

## NEEDS ANALYSIS OF MALAY LITERACY TEACHING MANAGEMENT MODULE DEVELOPMENT: PERCEPTION OF TEACHERS

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### Abstrak

Penelitian ini bertujuan untuk mengidentifikasi kebutuhan pengembangan modul literasi Melayu berdasarkan persepsi guru. Pendekatan kualitatif dengan desain studi kasus digunakan untuk mengumpulkan data melalui wawancara semi terstruktur terhadap empat guru. Analisis tematik dilakukan untuk mengungkap tema utama dari data. Hasil penelitian menunjukkan enam tema utama: (1) Konten Pembelajaran, (2) Manajemen Kelas, (3) Kemampuan Belajar Siswa, (4) Kriteria Modul, (5) Strategi Pengajaran, dan (6) Kebutuhan Penilaian. Temuan ini menunjukkan perlunya pengembangan modul literasi yang sistematis. Rekomendasi dari informan memberikan masukan berguna untuk perancangan modul pada fase berikutnya.

**Kata kunci :** Modul Literasi; Kebutuhan Guru; Pengembangan Modul.

### Abstract

*This study aims to identify the need for Malay literacy teaching management modules based on teachers' perceptions. A qualitative case study design was employed, with a purposive sampling method used to select four teachers who were relevant to the study's focus. Data were collected through semi-structured interviews, allowing for in-depth exploration of teachers' perspectives. Thematic analysis was applied to the interview data, which involved identifying, analyzing, and reporting patterns (themes) within the data to address the research questions. The findings revealed six main themes: (1) Learning Content, (2) Classroom Management, (3) Students' Learning Ability, (4) Module Criteria, (5) Teaching Strategies, and (6) Assessment Needs. These themes highlight the necessity of developing systematic literacy modules to address identified gaps. Additionally, recommendations and specifications derived from the interviews provided valuable insights for future research and the subsequent design and development phases of the modules. These findings contribute to the creation of effective literacy modules that cater to both teacher and student needs, ensuring a comprehensive approach to literacy education*

**Keywords:** Literacy Module; Teacher Perceptions; Needs Analysis.

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## INTRODUCTION

Reading is one of the most fundamental ways humans acquire knowledge, forming a vital foundation for personal growth and lifelong learning. As a dynamic process, reading requires interaction between the reader and the writer, aiming to understand and derive meaning from the text. Scholars emphasize the critical role of reading through phrases such as "reading is the bridge to knowledge" and "reading is the foundation of the mind" <sup>1</sup>. In the Malaysian context, Malay literacy is particularly significant, as it serves as the medium of instruction in most schools. Early mastery of Malay reading literacy is essential for young learners' academic and cognitive development and is crucial for fostering informed, capable individuals who can contribute meaningfully to society. Mastery of early Malay reading skills remains a challenge for many Malaysian children, particularly those in underprivileged and rural communities. Despite concerted efforts to improve education through initiatives like the Literacy and Numeracy Screening (LINUS) program under the Malaysian Education Blueprint 2013–2025, achieving 100% literacy proficiency remains elusive. Various factors contribute to this issue, including socioeconomic disparities, insufficient access to quality preschool education, and inadequate exposure to reading materials. Furthermore, teachers often face challenges in implementing systematic and effective teaching strategies, while some students encounter difficulties due to absenteeism or lack of parental involvement. Existing research highlights the consequences of these literacy challenges. Children who fail to master early literacy struggle academically, as Malay is the primary language of instruction. Poor literacy skills impact their confidence and enthusiasm for learning, perpetuating educational inequalities. According to World Bank statistics 2020, while Malaysia's literacy rate for youths aged 15–24 reached 98.42% in 2010, it declined to 96.85% by 2018. Furthermore, the "World's Most Literate Nation" study ranked Malaysia 53rd in reading proficiency, significantly trailing Singapore, which ranked 36<sup>th</sup>. This highlights an ongoing gap in literacy achievement that requires urgent attention. Research identifies primary

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<sup>1</sup> Baharom Mohamad, Mohd. Yusof Abdullah, Shukri Zain, Abdul Said Ambatong, Muhamad Suhaimi Taat & Roslee Talip. 2012. *Menguasai kemahiran membaca secara berkesan. Utusan Borneo 22-2-2012 B3 & B4*. Diakses pada 18 Oktober 2024.

literacy issues, such as letter recognition difficulties, poor pronunciation, and reading comprehension problems, which hinder overall learning. These issues are rooted in primary school and, if unaddressed, extend to higher levels of education, as observed in studies on secondary students. The absence of engaging teaching methods and reliance on static, conventional materials exacerbate these challenges, failing to meet diverse learner needs. Several studies have explored various aspects of early literacy in Malaysia, including the effectiveness of the LINUS program, the role of socioeconomic factors, and teaching strategies. However, a significant gap remains in understanding the specific needs of teachers in managing literacy instruction and developing practical, evidence-based modules tailored to address these challenges. This study distinguishes itself from previous research by focusing on the specific needs and perceptions of Malay literacy teachers. It aims to fill the identified gaps by systematically exploring the challenges teachers face and providing actionable insights for module development. The novelty of this research lies in its emphasis on creating a targeted, teacher-informed module that incorporates practical recommendations and strategies for overcoming literacy challenges. The purpose of this study is to explore the need for Malay literacy teaching management modules, focusing on teachers' perspectives to develop an effective, systematic, and practical resource. This research seeks to provide actionable solutions to enhance literacy teaching and, ultimately, improve literacy outcomes among Malaysian students. The findings are expected to contribute to the development of effective teaching strategies, strengthen early literacy programs, and provide valuable insights for policymakers and educators. By addressing these challenges, this study aims to bridge the literacy gap and support Malaysia's efforts to cultivate a more literate and empowered generation.

## **METHODS**

This research adopts a case study design as part of a qualitative methodology, aligning with the constructivist approach to understanding participants' perspectives. Case studies are effective for examining processes, as emphasized by

<sup>2</sup>, focusing on discovery rather than confirming hypotheses. The research was conducted to explore the management and teaching of Malay literacy in primary schools. This method is particularly relevant for studies requiring an in-depth understanding of complex issues within real-life settings. Participants were purposively selected from a population of Malay literacy teachers. The sample consisted of four teachers who met two specific criteria: (a) active involvement in literacy teaching and management, and (b) voluntary participation. Notes, qualitative research does not require a fixed sample size, as long as the objectives are achieved <sup>3</sup>. In qualitative research, a smaller sample size allows researchers to delve deeper into participants' experiences, perspectives, and contexts. Four teachers provide enough diversity while remaining manageable for detailed analysis. This purposive sampling ensured the inclusion of participants with relevant experience and insights.

