

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of Pikebm as A Compulsory Additional Element in Co-Curricular Activities in Klang District



Nor Zahid Musa¹, Zamri Mahamod², Chia Lee Shan³, Siti Raudhatul Jannah Iskandar Miza⁴

^{1,2,3,4} Faculty of Education, National University of Malaysia, Bangi, Selangor

ABSTRACT: Speaking skills are an important component in the development of students' language and communication skills at school. The Interactive Malay Language Skills Program (PIKeBM) has been introduced as a mandatory insert during co-curricular activities to strengthen speaking skills among students. This study aims to identify and explore the level of readiness that covers the knowledge, skills, and attitudes of Malay language teachers of Chinese National Type Schools (SJKC) in the Klang district, Selangor, towards the implementation of PIKeBM. The data collection of this study was done by the questionnaire, which included 30 SJKC Malay teacher as a respondent. Data was analyzed by Statistical Package for Social Science (SPSS) version 29.0 Descriptive analysis presented demographic findings as well as knowledge, skills and attitude variables using frequency (n), percent (%), mean and standard deviation. The inferential analysis used is an independent sample t-test to study the differences between the study variables. The study's findings indicate that SJKC Malay Language teachers have a high level of knowledge and are positive about PIKeBM implementation. The level of skill required for PIKeBM implementation is moderate. Therefore, the Malay language teachers at SJKC are seen to have equipped themselves with knowledge of the implementation of PIKeBM, which started to be implemented around March 2021. Nevertheless, the strengthening of skills for teachers in implementing PikeBM needs to be implemented to ensure that teachers are sufficiently prepared to implement PikeBM as a compulsory additional element in co-curricular activities at all levels of schooling. The researcher also hopes that studies from various perspectives related to PIKeBM will also be conducted since studies related to PIKeBM are still limited.

KEYWORDS: PIKeBM, Malay language speaking skills, teacher knowledge level, teacher attitude, teacher skills

I. INTRODUCTION

In response to the significant recognition and value placed on proficiency in the Malay language at the school level, the Malaysia Ministry of Education (MOE) has implemented a strategy known as the second shift in the Education Development Plan in Malaysia 2013–2025 (MOE, 2013). The Malay Language Laboratory has outlined the nine initiatives outlined in the Strategic Plan for Enhancing the Malay Language, with the goal of improving Malay language learning and proficiency across all levels of education. The Interactive Program Malay Language Skills (PIKeBM) has been implemented at all levels of schooling in Malaysia, in accordance with the fifth target of the Malay Language Education Roadmap 2016-2025. This objective aims to enhance the Malay language through the integration of co-curricular activities. PIKeBM, initially introduced in 2021 via a circular letter, is a compulsory program integrated into co-curricular activities that specifically targets the enhancement of students oral communication and public speaking abilities. During each co-curricular meeting, PIKeBM strives to enhance students' proficiency in Malay speaking for a duration of 10 minutes. During co-curricular meetings, students are intended to enhance their proficiency in Malay oral abilities in a relaxed environment through enjoyable oral exercises.

The detected weaknesses in students' proficiency in speaking skills necessitate the correct and thorough implementation of the PIKeBM program. Noor Marina and Nor Azwahanum (2023) discovered that primary school kids in the urban area have limited proficiency in the acquisition of Malay speaking abilities. Nora'azian and Fadzilah (2018) also asserted that pupils in SJK refrain from using the Malay language in their routine school activities. Given the declining proficiency in oral communication, it is crucial to wholeheartedly adopt the PIKeBM approach. It is essential for every teacher, regardless of their level of schooling, to have a thorough understanding and be prepared to implement the activities outlined in the PIKeBM module during co-curricular

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

activities, allocating 10 minutes for this purpose. An examination of teacher preparedness in terms of knowledge, abilities, and attitudes towards PIKeBM is necessary in order to assess the importance of teachers mastering this subject. According to Nasiyatun Ummah et al. (2023), teachers are responsible for developing the curriculum and their attitude plays a crucial role in enhancing their students' learning skills. The researcher's objective is to study the level of readiness among Malay language teachers at SJKC in terms of their knowledge, skill in managing PIKeBM, and attitudes towards this program.

