2017) emphasize that the effectiveness of PdP (Teaching and learning) largely depends on the skills and knowledge of the teacher. Teacher readiness plays a crucial role in ensuring the smoothness and effectiveness of PdP. Teacher knowledge is recognized as a key factor in producing quality teaching.

Enhancing teacher competency in Malay language PdP (Teaching and learning) positively impacts student development. Quality and competent teachers can provide effective instruction, motivate students, and help them reach their maximum potential in various aspects of the Malay language. According to Nur Athirah (2017), effective teachers can diversify teaching skills by integrating aspects of knowledge, skills, and values. Most non-option Malay language teachers often do not adequately prepare before the PdP process begins, especially up to the assessment stage. Competent teachers also tend to manage diversity and create inclusive learning environments for all students. Nurul Nashrah et al. (2015) emphasize the importance of proactive teachers who are skilled in subject content and use various teaching approaches and techniques. Teachers teaching outside their specialization often face challenges, including difficulties in relating lessons to students' daily lives and clearly explaining concepts. Additionally, these teachers are frequently transferred or replaced without considering the long-term impact.

Active learning processes that encourage group work and interaction through computer technology are important in education (Henderson, 2017). Teachers with high competence can produce innovative and creative students (Hasnah & Jamaludin, 2017). Previous research has shown that Professional Learning Communities (PLCs) contribute to improving teachers' teaching and learning capabilities (Lela et al., 2014; Mullen & Schunk, 2010). Skilled teachers in instruction can enhance student performance through effective teaching, ultimately improving school quality (Aziah et al., 2015). The Malaysian Ministry of Education introduced PLCs as their initial effort to improve student performance through teacher collaboration. Personal training, collaboration, and peer mentoring are also recognized for enhancing teacher capabilities (Fletcher & Maher, 2015; Louis & Seashore, 2014).

Perception of status plays an important role in determining the professional level of teachers but often leads to dissatisfaction. For example, a shortage of teachers in schools can result in teachers without expertise being assigned to teach certain subjects (Rahmad & Norani, 1995). A study by Norani et al. (1995) on the

professionalism of new teachers in Peninsular Malaysia, Sabah, and Sarawak confirms this phenomenon. Teachers given the responsibility to teach subjects outside their expertise often face challenges in meeting educational standards due to a lack of necessary knowledge and skills.

According to the Malay Language Education Roadmap 2017-2025 by the Ministry of Education (KPM, 2017), reports show that 40.9% of non-option Malay language teachers are not suitable for teaching this subject, while 37.8% are suitable but still require additional courses. Only 21.4% of non-option teachers are considered suitable for teaching Malay. The Ministry identifies this issue as a major factor affecting students' performance in Malay, which has yet to reach an excellent level.

In the effort to elevate and empower the Malay language, this study is important to identify the challenges faced by non-option Malay language teachers. These challenges include the level of pedagogical knowledge of the Malay language, required skills, and other problems faced by these teachers. Previous studies have tended to focus less on the knowledge and skills level of non-option Malay language teachers. Most studies have only focused on the competence of option teachers. Therefore, this study is crucial to examine the relationship between non-option Malay language teachers in primary schools and their level of knowledge and skills in teaching Malay language PdP.

III. OBJECTIVES OF THE STUDY

In general, the objectives of the study are as follows:

1. To identify the level of knowledge of non-option teachers in the teaching and learning of Malay language.
2. To identify the level of skills of non-option teachers in the teaching and learning of Malay language.
3. To identify the relationship between the level of knowledge and the level of skills of non-option teachers.

IV. METHODOLOGY

Research Design

This study employs a quantitative approach to gather and analyse data. This approach was chosen because it facilitates description, inference, prediction, and scientific testing. The quantitative approach aims to test relationships between variables and make preliminary predictions (Ghazali & Sufean, 2021). Additionally, this research aims to enhance the competency of Malay language teachers in teaching and learning, particularly in terms of knowledge and skills. A survey methodology is utilized to collect data through questionnaires from respondents (Creswell, 2005). The strengths of this survey design align with the study's objectives to assess the level of knowledge and skills of Malay language teachers in teaching and learning.