Semi-structured interviews with open-ended questions were used as the primary data collection instrument. These interviews provided flexibility, allowing participants to freely express their views and share detailed experiences. Data were collected through interviews conducted in a school setting to create a comfortable environment for the participants. The interview process adhered to ethical research practices, including obtaining informed consent and ensuring confidentiality. Each interview was audio-recorded with the participants' permission, and field notes were taken to supplement the recordings. The data were analyzed using thematic analysis, a method advocated by, which is widely used in social science research <sup>4</sup>. Thematic analysis involves identifying, analyzing, and reporting patterns (themes) within data. The analysis followed these steps:

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<sup>2</sup> Merriam, S.B. (2001). *Qualitative research and case study in education: Revised and expanded from case study research in education*. San Francisco: Jossey- Bass.

<sup>3</sup> Patton, M.Q. (1990). *Qualitative evaluation and research methods (2nd ed.)*. Newbury Park, CA: Sage.

<sup>4</sup> Muhammad Faizal A. Ghani., & Gary M.Crow. (2013). *Amalan komuniti pembelajaran profesional: Perspektif pemimpin sekolah cemerlang Negara maju*. Disertasi yang tidak diterbitkan. Universiti Malaya.

1. Data Familiarization: The researcher transcribed and reviewed the interview recordings, ensuring an accurate understanding of the participants' responses.
2. Theme Identification: Thematic analysis began with coding significant segments of data. Codes were then grouped into themes aligned with the research objectives.
3. Coding: Each theme was coded systematically, and irrelevant or redundant data were excluded. The researcher used specific labels to organize the data, making it easier to draw meaningful conclusions.
4. Charting: Thematic charts were created to visually represent the key findings. This step facilitated a clearer understanding of the relationships between themes and sub-themes.
5. Mapping and Interpretation: The data were mapped to illustrate the challenges faced by teachers in teaching Malay literacy. This process enabled the researcher to derive insights and formulate recommendations.

The success of this study was measured by the comprehensiveness of the themes identified and their alignment with the study's objectives. The results were validated by comparing them with existing literature and obtaining participant feedback to ensure the findings accurately reflected their experiences. This methodologically robust approach provided a detailed understanding of the needs and challenges faced by Malay literacy teachers. The findings contribute to the development of effective literacy modules tailored to improve teaching strategies and address literacy gaps in primary schools.

## **RESULT AND DISCUSSION**

Through an interview session, the opinions of four Malay literacy teachers were considered in order to respond to this part. They were questioned on the literacy module's building requirements. Additionally, qualitative procedures including the "familiarisation" process, theme development, coding, chart construction, mapping and interpretation were used to examine the recorded interview data. The results of the analysis of the interview data are as follows.

Research findings from teachers show the need for appropriate learning content in building MPPCH. According to I5, the level of learning textbooks is too high for students who do not have reading skills to follow the learning. The following is a clip of an interview by I5; *Aaah now there are many reasons why I said that if you follow the LINUS boy's textbook, it's hard to follow. So I need a module for LINUS student. It really needs a module. (I5, 653-656)*

I8 also stated the same thing, a module learning level that is too high will not be able to help students to improve their reading skills. The following is a statement from I8; *sometimes you can use the module, sometimes you have to use your own creativity, sometimes in my opinion the textbook is actually enough to help, it's just that the level might be lowered, right? If we only use that module, in my opinion, the module provided by KPM ....(I8,106-109)*. In addition, I3 stated that the current existing modules are too high for students and cause students to find it difficult to learn and understand the learning content. The following is an interview clip from I3; *According to my experience, the existing modules are too high for students. So when it's too high it's hard for students to learn and understand..aaa.. (I3, 255-257)*. I7 has given the view that the modules built must follow the construction order from easy to difficult and orderly. Interview excerpts from I7 are as follows; *If Linus's student told me he only got to construction 6 because construction 7 he is already like this to moi, to moi is hard to know because he already has diphthongs, when it is diphthongs then the paired vowels are also difficult to know, so if the correct one must be from easy to difficult, the construction arrangement, right... (I7, 305-308)*.

Furthermore, among the requirements of MPPCH construction is because the learning content of the module must start from easy to difficult order. Argument I3 is as follows; *Should be from easy to difficult. It's a construct, but suddenly 8, 9 is difficult. 10 happy. Even that boy is hard to master the construction..(I3, 511-512)*. Another requirement stated by I7 is that students need to know the letters first. Interview excerpts from I7 are as follows; *That's kind of mixed up, isn't it, near unit 1, it's already the syllables of shoes, let's know the letters first.... (I7, 268)*. I3 also suggested that an important requirement in building MPPCH is to start by knowing the letters first. This is because knowing the letters is the basis for improving

students' reading skills. The following is a statement from I3; *aah what's there now, the important thing is that students have to know the letters first... (I3,269)*. Next, among the other requirements suggested for the need to build MPPCH is that students need to know the learning objectives. Learning objectives need to be explained to students so that they know what they will learn that day. Statement I5 is as follows; *that's what happens when we want to do it, we have already set our objectives today aaaaa know aaa BM what is his objective ea.. (I5,484-485)*.