2.0 LITERATURE REVIEW

The Interactive Malay Language Skills Program (PIKeBM) is a curriculum designed to help students become more proficient speakers of Malay through integration into co-curricular activities at all educational levels in Malaysia. Various studies on teachers' readiness for programs organized by the Malaysia Ministry of Education (MOE) have been conducted to see the extent of teachers' readiness for implementing these programs in schools. Nasiyatun Ummah et al. (2023) stated that teachers in a secondary school have a level of readiness and high knowledge of implementing PIKeBM at school. Ahmad Affiq et al. (2023) also found that there is a significant relationship between the level of knowledge and understanding and the readiness of Malay language teachers to carry out teaching studies in schools. Norazizah and Khairul Farhah (2022) stated that there is a significant relationship between the level of knowledge and the level of teacher readiness for the use of play-while-learning methods for students with special learning needs. Roslinda and Zamri (2020) demonstrate in their study that teachers are also ready and understand how to implement PKJR in the classroom through MOE provided modules. Raman, Muhammad Zuhair, and Fadzilah (2023) also prove that Malay language teachers are ready to change the teaching and learning (PdP) of the Malay Language when the teachers in their study show a high level of readiness in teaching Malay language essay writing online during Teaching and Learning at Home (PdPR). Likewise, the findings of Fadilla and Zamri Mahamod (2019), who stated that BM teachers have a high readiness for implementing the I-think Map in the teaching and learning of the Malay language. Nur Shahirah and Zamri (2021) stated in their research findings that BM teachers have a high level of readiness and knowledge in applying Higher Level Thinking Skills (HOTS) in the Teaching and Learning Component of Malay Literature (KOMSAS). The findings from the study above show that Malay language teachers indeed have a high level of readiness for all programs organized related to the Malay language.

However, there are several studies that show that teachers are less prepared for Malay language programs or academic improvement programs organized by the MOE. Joshua (2020) stated that Malay language teachers in Sarawak are still not ready to include Civic Education in the teaching of Malay language. Lack of training and lack of understanding of the examples provided cause teachers to be less prepared to include civic education in the teaching of Malay. Farah Aziana and Fadzilah (2018) also found that Malay teachers have a moderate willingness to apply HOTS in PdP Bahasa Melayu. This is said to be so because Malay teachers are more comfortable teaching in a teacher-centered way than a student-centered strategy.

The skills of Malay language teachers in implementing Malay language programs are often a yardstick for the effectiveness of a program. Ngo (2020) found that SJKC teachers in Batu Pahat have high skills in implementing the PKJR program in schools. So are the findings of the study by Pung and Wan Muna (2023), which states that Malay language teachers have very high skills in implementing School Based Assessment (SBA), which is known as (Classroom-Based Assessment) PBD nowadays, even though it has just been applied in teaching and learning effectively. Nur Sabrina et al. (2024) also showed that Malay language teachers have high skills in PBD and are always sensitive to changes in PBD. These studies prove that Malay language teachers constantly equip themselves with skills and changes related to all Malay language programs. Nevertheless, the study also shows that Malay language teachers have medium and low skills in some Malay language programs. Azni et al. (2021) state that Malay language teachers have a high level of readiness but have moderate skills in inserting Civic Education in the Malay language subject. Mohd Sahandri et al. (2018) found in a study that the level of knowledge and skills of Malay language teachers towards the Dignify Malay Language (MBM) programs is not yet at a proud level.

According to research on past studies, the researcher found that studies that focus on the implementation of PIKeBM in schools are very limited. Studies on teacher readiness involving aspects of knowledge, skills, and attitudes related to Malay language programs have been conducted by past researchers, but studies related to teacher readiness to implement PIKeBM are limited. In relation to that, it is rationally necessary for the level of knowledge of teachers related to this program to be carried out since PIKeBM is a program that must be included in co-curricular activities at all levels of schooling in Malaysia

Problem Statement

PikeBM has just been launched around March 2021 through the Special Circular Letter (SPI) 2021, and modules related to PIKeBM have been disseminated to assist teachers in implementing PIKeBM in the right way. However, due to some observations, the implementation of PIKeBM is less carried out due to students and teachers being more inclined to the implementation of co-curricular activities, even though this PIKeBM must be carried out even if it is only for 10 minutes.

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

Recent studies on mastery of speaking skills show that students in primary schools, including national primary schools, are still at a moderate level. Noor Marina and Nor Azwahanum (2023) found that primary school students in the city are still weak at speaking Malay. Primary school students in the city tend to speak in English, and one of the reasons for this is the lack of implementation of programs that help improve students speaking skills at school. Durgadevi, Mardian Shah, and Nurul Haniza (2022) also proved that Indian students at Indian National-Type Primary School (SJKT) are still weak in speaking Malay, even though various programs have been implemented for them.

A study on the level of teacher readiness for the implementation of PikeBM among secondary school teachers was carried out by Nasiyatun Ummah et al. (2023). This study is one of the initial benchmarks for studies related to PIKeBM because no study on PIKeBM has yet been carried out. The findings of this study show that the level of readiness of secondary school teachers in a school is at a high level and is closely related to the level of knowledge, skills, and attitude of teachers towards the implementation of PikeBM itself. Through research and highlights carried out, there is only one study on PikeBM that has been carried out. This shows the lack of studies related to PIKeBM to determine the readiness and effectiveness of PIKeBM conducted in all schools. Based on observations, there are still teachers in Chinese National Type Schools (SJKC) who do not know about the implementation of PIKeBM as an insertion during co-curricular activities, even though the Malaysia Ministry of Education has spread this program in various ways.