Sampling Methodology

The population selected for this study involves non-option Malay language teachers in primary schools around Ipoh, Perak, Malaysia. A total of seven (7) primary schools in the Ipoh district were chosen as the study locations. The selection of study locations was based on their proximity to the researcher's residence, which indirectly facilitated ease of movement for data collection. The study population consists of 140 non-option teachers across 7 schools, using purposive sampling. Purposive sampling was employed by selecting non-option teachers assigned to teach Malay language. However, only half of them, totaling 70 non-option Malay language teachers, responded to the distributed questionnaires. Thus, the actual respondents for this study were 70 non-option Malay language teachers around Ipoh, Perak.

Research Instrument

In this study, the researcher utilized a questionnaire consisting of three main sections. Section A covered demographic information of the respondents with nine items. Section B was adapted from Ain Nur Atika's study (2021) on the knowledge of Malay language teachers in teaching and learning, comprising eight items. Section C was adapted from Ngan et al.'s study (2024) on the skills of Malay language teachers, containing seven items. A five-point Likert scale was employed to assess each item, ranging from strongly disagree to strongly agree. The selection of the Likert scale was based on its high reliability as cited by Mohd Majid (2004). Instrument references were adjusted to meet the requirements of this study.

TABLE 1: Construct content and number of questionnaire items

Parts	Item	Bil Item	Content Construct	Source
A	A1 – A9	9	Respondent demographics	
B	B1 – B8	8	Knowledge <ul style="list-style-type: none"> ● Learning techniques ● Teaching objectives according to DSKP 	Ain Nur Atika Agus (2021)
C	C1 – C7	7	Skills <ul style="list-style-type: none"> ● Teaching reflection 	Ngan Ping Ping, Anuar Ahmad, Norasmah Othman (2024)

Reliability of Instrument and Pilot Study

A pilot study was conducted with 30 respondents to assess the validity and clarity of the questions. This pilot study served as a small-scale test to prepare for the main study. Its objective was to test the research instrument before the main study to identify any issues or weaknesses. The reliability of the questionnaire items was assessed using Cronbach's alpha, where values between 0.8 and 1.0 indicate high reliability, and values between 0.6 and 0.7 are considered acceptable. To analyze the reliability results and determine the need for improvements, changes, or deletions in the study sections, the Reliability Value Table was used. The assessment of the research instrument's acceptability in terms of reliability was also conducted based on the Reliability Value Table (Lim, 2007), as shown in Table 2.

TABLE 2: Guide to reliability coefficient value levels

Reliability Coefficient	Level of Reliability
0.90 or more	Very good
0.80 - 0.89	Good
0.60 - 0.79	Simple
0.40 - 0.59	Doubted
0.00 - 0.39	Rejected

The analysis results for the reliability of the research instrument for both aspects have shown a Cronbach's alpha value of 0.89. Therefore, the reliability of the items in the questionnaire is high.

Data Collection Procedures

One of the most important components in conducting the study is data collection. The study data was collected using a questionnaire method to obtain data for analysis and information to achieve the study objectives. The questionnaire was distributed via Google Forms to the respondents. Subsequently, the questionnaire was processed and estimated according to the relevance of the study's actual topic and hypotheses.

Data Analysis Procedures

The data will be analyzed using SPSS version 29.0 software to assess the knowledge and skills of non-option Malay Language teachers in Perak State descriptively and inferentially. The analysis results will be organized into tables for clarity. Knowledge will be assessed using a Likert scale ranging from 1 to 5, while readiness of teachers will be measured using a similar scale. Table 3 will illustrate the minimum values used in the study based on Nyutu et al.'s (2021) methodology.

TABLE 3: Interpretation of mean score interpretation

Mean Score	Level of Interpretation
4.21 - 5.00	Very high
3.41 - 4.20	High
2.61 - 3.40	Moderate
1.81 - 2.60	Low
1.00 - 1.80	Very low

The data analysis proceeds with inferential analysis using Pearson correlation to examine the relationship between the level of knowledge and skills of non-option Malay Language teachers in teaching and learning Malay Language.

V. ANALYSIS OF RESEARCH DATA

Respondent demographics

This study involved 70 non-option Malay Language teachers from 7 national schools in the Ipoh district, Perak. Table 4 provides detailed demographic information of the study respondents obtained through a questionnaire. There are more female teachers than male teachers. The majority of non-option Malay Language teachers have teaching experience ranging from 11 to 15 years (68.6%), and most hold a Bachelor's degree (74.3%). Generally, these teachers teach in rural areas and do not have experience in teaching Malay Language.