Furthermore, the emphasis of the requirements proposed by I5 is that students need to identify syllables to make it easier for them to improve their reading skills. The following is a section of the interview; *Definitely. Where is it? Haa ni (while pointing). NYI, NGOK, even simple syllables are sometimes difficult for people to pronounce. If you want to read, you must know the syllables well. (I5, 242-244)*. In addition, I5 also suggests the need for learning content from the aspect of the theme of the learning content itself. This is because the theme of learning content that does not suit the level of the student will make it difficult for the student to understand and consequently reading skills will not be acquired. The following is an interview clip from I5; *ooo examples of family values or themes like FATHER. A.Y.A.H. for example, like animals, at least they know the things around them, they can say survive, for example, like petai. Our children now don't eat the petai that is PETA I. so let him know first what he knows. It's like strawberries and lemons, everyone eats lemons, so it doesn't seem to fit the theme now... (I5, 720-724)*. I7 also states the need for learning content to be structured and not confused. Argument I7 is as follows; *It's confusing us a little bit, we do teach the boy A (sound) E (sound) I (sound) O (sound) U (sound) but he wants this boy like this, you know look at the book A (sound) but the picture of the chicken I was what does he sound like (I sound) picture of a duck, a duck, While behind he doesn't know how to read anymore... (I7, 271-274)*. Next, I7 has suggested that the theme of the module content should be appropriate to the student's level. The following is a clip of the I7 interview; *The theme is important because sometimes what he gives is an example like this ha tomoi, a word that is rarely heard or used..like this picture of chili but chili is difficult. it's hard to track... (I7, 308-310)*.

In conclusion, the learning content stated by the informant for the sub-dimension of the learning content carried out is that the learning level of textbooks is too high, the learning level of modules is too high, the order of constructs is from easy to difficult, teachers need to ensure that students know the letters first, students need to know the learning objectives, content learning is difficult, learning content is confused, students need to identify syllables to read easily and the theme of learning content is not appropriate for the level of students. Effective classroom management is able to improve student academic achievement. Therefore, the informant has expressed the need for classroom management. Every student has a different learning ability. I3 has a view that students need to be separated according to the level of learning ability. The following is a section of the interview with informant I3; *It's best if we separate them to make the process easier for us to teach weak students because the weak and smart students have different ways.. (I3, 455-456)* The statement was also stated by I5; *Indeed, the class cannot be foreign. it's in the same class, it's just like the second grade, we take it to remediation.. (I5, 589-590)* I7 has stated that students should be segregated according to their learning ability. The following is an interview clip from I7; *this weak student he can't he can't master that exercise So we have to give him separate exercises according to his ability level, so when he aaaa what's that, when we isolate that student it becomes... (I7, 83-85).*

In addition, I3 also stated that students who are not good at reading need special help to help them master reading skills. The following is a statement from I3; *For me it is different because students who are not good at reading need special help to help them.. (I3, 480-481).* I8 also hopes that teachers who want to teach should follow their options. This is because, it is important to ensure that the teaching objectives can be achieved and subsequently to improve students' reading skills. The excerpt of the interview is as follows; *The Malay language teacher is the head of the committee, he is the former head of the Malay language committee who had to teach English.. (I8, 424-425).* In conclusion, for the sub-dimension of classroom management, informants have stated that students need to be separated according to the level of learning ability. In addition, according to the informant, students need special help to read.

Every student has a different and unique learning ability. student. This is because each student has his own learning style and understanding. Each student has a different uniqueness in understanding. For this reason, no two students will have the same abilities. Things like background, environment, and previous knowledge cause differences from one student to another. According to I5, there are students who cannot understand the questions well even though the questions given are easy. The following is a statement from I5; *bhaaa it's hard for those who don't understand, smart students are fine.. (I5, 244)*. In addition, I5 also stated that the natural state of the students also needs to be taken into account because the sluggish ability of the students will cause them to not be able to follow the learning session well. The excerpt of the interview is as follows; *Aaaah. Hurmmm LINUS is tough to say yes. The disabled. There is a disabled person who really can't, he doesn't know the letters at all... (I5, 81-82)*. Next, I5 also stated that the student did not sound the letters correctly. Statement I5 is as follows; *"..... but that's why sometimes these boys know the letters but don't understand the sound, for example like the letter b but say.. (I5, 246-248)*. In addition, the student's problem stated by I5 is that students cannot identify letters accurately. The following is a statement from I5; *There acknowledge sound that doesn't know the letter, we say d sometimes he writes b how is it... (I5, 250-251)*.

Students' learning abilities are diverse. I7 has stated that students find it difficult to understand even if the questions given to them are easy. The following is an argument from I7; *You can take the boy. You just do it, you give one exercise to the question, you look at it, then tomorrow you come again, you try again, you will get the boy's difficulty level, you must think that this boy yesterday, I taught him today, he can't remember, that's the problem, Actually, I want someone who does this kind of research to sit with this boy... (I7, 336-340)*. I7 has stated that the requirement required in the construction of the module is that it is built in line with the learning level. The following is a statement from I7; *The module depends on the level, what level is the student's level of mastery if...(I7, 332)*. In conclusion, the findings of the study for the sub-dimension of student learning ability is that students have difficulty understanding simple questions, taking into account the natural state of

students in terms of age ability, students have difficulty sounding out letters accurately, the learning level should be simplified according to the level and students cannot identify letters accurately . Therefore, the informant expects the built module to be able to see the student's learning ability.

Module criteria is an important element in ensuring that the built module helps teachers and students in teaching and learning. According to I3, one of the required module criteria is that the module built must be user-friendly. The following is an argument from I3; *I hope the module that will be built can help teachers in teaching students who can't read to be able to read.. (I3, 604-605)*. I7 has suggested that the built module should be user friendly. *Yes, it's true when there are a few groups that will be tiring, but at least when it's a module, it's ok for a rural school like this when there's an easy module, parents at home can help, parents at home can help, he can see that things are user friendly, make it user friendly...aaaa.. (I8,320-323)*. In addition, I5 states that the built module must be systematic. The following is an interview clip from I5; *I think the modules produced should be systematic, meaning like we discussed above, there are themes, constructs from easy to difficult aaaaaa... (I5, 551-552)*. I5 also stated that the module built must be interactive in order to attract students' interest in learning. Argument I5 is as follows; *Haha, if you have a CD, it would be good to provide a CD too, you can show it to the students, right? People say it's interactive.. (I5, 555-556)*. I7, on the other hand, thinks that the modules that are built must be interactive modules. The following is a statement from I7; *ok, if it's like from the content point of view, we have a lot of graphics... (I7, 146)*.

In addition, among other important requirements stated by I5 is that the module must be colored. The following is an interview clip from I5; *It's mandatory to be colorful, it's mandatory because that's one of the ways to attract children's interest in learning... (I5, 734-735)*. I5 also states that the module must contain words that correspond to pictures. Argument I5 is as below; *aah bored haa so he punyer even the question is more interesting not interesting how he is more because he knows it is for LINUS. So he made pictures. It's to adapt to being a boy so I don't read much. When you don't read much, it's fun to do. Looks like GIGI where GIGI... (I5, 126-*

129). In conclusion, the module built must be user-friendly, the module built must be systematic, the module built must be interactive, the module must be colored and the module must contain words that correspond to pictures.

Teaching strategy is an important process in teacher teaching and learning. This is because a planned teaching strategy will help the teacher deliver the teaching objectives in a more organized manner. Student learning by activity in groups in need is the need suggested by I5. The following is an interview clip from I5; *So later we will do it in groups. Friends who are good at skits, he helps. So when we help, we see it right. Alhamdulillah. (I5, 290-291)*. I8 has suggested that students learn in group activities with their friends. Statement I8 is as follows; *break it up put him in the group because we follow the group right follow the group according to PAK-21 right... (I8, 148-150)*. In addition, one of the important requirements is that student learning must be through game activities. The following is an interview clip from I5; *We give them hands to move because for the back grades they really like to play but we can give them something useful to play with. A little useful stuff. (I5, 281-283)*. In addition, I7 also suggests that students use learning strategies through game activities. The excerpt of the I7 interview is as follows; *the activities are in the form of games so he has activities like teaching aids... (I7, 147-148)*. I3 also states that learning needs to be held face-to-face; *face to face Because if we want to do PMP in class, we don't have time to do that. So it's class time... (I3, 334-335)*.

In addition, the necessary teaching strategy is that peers become guides to weak friends. The following is an argument from I5; *Aaaah, so excited. We have already sung everything, what else do you want? That's because it's important in the group that there is a boy who can help his friend who can't because with this friend he might find it easy to hang out with.. (I5, 293-295)*. I5 has also stated that teachers need to be monitors in learning activities to help students improve their reading skills. The following is an interview clip from I5; *Ok, my opinion for PAK 21 is that learning is more student-centered. Ok to be a teacher as a facilitator. It means within 60 minutes aaa within 4 aaa 50 minutes then the teacher is not like the teacher before this. What are we going to write and then copy the boy?.. (I5, 51-54)*. Among the necessary requirements is that the teacher can link between the students' existing

knowledge and experience in the learning session. Interview excerpts from I3 are as follows; *aah daily student environment students. Sometimes the student's story, yes, we say that from the reading, the student actually knows something about the story, right, but my opinion is that it's more about the student's anxiety than the verses, right.. (I3, 610-612)*. Statement I3 is parallel to I5 where among other requirements that are needed is that the teacher can link between the students' existing knowledge and experience. Here is the argument from I5; *After all, it's important that if we want students to understand something, we relate it to their experience, for example, say for a picture of a lemon, they must already know it's a lemon because they're used to it... (I5, 733-735)*. I8 suggests that the strategy used is learning using technology. The following is an interview clip from I8; *Yes, you use a CD, I sometimes share it with my parents, it's ok like today to teach the letter words aaaaa you can also watch this song on youtube. This song is this song, right, but maybe if we prepare that thing...(I8, 335-337)*. Next, I5 also stated that teachers need to use 21st century learning methods. The following is an argument from I5; *Ok, if it's like the Malay language, we can use broken letters. And he can find it. Put it back together. Like that. It's one of them. Haaa or if we make this verse this verse this two verses. haaa broken in two right? broken in two, can we make it broken in two, let's take these 4 verses. 4 letters. 4 sentences, right? 4 words, we combine these 4 words, 4 words, one, two, three, four, we tell him to find. So he combined. Haaa there he has read... (I5, 271-277)*.

Furthermore, the informant suggested that the strategy that should be implemented is that teachers should use 21st century learning methods. The following is an argument from I7; *teachers become faci and students carry out activities, but those activities need to be planned so that our pdpc runs smoothly and beautifully and is well planned and smooth.. (I7, 52-54)*. I8 also expressed the same opinion as I7; *there used to be a lot of talk and chalk, chalk and talk, right now there is a lot of involvement of the students where now the teacher is more of a moderator only so the results are from the students, right, that means students who give a lot of feedback, for me that is the key word in the 21st century, its chilawaken work, its not a teachers work, no longer talk, aaaa chalk and talk so for me it's a good thing and aaaa for aaaa it's good... (I8, 72-22)*.

In conclusion, the research informants stated that appropriate strategies in building MPPCH will be able to help teachers and students in improving reading skills. Among the suggested teaching strategies are student learning through activities in student learning groups should be through game activities, learning should be held face-to-face, peers should be mentors to weak friends, teachers should be monitors in learning activities, teachers should be able to relate knowledge and experience there are students in learning sessions and 21st century learning methods Assessment is part of the teaching and learning process and is not only tested through tests and examinations. This is because assessment is a process to collect information regarding the development of student performance. Therefore I5 stated that the assessment should be measured with various strategies according to the level of the student's own ability. The following is an argument from I5; *After that, for the last one, in terms of evaluation, I will give different papers with different questions. Aaaaand then he will do it near there. I see that if people like him can't answer, it's really difficult, you can't do it, right.... (I5, 74-77).* The following is an argument from I7; *It's like this, ha, build a sentence.. this one arranges the words.. ha this one is ok .. but for year 1 construction 11 and construction 12 you have to build a sentence, you know he gave the phrase is not difficult, it's difficult for me... (I7, 318 320).*

In addition, I5 also suggested that assessment should also be implemented in the form of teaching and be counted as assessment. The following is a clip of an interview by I5; *What kind of reward does this all give an important reward. Rewards...(I5, 714).* In addition, according to I7, the screening or assessment that is made must be done effectively because there will be a waste of time that will affect other things, The following is a clip of the interview from I7; *If this screening is done only on students who can't master it, but students who have mastered it also want to do it, it's a waste of time, the boy is bored, so we can't focus on the weak boy... (I7, 326-328).* In conclusion, for the assessment requirements sub-dimension, the informant has stated that the assessment required is an assessment in accordance with the student's ability level and an assessment in the form of a reward.