TABLE 4: Demographic profile of respondents

Demographic Factors	Category	Frequency (f)	Percentage (%)
Gender	Male	22	31.4
	Female	48	68.6
Races	Malay	44	62.9
	Chinese	12	17.1
	Indians	12	17.1
	Others	2	2.9
Teaching experience	1 to 5 years	6	8.6
	6 to 10 years	14	20
	11 to 15 years	22	31.4

	16 to 20 years	10	14.3
	More than 21 years	18	25.7
Academic qualifications	SPM	2	2.9
	STPM	2	2.9
	Diploma	8	11.4
	Degree	48	68.6
	Masters	10	4.3
	PhD	0	0
Field of Specialization	Bahasa Melayu	10	14.3
	Linguistics	2	2.9
	Malay literature	6	8.6
	Other Fields	52	74.3
Category of School	City	30	42.9
	Rural	40	57.1
Total		70	100%

Level of Knowledge of Non-Optional Malay Language Teachers in Teaching and Learning

Table 5 presents the analysis results for the eight items in the questionnaire regarding the knowledge level of non-option teachers. Referring to Table 5, it can be observed that one item has the lowest mean score (M: 3.60, SD: .646), namely item 6 - "I already know and understand effective methods of teaching Malay Language," although the overall average mean score is approximately the same.

TABLE 5: Level of Knowledge of Non-Optional Malay Language Teachers

Bil	Item Statement	Frequency(N=70) and Percentage (%)					Me an	S.Devi ation	Mean' s level
		STS	TS	KS	S	SS			
1	I understand and am clear about the content standards and learning standards according to DSKP	2 (2.9)	2 (2.9)	20 (28.6)	36 (51.4)	10 (14.3)	3.71	.854	High
2	I know how to set learning objectives according to content standards and learning standards according to DSKP	-	2 (2.9)	20 (28.6)	38 (54.3)	10 (14.3)	3.80	.714	High
3	I have confidence to teach Bahasa Malay	-	4 (5.7)	18 (25.7)	32 (45.7)	16 (22.9)	3.86	.839	High
4	I know the teaching techniques that suit the needs of the students and the level of the students	-	-	28 (40.0)	28 (40.)	14 (20.0)	3.80	.754	High
5	I know how to set teaching activities that are appropriate to the student's ability level	-	-	26 (37.1)	32 (45.7)	12 (17.1)	3.80	.714	High
6	I already know and understand the method of teaching Malay effectively	-	2 (2.9)	28 (40.0)	36 (51.4)	4 (5.7)	3.60	.646	High

7	I know the implementation of THREE types of Malay language skills according to DSKP in teaching and learning	-	2 (2.9)	24 (34.3)	42 (60.0)	2 (2.9)	3.63	.594	High
8	I got a lot of exposure to my knowledge in Malay Language Teaching	2 (2.9)	-	24 (34.3)	36 (51.4)	8 (11.4)	3.69	.790	High
Overall Mean							3.74	.557	High

Using Mohd Majid's (1994) minimum measurement scale, the study found all items to be at a high interpretation level. Based on the study analysis, it was found that non-option teachers have a good understanding of content and learning standards according to the Malaysian Standard Curriculum and Assessment (DSKP). This indicates that non-option teachers are able to teach according to DSKP effectively. This may be because non-option teachers take the initiative to understand DSKP despite their non-option status.

The findings indicate that the level of knowledge among non-option Malay Language teachers is high. The highest finding is on statement item 3, "I have confidence in teaching Malay Language," with 45.7% (16) agreeing, 25.7% (9) disagreeing, 22.6% (8) strongly agreeing, and 5.7% (2) disagreeing, with a mean score (M) of 3.86 and standard deviation (SD) of .839. This clearly shows that non-option teachers have confidence in teaching because they understand content and learning standards clearly. With this understanding, teachers can apply suitable methods and strategies for use in classroom teaching and learning.

Overall, the knowledge level of non-option Malay Language teachers in teaching and learning is high, with an overall mean score of 3.74 and SD of .557.

Level of Skills of Non-Optional Malay Language Teachers in Teaching and Learning

Table 6 shows the analysis results for the seven items in the questionnaire regarding the proficiency level of non-option teachers. Referring to Table 6, it can be seen that two items have the same mean score (M: 3.66), namely items 2 and 3. Respondents in these items engage in planning and setting content standards, learning standards, learning objectives, and success criteria that meet the criteria set by the Ministry of Education (KPM), as well as identifying the needs of students at various ability levels in designing effective learning activities.

TABLE 6: Level of Skills of Non-Optional Malay Language Teachers

Bil	Item Statement	Ferquency (N=70) and Percentage (%)					Me an	S.Devi ation	Tahap Min
		STS	TS	KS	S	SS			
1	Provide appropriate learning activities for students.	-	2 (2.9)	20 (28.6)	42 (60.0)	6 (8.6)	3.74	.652	High
2	Plan and set content standards, learning standards, learning objectives and success criteria that meet the criteria set by KPM	2 (2.9)	-	24 (34.3)	38 (54.3)	6 (8.6)	3.66	.759	High
3	Identifying the needs of various levels of student ability in planning effective learning activities	-	2 (2.9)	24 (34.3)	40 (51.1)	4 (5.7)	3.66	.634	High
4	Write and document the Daily	-	-	26	40	4	3.69	.578	High

	Lesson Plan (RPH) based on the aspects contained in the DSKP			(37.1)	(57.1)	(5.7)			
5	Implement various methods, techniques, strategies and approaches in PdP according to suitability and environmental conditions to improve student mastery in Malay subjects	-	2 (2.9)	18 (25.7)	44 (62.9)	6 (8.6)	3.77	.641	High
6	Supervise and monitor the PdP implementation process in a professional and continuous manner to see the involvement and development of students in Malay subjects	-	-	22 (31.4)	46 (65.7)	2 (2.9)	3.71	.515	High
7	Make reflection and evaluation of teaching to improve the implementation of Malay teaching techniques from time to time.	-	-	18 (25.7)	48 (68.6)	4 (5.7)	3.80	.528	High
Overall Mean							3.72	.407	High

Descriptive analysis was conducted to assess the proficiency level of non-option Malay Language teachers in teaching and learning. Seven items were presented to the study respondents. Based on Table 4, the item with the highest mean score is making reflections and evaluations on teaching to enhance the implementation of Malay Language teaching techniques over time, with a mean score (M) of 3.80, standard deviation (SD) of .528, and rated at a high level. The lowest mean scores are for items 2 and 3. Item 2 represents planning and setting content standards, learning standards, learning objectives, and success criteria that meet the criteria set by the Ministry of Education (KPM), with a mean score of 3.66 and SD of .079. Item 3 identifies the needs of students at various ability levels in designing effective learning activities, also with a mean score of 3.66 and SD of .634. Despite having the lowest mean scores, the proficiency level remains high. Overall, the proficiency level of non-option Malay Language teachers in teaching and learning is high, with an overall mean score of 3.72 and SD of .407.

The relationship between the Level of Knowledge and the Level of Skills of Non-Malay Language Option Teachers in Teaching and Learning

The findings of the correlation analysis in this section show that the relationship between the level of knowledge and the level of skill of the teacher is not an option in the teaching and learning of the Malay language based on Table 7.

Null hypothesis: There is no significant relationship between the knowledge and skills of non-option teachers in teaching and learning Malay.

TABLE 7 The relationship between the level of knowledge and the level of skill of non-Malay language optional teachers in teaching and learning

	Level of Knowledge	Level of Skills
--	--------------------	-----------------

Level of Knowledge	Pearson correlation	1	.954**
	Sig. (2-sided)		<.001
	N	70	70
Level of Skills	Pearson correlation	.954**	1
	Sig. (2-sided)	<.001	
	N	70	70

** . The correlation is significant at the 0.01 level (2-way).

Referring to Table 7, the findings of the study show that there is a positive and significant relationship between the level of knowledge and skills of non-option teachers in teaching and learning Malay ($r(70) : 0.954, p < 0.05$).