### **A) Learning Content**

Learning content plays a pivotal role in literacy education, particularly within the context of a Malay literacy teaching management module. The effectiveness of literacy instruction is heavily influenced by the appropriateness and accessibility of the content provided to students. Below, we elaborate on the importance of various aspects of learning content, supported by references from educational journals. Textbooks that are written at a level that is too advanced for students can lead to frustration and disengagement, hindering literacy development. It is essential that materials align with students' reading levels to facilitate effective learning. Research by <sup>5</sup> emphasizes that appropriately leveled texts are critical for developing reading fluency and comprehension.

When students encounter materials that exceed their ability, it can lead to negative attitudes towards reading and learning. Similar to textbooks, modules that are overly complex can prevent students from fully grasping literacy concepts. Instructional materials must be tailored to the cognitive abilities of learners to ensure successful outcomes. Differentiated instruction, which includes using materials appropriate to students' levels, enhances understanding and fosters a more inclusive learning environment<sup>6</sup>. A strong foundation in letter recognition is crucial for literacy development. Teachers must ensure that students have mastered the basics of letter knowledge before progressing to more complex reading skills. Letter recognition is a foundational skill in early literacy; without it, students struggle to decode words, which impedes their overall reading development <sup>7</sup>. Learning content that is disorganized or lacks coherence can confuse students and disrupt the learning process. A clear, logical progression in content delivery is essential for effective literacy instruction. Research by <sup>8</sup> highlights the importance of structured content delivery, stating that wellorganized information promotes

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<sup>5</sup> Rasinski, T. V., et al. (2016). Text complexity and the role of reading fluency. *The Reading Teacher*, 69(5), 515-522

<sup>6</sup> Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD.

<sup>7</sup> Adams, M. J. (1990). *Beginning to Read: Thinking and Learning about Print*. MIT Press.

<sup>8</sup> Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How People Learn: Brain, Mind, Experience, and School*. National Academy Press.

better retention and understanding among students. Challenging content that is not appropriately scaffolded can overwhelm students and lead to disengagement. It is crucial to introduce difficult concepts gradually and with adequate support. Vygotsky emphasizes the importance of the Zone of Proximal Development (ZPD), arguing that learning is most effective when students are challenged just beyond their current abilities but supported through appropriate scaffolding.

Clearly defined learning objectives guide students in understanding what they are expected to learn, increasing motivation and focus. When students are aware of their goals, they are more likely to engage with the material. Having explicit learning objectives enhances student achievement, as it helps learners to understand the purpose of their learning activities <sup>9</sup>. Understanding syllable structure is fundamental for decoding words and developing reading fluency. Instruction should emphasize phonemic awareness and syllable identification as part of literacy development. Phonemic awareness and syllable recognition are critical for reading success, enabling students to break words into manageable parts for easier reading<sup>10</sup>. The learning content within the Malay literacy teaching management module is crucial for effective literacy instruction. By ensuring that content is appropriate, organized, and aligned with students' abilities and interests, educators can foster a more engaging and productive learning environment. Educational research supports the need for thoughtful consideration of learning content to enhance literacy outcomes for students.

### ***B) Classroom Management***

Classroom management is a fundamental component of effective teaching and learning, especially in the context of literacy education. In a Malay literacy teaching management module, effective classroom management practices are essential for creating an environment conducive to learning. In a successful classroom management framework, the teacher is viewed as a facilitator rather than the sole source of knowledge. This perspective encourages student autonomy and

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<sup>9</sup> Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 MetaAnalyses Relating to Achievement*. Routledge.

<sup>10</sup> National Reading Panel (2000). Report of the National Reading Panel: Teaching children to read. *National Institute of Child Health and Human Development*.

promotes a more engaging and interactive learning environment. Teachers who adopt a facilitative role create opportunities for students to take ownership of their learning. This shift not only enhances student engagement but also helps develop critical thinking and problem solving skills, which are essential for literacy development<sup>11</sup>. Effective classroom management promotes regular reading practice as part of the daily routine. Establishing a structured environment where reading is a habitual activity helps students develop their literacy skills consistently over time. Routine practice in reading is vital for developing fluency and comprehension<sup>12</sup>. In classrooms where reading is integrated into daily activities, students demonstrate greater motivation and improved literacy outcomes. Differentiating students based on their learning abilities allows teachers to tailor instruction to meet the diverse needs of learners.

This strategy not only enhances the effectiveness of literacy instruction but also fosters a supportive learning environment. Advocates for differentiated instruction, arguing that grouping students by ability enables targeted teaching strategies that align with their specific needs<sup>13</sup>. Such practices lead to improved literacy skills, as students can work at their own pace and receive the necessary support. Some students may require additional assistance to develop their reading skills effectively. Classroom management must include mechanisms for providing this support, whether through targeted interventions, one-on-one assistance, or small group instruction. Early identification and intervention for struggling readers are critical for preventing longterm literacy difficulties<sup>14</sup>. A well managed classroom should facilitate timely interventions, ensuring that all students receive the help they need to become proficient readers. Classroom management is crucial for the success of a Malay literacy teaching management module. By fostering a classroom environment that encourages student autonomy, integrates regular reading practice, differentiates instruction, and provides targeted support, educators can

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<sup>11</sup> Brophy, J. (2006). *Teaching Problem Students*. Guilford Press.

<sup>12</sup> Cunningham, P. M., & Allington, R. L. (2007). *Classroom Strategies for Interactive Learning*. Pearson.

<sup>13</sup> Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed Ability Classrooms*. ASCD.

<sup>14</sup> Torgesen, J. K. (2006). A comprehensive intervention model for preventing reading failure in all children. *Learning Disabilities Research & Practice*, 21(1), 625.

significantly enhance literacy outcomes for all students. Effective classroom management not only supports students in developing their reading skills but also cultivates a positive learning atmosphere that promotes engagement and motivation.

### ***C) Student Learning Ability***

Understanding and addressing student learning ability is essential for effective literacy instruction, particularly in a Malay literacy teaching management module. By acknowledging the diverse learning capabilities of students, educators can tailor their teaching strategies and materials to optimize literacy development. Simplifying learning content according to students' abilities ensures that all learners can engage with the material effectively. When the complexity of tasks is appropriate to their skill level, students are more likely to experience success and build confidence. Tailoring educational experiences to match learners' current levels promotes optimal development within their Zone of Proximal Development (ZPD) <sup>15</sup>. This scaffolding approach is crucial in literacy instruction, as it allows students to progress incrementally and master essential skills before moving on to more complex tasks. Recognizing the developmental stage and age-related abilities of students is vital for effective literacy instruction. Young learners exhibit varying degrees of cognitive, social, and emotional development, which influences their literacy acquisition. The stages of cognitive development, indicating that children progress through different stages at varying rates <sup>16</sup>.