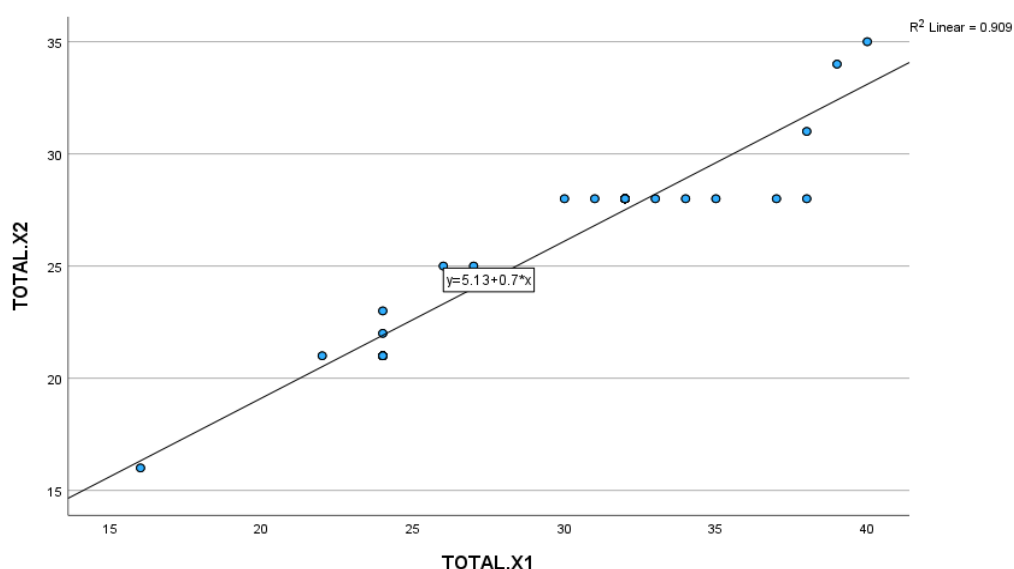


FIGURE 1
 Scatter Plot for the relationship between the level of knowledge and skill levels of non-Malay Bahasa optional teachers in teaching and learning.

Based on the

scatterplot ($r = .236, p < 0.05$), it is clear that the data points follow a linear pattern with a positive slope, indicating a consistent relationship between the knowledge and skills of non-option Malay language teachers in teaching and learning. Therefore, the null hypothesis stating that there is no significant relationship between the knowledge and skills of non-option Malay language teachers in teaching and learning is rejected. This explains that as the knowledge of non-option teachers increases in teaching and learning Malay language, their skills also improve.

VI. DISCUSSION

The purpose of this study is to measure the knowledge and skills of non-option Malay language teachers in teaching and learning Malay language in primary schools. Knowledge encompasses aspects such as content, processes, outcomes, and teaching environment. The study also aims to assess the relationship between the knowledge and skills of teachers in the context of teaching and learning Malay language.

Level of Knowledge of Non-Optional Malay Language Teachers in Teaching and Learning

The findings of this study analyse in detail the level of knowledge and skills of non-option Malay Language teachers in teaching and learning. Overall, the study shows that non-option Malay Language teachers have a high level of knowledge about the teaching and learning processes. This study underscores the need for non-option teachers to be more proactive, prepared, and consistently master content and use various effective teaching strategies. These findings are consistent with Nurul Nashrah et al.'s (2015) emphasis on the necessity

for teachers to be prepared with various approaches and teaching techniques to ensure the effectiveness of the learning process.

Fundamentally, preparing oneself in a non-specialist teaching field requires challenging time to formulate effective learning sessions. However, this should not serve as an excuse for teachers to diminish their efforts in preparation. This view aligns with Jain Chee et al. (2018), who emphasize that lack of knowledge can hinder teachers from achieving satisfaction in their careers, as teaching success depends on pedagogical knowledge. Therefore, to achieve satisfaction in performing their duties, teachers need to actively prepare to face challenges, even if they are non-specialist teachers. In essence, the level of knowledge, attitude, and practices of teachers in teaching and learning are critical factors in determining their success.

Mohamad Safwandi (2014) in his study found that mathematics teachers, whether option or non-option, have similar levels of knowledge. This is due to the efforts of non-option teachers in understanding the content of the Mathematics courses they teach. Research by Banu and Mu'azam (2018) also shows that the enthusiasm and efforts of non-option teachers to enhance their knowledge in the subjects they teach influence teaching effectiveness. Naquiah and Jimaain (2018) emphasize the importance of teachers understanding the content of their teaching to address increasingly complex educational challenges. To become effective teachers, they need to be proficient in both aspects: content knowledge and effective pedagogical methods. Teachers who master effective delivery techniques can facilitate students' understanding of their lessons. Thus, this study concludes that non-option Malay language teachers have high levels of knowledge in conducting Malay language teaching and learning.

Level of Skills of Non-Optional Malay Language Teachers in Teaching and Learning

The study findings indicate that non-option teachers in Bahasa Melayu possess high skills in managing the teaching and learning process. They often face challenges in designing content standards, learning activities, learning objectives, and success criteria aligned with KPM guidelines, as well as recognizing the diverse needs of students' abilities. Nevertheless, most of them understand the teaching approaches applied in the classroom. According to Nur Athirah Ariffin (2017), effective teachers can integrate knowledge, skills, and values in their teaching. Teaching skills involve preparation, implementation of teaching and learning, and reinforcement activities to assess student progress. With systematic planning, teachers can engage and maintain student focus during learning sessions. Therefore, as teachers, even though they are non-option, they have a responsibility to handle Bahasa Melayu teaching excellently, enhancing their knowledge and skills for effective teaching and learning implementation in the classroom.

The study findings indicate that non-option teachers in teaching Bahasa Melayu possess high confidence in managing the teaching and learning process smoothly and effectively. They consistently exhibit a positive attitude and a commitment to continuously enhance and refine their knowledge mastery according to the prescribed curriculum. These teachers strive diligently to ensure that every student achieves the learning objectives set forth. This finding is consistent with Rozaiman et al. (2016), who emphasize the necessity for teachers to have expertise in using systemic and dynamic teaching methods and providing opportunities for active student participation. In this context, Ong et al. (2017) recommend that Bahasa Melayu teachers deliver knowledge using appropriate approaches, methods, and teaching techniques to stimulate student interest in the classroom.

Non-option teachers are also encouraged to enhance their level of professionalism. This will impact the quality of teaching in the classroom. Therefore, the aspect of teacher professionalism is crucial as it affects the quality of education received by students. Teachers need to maintain these skills to ensure their teaching is effective and thereby promote excellence in both academic and personal development of students. The relationship between professionalism and teaching quality, or teaching practices, is associated with teacher quality (Batjo & Ambotang, 2019). There is no direct relationship between high academic achievement and high professionalism. Professionalism results in good teachers and high academic achievement. Consistent with Saad et al. (2017), the level of functional competence in professionalism, in terms of knowledge and skills, affects

students' academic performance. Furthermore, Goliong et al. (2016) found this indirect relationship impacting academic achievement through quality teaching by teachers.

A proficient teacher will commit to providing high-quality education to their students, offering necessary guidance and support in the subjects they teach. They will also meticulously prepare teaching materials aimed at enhancing students' interest and determination to achieve their learning goals. Therefore, the Ministry of Education (KPM) needs to enhance initiatives in providing professional development training for teachers. This includes participation in courses, in-service training, workshops, knowledge sharing, seminars, scholarly writing, visits to reference schools, and Professional Learning Communities (PLCs) to strengthen teachers' competencies for improving overall academic performance of students.

Based on the study findings, the researcher can conclude that knowledge and skills are crucial for a teacher. This is because teachers play a vital role in enhancing students' motivation and engagement in learning. Non-option teachers are also encouraged to strive towards improving their knowledge and skills in teaching and learning.

VII. CONCLUSION

Non-option teachers face increasingly challenging roles in schools. To enhance their skills and knowledge, they need to actively seek additional resources such as books and articles on teaching. The use of print and electronic reference materials can help them prepare for classroom sessions, while enhancing their competitiveness and intellectual abilities. Teachers must maintain enthusiasm for their careers, focusing on assisting students in their learning and development. They also need to identify and address challenges that may hinder student progress. As educators in today's fast-paced world, teachers must be prepared to face ever-changing teaching challenges. They should continue learning and improving their knowledge to support changes in teaching methods. This includes deepening their knowledge of the subjects they teach and creating creative and innovative teaching methods to engage students. Strong preparation in teaching knowledge and skills enables teachers to have a positive impact on student learning. As teachers of integrity, we must ensure that our teaching content meets the developmental needs of students to achieve optimal learning outcomes.

This study aims to guide the enhancement of knowledge and skills of non-option Malay Language teachers so that they can achieve a level on par with option teachers. However, there are several limitations in this study. One major issue is the lack of support and cooperation from respondents during data collection, with only 50.0% of survey forms returned. Survey forms were distributed with a two-week deadline, but many respondents were unable to complete them due to work commitments. Additionally, this study only used one data collection method, which is the survey questionnaire. To enhance diversity, future studies would benefit from integrating qualitative and quantitative methods, as well as considering the use of interviews and other methods. The findings of this study have implications for the management of the Malaysian Ministry of Education to reassess the effectiveness of training programs and the development of teachers' knowledge and skills. Priority should be given to teachers teaching in their option to avoid unnecessary scope of duties. This study suggests further comprehensive research including non-option teachers at the secondary school level, religious schools, and others. In-depth studies on how to improve the knowledge and skills of non-option Malay Language teachers should be conducted to help improve their education.