Understanding these developmental phases allows educators to align literacy instruction with students' readiness to learn, leading to more effective outcomes. Struggling to comprehend simple questions indicates a gap in students' understanding and processing abilities. Identifying this difficulty allows teachers to adjust their instructional methods and provide targeted support to enhance comprehension skills. The importance of comprehension in literacy development, noting that difficulties in understanding basic questions can hinder overall reading

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<sup>15</sup> Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

<sup>16</sup> Piaget, J. (1972). *The Psychology of Intelligence*. Routledge.

proficiency<sup>17</sup>. By focusing on comprehension strategies and providing adequate support, educators can help students overcome these challenges. Accurate lettersounding is fundamental to phonemic awareness and decoding skills in early literacy. When students struggle with sounding letters, it can significantly impede their ability to read and spell effectively. Teachers must implement focused instruction on phonics and letter sounds to support students in developing these essential skills. Accurate letter identification is crucial for reading fluency and comprehension. If students cannot recognize letters, they face significant barriers to literacy development. Early intervention and targeted instructional strategies are necessary to address these challenges. Addressing student learning ability is vital for the effectiveness of the Malay literacy teaching management module. By simplifying content, considering developmental stages, and providing targeted support for comprehension and letter recognition, educators can create a more inclusive and effective literacy learning environment. Understanding the diverse needs of students not only enhances their literacy skills but also fosters a sense of confidence and motivation in their learning journey.

#### **D) Module Criteria**

The design and structure of educational modules play a crucial role in facilitating effective literacy instruction, especially in the context of Malay literacy teaching. A well designed module enhances student engagement, comprehension, and learning outcomes. Modules that are visually appealing and wellorganized significantly enhance students' motivation and engagement. Colorful materials and large text can help maintain students' attention and support their learning process, particularly for young learners. Visual design elements, such as color and organization, can improve learning by reducing cognitive load and facilitating better information retention<sup>18</sup>. The use of large text and attractive layouts is particularly effective in engaging early readers and supporting their literacy development. Interactive modules encourage active participation, allowing students to engage with the content in meaningful ways. This interaction can include activities such as

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<sup>17</sup> Snow, C. E. (2002). Reading for Understanding: Toward an R&D Program in Reading Comprehension. *RAND Corporation*.

<sup>18</sup> Mayer, R. E. (2009). *Multimedia Learning*. Cambridge University Press.

games, quizzes, and hands-on tasks that reinforce learning concepts. Interactive learning environments enhance students' motivation and understanding<sup>19</sup>. Interactive modules not only make learning more enjoyable but also help students develop critical thinking and problem-solving skills essential for literacy. Providing modules designed for parental use at home empowers parents to support their children's literacy development. These modules can include guidelines, resources, and activities that facilitate effective home learning experiences. Parental involvement in education is crucial for student success. When parents are equipped with the right tools and resources, they can create a supportive home environment that reinforces literacy skills learned in school<sup>20</sup>.

Integrating pictures with corresponding words in modules enhances vocabulary acquisition and comprehension. Visual associations help students connect new vocabulary with meanings, making it easier for them to recall and use the words. A user-friendly module ensures that both students and educators can navigate and utilize the materials effectively. Clear instructions, intuitive layouts, and accessible content are essential for maximizing engagement and learning outcomes. The importance of usability in educational materials, suggesting that user-friendly designs can significantly enhance learning experiences and outcomes<sup>21</sup>. Modules that are easy to use reduce frustration and promote a positive learning environment. Incorporating 21<sup>st</sup> century skills into literacy modules prepares students for the demands of the modern world. These skills include critical thinking, collaboration, creativity, and digital literacy, which are essential for success in today's society. The need for educational frameworks that promote critical thinking and problem-solving skills<sup>22</sup>. Modules designed with these competencies in mind equip students with the necessary skills to navigate complex information and become effective communicators. A systematic approach to module construction

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<sup>19</sup> Sung, Y. T., & Mayer, R. E. (2013). Five facets of the interactive learning environment: A framework for designing interactive learning environments. *Educational Technology Research and Development*, 61(2), 267-284.

<sup>20</sup> Harris, A., & Goodall, J. (2008). Do parents know they matter? Engaging all parents in learning. *Educational Research*, 50(3), 277-289.

<sup>21</sup> Shneiderman, B., & Plaisant, C. (2010). *Designing the User Interface: Strategies for Effective Human-Computer Interaction*. Pearson.

<sup>22</sup> Partnership for 21st Century Skills. (2009). *P21 Framework Definitions*.

ensures that content is logically sequenced, building on prior knowledge and progressively increasing in complexity. This structure supports effective learning and retention. The type of module used in the Malay literacy teaching management module is pivotal to fostering effective literacy education. By emphasizing colorful designs, interactivity, parental involvement, visual aids, userfriendliness, 21<sup>st</sup> century skills, and systematic construction, educators can create an engaging and effective learning environment. Such thoughtfully designed modules not only enhance literacy development but also prepare students for future academic success.

### ***E) Teaching Strategies***

Teaching strategies are essential for effective literacy instruction, particularly in the context of a Malay literacy teaching management module. These strategies directly influence student engagement, comprehension, and overall literacy development. Utilizing unengaging teaching materials can lead to student disinterest and hinder effective learning. It is crucial to select materials that capture students' attention and foster a love for reading. Engaging materials enhance student motivation and interest in literacy activities<sup>23</sup>. They found that when students are involved with interesting content, their reading comprehension and retention improve significantly. The method of delivery greatly affects student understanding. An appropriate delivery style that matches students' learning preferences enhances their ability to grasp new concepts. Effective teaching strategies that are aligned with students' learning styles promote better academic performance and engagement, particularly in literacy education<sup>24</sup>. Worksheets provide structured opportunities for practice and reinforcement of literacy skills. They help consolidate learning and allow for individual assessment of student progress. Written exercises, such as worksheets, play a significant role in literacy instruction by providing a clear framework for practice and facilitating independent

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<sup>23</sup> Wang, F., & Hsu, Y. C. (2016). The effects of using interesting materials on the reading motivation and comprehension of fourth graders. *Reading Psychology*, 37(5), 821839.