REFERENCE

- [1] Abdul Halim Masnan, Nur Ellina Anthony & Nur Arifah Syahindah Zainudin. (2019). Pengetahuan pengajaran dalam kalangan guru prasekolah. *Jurnal Pendidikan Awal Kanak-kanak*, 8, 33-41
- [2] Ain Nur Atika Agus. (2021). Tahap pengetahuan dan kesediaan guru bahasa Melayu dalam melaksanakan pendekatan terbeza dalam pengajaran dan pembelajaran di rumah semasa tempoh Perintah Kawalan Pergerakan. *Jurnal Pendidikan Bahasa Melayu*, 11(1), 75-87.
- [3] Aziah Ismail, Loh Hooi Yen & Abdul Ghani Kanesan Abdullah. (2015). Komuniti Pembelajaran Profesional dan efikasi sendiri guru sekolah menengah di Pulau Pinang. *Jurnal Kepimpinan Pendidikan*, 2(1), 1-12.

- [4] Creswell, J. W. (2005). *Educational Research: Planning, Conducting, and Evaluating Quantitative And Qualitative Research*. Upper Saddle River, NJ: Pearson.
- [5] Dicken Kilue & Tajul Arifin Muhamad. (2017). Cabaran pengajaran subjek Pendidikan Jasmani di sekolah menengah di Malaysia. *Journal of Nusantara Studies*, 2(2), 53-65.
- [6] Fauzi. (2008). *Model Kompetensi: Wajarkah Sektor Awam Meniru Sektor Swasta*. Putrajaya: Jabatan Perkhidmatan Awam.
- [7] Fletcher, D., & Maher, J. (2015). Toward a Competency-Based Understanding of the Training and Development of Applied Sport Psychologists. *Sport, Exercise, and Performance Psychology*, 2(4), 265-280.
- [8] Ghazali Darussalam & Sufean Husein. (2021). *Metodologi Penyelidikan dalam Pendidikan: Amalan dan Analisis Kajian*. Edisi Ke-3. Malaysia: Penerbit Universiti Malaya.
- [9] Goh L.H. & Kwong, J. (2010). The effect of the MBI proficiency course on the perceived proficiency and self-efficacy of non-option English language teachers: A case study. Paper presented during strengthening *English Language Through Teacher Professional Development*. ELTC Education Conference, Royal Bintang Hotel: 5-7 July 2011
- [10] Hafizati Husna & Suziyani Mohamed. (2021). Kompetensi guru-guru bukan opsyen dalam pengajaran dan pembelajaran pendidikan prasekolah. *Jurnal Dunia Pendidikan*, 3(2), 377-385.
- [11] Hasnah Inson & Jamaludin Badusah. (2017). Kompetensi guru Bahasa Melayu dalam menerapkan kemahiran berfikir aras tinggi dalam pengajaran dan pembelajaran. *Jurnal Pendidikan Bahasa Melayu*, 7(2), 56-65.
- [12] Haslina Hamzah, Noor Shamshinar Zakaria, Mohd Izzuddin Mohd Pisol, Julia Madzalan & Syed Mohd Najib Syed Yahya. (2017). Persepsi guru bukan opsyen tentang pengajaran Bahasa Arab: Satu kajian terhadap guru Pendidikan Islam di beberapa Sekolah Rendah Agama Jais Daerah Hulu Langat, Selangor. *Prosiding Seminar Kebangsaan Isu-Isu Pendidikan (ISPEN2017)*, hlm. 93-108
- [13] Henderson, P. (2017). Computer science, problem solving, and discrete mathematics. (January), *Discrete Mathematics in the Schools*. 333-342.
- [14] Jain Chee, Mariani Md Nor, Abdul Jalil Othman, Mohd Nazri Abdul Rahman. (2018). Isu Pengetahuan Kandungan, Pedagogi dan Teknologi dalam Kalangan Guru Prasekolah. *Jurnal Kurikulum & Pengajaran Asia Pasifik*, 6(1), 7-21
- [15] M. Kaviza, Fauziah Abdul Rahim & Nurliyana Bukhari. (2018). Penggunaan sumber sejarah dalam pengajaran dan pembelajaran sejarah: Satu kajian perbandingan antara guru opsyen sejarah dan guru bukan opsyen sejarah. *National Innovation and Invention Competition Through Exhibition (iCompEx'18)*.
- [16] Magdeline Nor & Zamri Mahamod. (2016). *Pengetahuan Pedagogi Kandungan Guru Bahasa Iban*. Bangi: Penerbit Universiti Kebangsaan Malaysia.
- [17] Mohd Majid Konting. (2004). *Kaedah Penyelidikan Pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- [18] Mohammed Sani Ibrahim, Ahmad Zabidi dan Husaina Banu. (2015). *Strategi Implementasi Pelan Pembangunan Pendidikan Malaysia*. Kuala Lumpur: Penerbit Universiti Malaya.
- [19] Mohammad Fathurrohman. (2017). *Belajar dan Pembelajaran Modern: Konsep Dasar, Inovasi dan Teori Pembelajaran*. Garudhawaca. Yogyakarta
- [20] Muhammad Hafiz Abu Bakar. (2011). Cabaran Memperkasakan Pendidikan Teknik Dan Vokasional. *Prosiding Penyelidikan TVET Peringkat Negeri*.
- [21] Mullen, C. A., & Schunk, D. H. (2010). A View of professional learning communities through three frames: Leadership, organization, and culture. *McGill Journal of Education*, 45(2), 185-204.
- [22] Mok Soon Sang. (2003). *UKELP Bahagian C: Inventori Sahsiah Keguruan*. Cetakan Ketiga. Subang Jaya: Kumpulan Budiman Sdn Bhd.
-