<sup>24</sup> Schneider, M., & Preckel, F. (2017). Variables associated with students' academic performance: A systematic review of the literature. *Educational Psychology Review*, 29(2), 265306.

learning<sup>25</sup>. Diversifying reading materials exposes students to various genres and topics, catering to different interests and abilities. This approach enhances comprehension and encourages a broader understanding of texts. Varied reading materials positively impact students' motivation and engagement, leading to improved literacy outcomes<sup>26</sup>. Connecting new information to prior knowledge helps students make sense of what they are learning. This strategy facilitates deeper understanding and retention of literacy concepts. The importance of building on students' existing knowledge to enhance learning, emphasizing that meaningful connections lead to better comprehension and retention<sup>27</sup>. Integrating preschool reading materials can bridge the gap for early readers, providing a solid foundation for literacy development.

These materials are often designed to be engaging and accessible. Adopting modern pedagogical approaches, such as projectbased learning and collaborative activities, prepares students for the demands of the 21st century. These methods foster critical thinking and creativity. Integrating 21<sup>st</sup> century skills into literacy instruction is essential for equipping students to navigate a rapidly changing world. Regular evaluation of student learning outcomes allows teachers to monitor progress and adjust instruction accordingly<sup>28</sup>. This reflective practice is vital for continuous improvement in literacy instruction. Ongoing assessment and feedback significantly enhance learning by providing insights into student understanding and areas needing improvement<sup>29</sup>. Actively monitoring student learning enables teachers to provide immediate support and guidance, ensuring that all students stay engaged and on track. Effective monitoring of student activities fosters a supportive learning environment that enhances academic achievement<sup>30</sup>. A wellorganized and

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<sup>25</sup> Blatchford, P., Bassett, P., & Brown, P. (2011). The effect of class size on pupil attainment: A study of the UK. *The International Journal of Educational Management*, 25(4), 372382.

<sup>26</sup> Reutzel, D. R., Smith, J. A., & Jones, K. D. (2014). Teaching reading: A balanced approach for today's classroom. *The Reading Teacher*, 67(4), 263273.

<sup>27</sup> Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How People Learn: Brain, Mind, Experience, and School*. National Academy Press.

<sup>28</sup> Saavedra, A. R., & Opfer, V. D. (2012). Teaching and learning 21st century skills: Lessons from the learning sciences. *International Academy of Education*.

<sup>29</sup> Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 MetaAnalyses Relating to Achievement*. Routledge.

<sup>30</sup> Freeman, M., Schmitt, S., & Wehling, E. (2014). The influence of active monitoring on student llearning. *Educational Researcher*, 43(4), 194202.

supportive physical environment enhances focus and reduces distractions, facilitating effective learning. A conducive setting can significantly impact students' willingness to engage in literacy activities. Environmental factors, such as classroom layout and resources, play a critical role in student learning outcomes<sup>31</sup>. Assignments reinforce learning and provide opportunities for independent practice, allowing students to apply literacy skills outside of direct instruction. A wellstructured teaching module ensures coherent and effective literacy instruction, helping students build upon their skills progressively. Systematic instructional design, stating that a structured approach leads to better learning outcomes by facilitating skill acquisition and mastery. Focusing on skill mastery is crucial for developing fluent readers who can comprehend and analyze texts effectively. Continuous practice and assessment ensure that students achieve literacy proficiency. Mastery of foundational reading skills is essential for longterm academic success in literacy<sup>32</sup>. Differentiated instruction based on students' individual abilities ensures that all learners receive appropriate challenges and support, leading to improved literacy outcomes.

Using colored words in teaching materials can enhance visual engagement and help students differentiate between concepts, aiding in comprehension and retention. Color coding in educational materials supports cognitive processing and enhances memory retention in learners<sup>33</sup>. Encouraging students to analyze and combine their learning promotes critical thinking and deeper understanding of literacy concepts. Integrating technology into literacy instruction can enhance engagement and provide students with diverse learning experiences. It also prepares them for a technology driven world. Technology can enhance learning by providing interactive and individualized learning opportunities that cater to various learning styles. Hot-Seat activities encourage active participation and quick thinking, promoting engagement and deeper understanding of literacy concepts.

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<sup>31</sup> Higgins, S., Xiao, Z., & Katsipataki, M. (2012). The impact of digital technology on learning: A summary for the Education Endowment Foundation. *Education Endowment Foundation*.

<sup>32</sup> Kuhn, M. R., & Stahl, S. A. (2003). Fluency: A key link between decoding and reading comprehension. *The Reading Teacher*, 56(6), 514-520.

<sup>33</sup> Mayer, R. E. (2001). Multimedia learning. *Psychology of Learning and Motivation*, 41, 85-139.

Utilizing various types of maps aids in visual learning and helps students organize their thoughts, enhancing comprehension and retention of literacy skills. Concept mapping is an effective strategy for facilitating understanding and organization of knowledge in students. Group activities foster collaboration, allowing students to learn from each other and develop social and communication skills essential for literacy. Benefits of cooperative learning in literacy instruction, stating that group activities enhance engagement and understanding<sup>34</sup>.

Incorporating movement into literacy activities can enhance student engagement and motivation, catering to different learning styles and preferences. Integrating movement into learning promotes physical activity and cognitive engagement, leading to improved literacy outcomes<sup>35</sup>. Learning through games promotes a fun and engaging environment, facilitating literacy skill development while encouraging participation. Game based learning can enhance engagement and motivation, leading to better retention of literacy skills<sup>36</sup>. Peer tutoring fosters collaborative learning and builds a supportive classroom community, where stronger readers help those who may struggle, enhancing overall literacy skills. The effectiveness of peer tutoring in improving academic outcomes, particularly in literacy, by encouraging collaboration and mutual support<sup>37</sup>. The effectiveness of the Malay literacy teaching management module is significantly influenced by the teaching strategies employed by educators. By adopting engaging materials, appropriate delivery methods, and interactive learning activities, teachers can create a dynamic literacy environment that fosters student engagement, comprehension, and success. Educational research underscores the importance of thoughtful, varied strategies in promoting literacy development, thereby enhancing students' overall learning experience.