- [24] Nazri Atoh, Saipol Bahrin Hj. Ramli & Mohd Zawawi Ag. Hamat, (2014). Guru Bahasa Arab yang berkualiti: Satu tinjauan. *Prosiding Seminar Pengajaran dan Pembelajaran Bahasa Arab 2014*, Fakulti Pengajian Islam, UKM & Fakulti Kontemporari Islam, UNISZA.
- [25] Norani, Wan Hasmah & Chang Lee Jon. (1995). Profesionalisme Guru Baru Di Semenanjung Malaysia, Sabah Dan Sarawak.
- [26] Nurul Nashrah Salehudin, Noor Hasimah Hassan & Nur Aida Abdul Hamid. (2015). Matematik dan kemahiran abad ke-21: Perspektif pelajar. *Mathematic Education Journal*, 3(1), 24-36.
- [27] Nur Athirah Ariffin, & Faridah Yunus. (2017). Kesiediaan guru prasekolah dalam melaksanakan KBAT dalam pengajaran dan pembelajaran. *Simposium Pendidikan DiPeribadikan: Perspektif Risalah An-Nur (SPRiN2017)*, hal. 147–152.
- [28] Ong Sze Chong, Zamri Mahamod & Mohd Izham Mohd Hamzah. (2019). *Guru Cemerlang*. Bangi: Penerbit Universiti Kebangsaan Malaysia.
- [29] Siti Salwa Ab. Manap, Rasidayanty Saion, Zainordin & Rais & Jamil Abd Baser. (2016). Pengajaran guru opsyen dan bukan opsyen Kemahiran Hidup Bersepadu sekolah rendah di Batu Pahat. *Journal of Global Business and Social Entrepreneurship*, 2(2), 153-162.
- [30] Saemah Rahman & Zamri Mahamod. 2017. *Inovasi Pengajaran dan Pembelajaran Bahasa: Mengoptimumkan Pembelajaran Pelajar*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- [31] Siti Rubiyani Omar, Noradilah Abdul Wahab, Mohd Shahril Othman, Abdullah Yusof & Raihan Arifin. (2020). Kompetensi guru pendidikan khas terhadap murid bermasalah pembelajaran: Kajian literatur. <https://www.researchgate.net/publication/340861408>.
- [32] Sidek Mohd Noah. (2002). *Reka Bentuk Penyelidikan: Falsafah, Teori dan Praktis*. Serdang: Penerbit Universiti Putra Malaysia.
- [33] Vathanopas, Thaingam. (2007). *The Competency Standard Project*. The National Center for Higher Education Management Systems CHEA. Washington.
- [34] Veloo, Arsaythamby & Raman, Arumugam. (2013). *Kaedah Analisis dan Interpretasi Data*. Sintok: Penerbit Universiti Utara Malaysia.
- [35] Zamri Mahamod. (2019). *Inovasi P&P dalam Pendidikan Bahasa Melayu. Cetakan Keempat*. Tanjung Malim: Penerbit Universiti Pendidikan Sultan Idris.