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<sup>34</sup> Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Psychologist*, 44(2), 45.

<sup>35</sup> Hernandez, T., et al. (2018). The impact of movement on learning in elementary school classrooms: A review of the literature. *The Journal of Educational Research*, 111(1), 112.

<sup>36</sup> Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy*. Computers in Human Behavior.

<sup>37</sup> Topping, K. J. (2005). Trends in peer learning. *Educational Psychology*, 25(6), 631-645.

### ***F) Assessment Requirements***

Assessment is a fundamental aspect of education, particularly in the context of literacy teaching management modules. It serves as a means to evaluate student progress, inform instructional strategies, and enhance overall learning outcomes. Below, we elaborate on the importance of various assessment requirements relevant to a Malay literacy teaching management module, supported by references from educational journals. Inefficient screening assessments can consume valuable instructional time without yielding beneficial insights. Assessments that are too lengthy or poorly designed can lead to delays in addressing students' learning needs. Ineffective screening methods may fail to provide actionable data, leading to wasted resources and time in the classroom<sup>38</sup>. This emphasizes the need for streamlined, focused assessments that identify literacy needs quickly. Regular communication between teachers and parents regarding student achievements fosters a partnership that enhances student learning and motivation. Parents who are informed about their child's progress can better support their literacy development at home. A meta analysis highlights that effective parentteacher communication positively influences student performance. It shows that parental involvement, stimulated by teachers' outreach, contributes significantly to literacy outcomes. Assessments must align with each student's individual learning level to accurately reflect their literacy skills and provide relevant feedback<sup>39</sup>. Tailoring assessments ensures that students are adequately challenged and can demonstrate their understanding. Differentiated assessments as crucial for recognizing the diverse abilities within a classroom<sup>40</sup>.

By matching assessments to student readiness, teachers can provide more meaningful insights into literacy progress. Incorporating rewards into the assessment process can motivate students and reinforce positive behaviors and

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<sup>38</sup> GinsburgBlock, M. D., Rohrbeck, C. A., & Fantuzzo, J. W. (2006). A metaanalytic review of social skills interventions for children with attentiondeficit/hyperactivity disorder. *School Psychology Quarterly*, 21(1), 125134.

<sup>39</sup> Epstein, J. L., & Sheldon, S. B. (2002). Presenting the Framework for 21st Century School Partnerships. *Journal of Educational and Psychological Consultation*, 13(1), 3159.

<sup>40</sup> Tomlinson, C. A. (2014). *The Differentiated Classroom: Responding to the Needs of All Learners*. ASCD.

achievements. Acknowledging successes fosters a positive learning environment that encourages continuous effort. The role of rewards in education, noting that they can enhance intrinsic motivation when applied thoughtfully<sup>41</sup>. This indicates that evaluations linked with rewards can significantly impact student engagement in literacy activities. Utilizing games as an assessment strategy provides an engaging and interactive way for students to showcase their literacy skills. Gamebased assessments reduce anxiety and promote active participation. Regular evaluations during training sessions are essential for monitoring student progress and identifying areas requiring additional support. This ongoing assessment ensures that instruction is tailored to meet students' literacy needs effectively. Significance of formative assessment, asserting that continuous evaluation helps educators adapt teaching methods to align with student learning and understanding. This is particularly crucial in literacy education, where ongoing feedback can facilitate skill development. Assessment requirements play a vital role in the effectiveness of the Malay literacy teaching management module. By implementing efficient screening methods, enhancing parent teacher communication, aligning assessments with student abilities, and incorporating engaging evaluation strategies, educators can significantly improve literacy outcomes. Research underscores the necessity of thoughtful assessment practices that inform instruction and promote student engagement.

## CONCLUSION

This study establishes the necessity of developing a Malay literacy teaching management module tailored to the specific needs and perspectives of teachers. The findings underscore the critical role of early Malay literacy in shaping students' academic and cognitive progress, especially given its status as the medium of instruction in most schools in Malaysia. Despite national interventions such as the LINUS program, challenges in early literacy education persist, particularly in

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<sup>41</sup> Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A metaanalytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627.

underprivileged and rural contexts. This highlights the urgency for a systematic and adaptable teaching module that addresses the multifaceted challenges teachers encounter in managing literacy instruction effectively. The research identifies six key themes as foundational to the proposed module: learning content, classroom management, students' learning abilities, module criteria, teaching strategies, and assessment needs. These dimensions collectively reflect the practical and strategic requirements of teachers, emphasizing the need for structured resources that are aligned with curriculum standards yet adaptable to diverse classroom contexts. By integrating teacher input, the proposed module promises to empower educators with tools that enhance teaching efficiency and foster positive learning outcomes. The findings have significant implications for educational stakeholders, offering a roadmap for addressing literacy gaps and supporting equitable access to quality education. The proposed module has the potential to bridge existing disparities in literacy education, particularly for students in underserved regions, and contribute to achieving Malaysia's educational goals.

Moreover, the research offers a valuable contribution to the discourse on early literacy, demonstrating the importance of teacher-driven approaches in educational resource development. In conclusion, this study highlights the importance of empowering teachers with evidence-based, practical tools to address literacy challenges effectively. By prioritizing the needs of educators and students, Malaysia can enhance the quality of its education system, foster greater equity in learning outcomes, and equip future generations with the foundational skills necessary for lifelong success. This study has several limitations that should be acknowledged. First, the research is confined to a specific region and focuses on Malay literacy, which may restrict its applicability to other cultural or linguistic settings. Besides that, the study relies on self-reported data from teachers, which may introduce subjective biases or personal interpretations. Lastly, the study was conducted within a limited timeframe, which might have constrained the depth of data collection and analysis. To build on the findings of this study, several suggestions for future research are proposed. First, future studies could involve a larger and more diverse group of teachers from various regions or educational

contexts to validate and generalize the results. Second, exploring the impact of the developed module on student literacy outcomes could provide a more comprehensive understanding of its effectiveness. Third, longitudinal research could be conducted to assess the long-term impact and sustainability of the module. Fourth, including the perspectives of school administrators or policymakers in future research could reveal additional factors influencing the implementation of literacy teaching management modules. This research not only provides a blueprint for improving Malay literacy instruction but also underscores the broader impact of strategic and teacher-informed interventions in shaping educational excellence.

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