Many research findings show that Malay teachers have a high level of proficiency in Malay language programs. However, there are studies that show that Malay teachers have medium and low skills in some Malay language programs. According to Azni et al. (2021), Malay language teachers have a high level of readiness but have moderate skills in incorporating civic education into the Malay language subject. According to Mohd Sahandri et al. (2018) study, Malay language teachers' knowledge and skills towards the Dignify Malay Language (MBM) programs are not yet at a high level.

Next, the effectiveness of a program is related to the attitude of the teacher as an implementer towards the program. A study conducted by Tay (2003), who saw the attitude and problems of Malay language teachers in national primary schools, shows that the majority of teachers agree that they still need courses in the field of language pedagogy. Next is a study on Malay teachers attitudes toward classroom assessment implementation (Kausalya & Faridah Mydin, 2022). The study's findings indicate that teachers possess a favourable disposition towards the execution of classroom evaluation. While there is a significant amount of research on teachers' attitudes regarding the implementation of a program established by the ministry, there is a scarcity of studies specifically examining the attitudes of Malay language teachers towards PIKeBM.

Based on the problems outlined above, there is a need to conduct a study to determine the readiness of Malay language teachers at SJKC to implement PIKeBM. The objective of this study is to 1) Identify the level of knowledge of Malay language SJKC teachers in Selangor regarding the implementation of PIKeBM as a mandatory insert in co-curricular activities; 2) Explore the skill level of Malay language SJKC teachers in Selangor regarding the implementation of PIKeBM as a mandatory insert in co-curricular activities; 3) Analyse the attitude of Malay language SJKC teachers in Selangor towards the implementation of PIKeBM as a compulsory additional element in co-curricular activities; and 4) Study the difference in options and teaching experience regarding the readiness to implement PIKeBM in schools. Therefore, the following research questions are built to achieve the objectives of this study: The following is a research question:

1. Do SJKC Malay teachers have a high level of knowledge about PIKeBM implementation as a compulsory additional element in co-curricular activities?
2. Are SJKC Malay language teachers skilled in implementing PIKeBM as a compulsory additional element in co-curricular activities?
3. Do SJKC Malay teachers have a positive attitude toward implementing PIKeBM as a compulsory additional element in co-curricular activities?
4. Is there a significant difference between the teaching experience of SJKC teachers in Klang district, Selangor, and the level of knowledge, skills, and attitude towards implementing PIKeBM as a compulsory additional element in co-curricular activities?
5. Is there a significant difference between the specialization or option of SJKC teachers in Klang district, Selangor, with the level of knowledge, skills, and attitude towards the implementation of PIKeBM as a compulsory additional element in co-curricular activities?

3.0 RESEARCH METHODOLOGY

This study uses a survey method that uses descriptive analysis and analysis inference involving the process of data collection and analysis. Research data was collected using an online questionnaire instrument using the Google Form application and the WhatsApp and Telegram applications. This study is limited to SJKC Malay language teachers around the Klang district only.

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

3.1 Study Design

This study aims to identify Malay language SJKC teachers level of readiness for the implementation of the interactive Malay language skills program (PIKeBM). Accordingly, a quantitative research design was used. Quantitative research is a research approach that involves the collection and analysis of numerical data with the aim of understanding phenomena, testing hypothesis, and making predictions (Creswell, 2014). Quantitative research design is important to ensure that the data collected is valid and reliable.

3.2 Study Participant

This study was conducted in several Chinese National Type Schools (SJKC) in Klang district, Selangor. This location has been chosen based on existing experience and the observation of researchers who found that some Malay language teachers at SJKC do not know about the implementation of PIKeBM as a compulsory additional element in co-curricular activities at school. Therefore, the researcher selected several SJKCs around the Klang district, Selangor, to conduct further research related to the knowledge, skills, and attitudes of Malay language teachers towards the implementation of PIKeBM.

Purposeful sampling was used in this study. Purposeful sampling is the process of selecting appropriate respondents based on certain criteria set by the researcher. The determined respondents are also aligned with the objectives of the study. This technique is suitable for small populations with clear research purposes, allowing researchers to focus on individuals with specific characteristics relevant to the study. (Palinkas et al., 2015). For this reason, in this study, the researcher has determined the characteristics of respondents who meet the study criteria, namely Chinese National Type School teachers who teach Malay regardless of option or non-option.

This study involved 30 teachers who taught Malay language in SJKC around the Klang district in Selangor without making any specialization, whether the teacher was a Malay language option or otherwise.

3.3 Research Instruments

The researcher used a questionnaire instrument as a medium to obtain the necessary information and data from the sample. The questionnaire for this study was adapted from the study of Nasiyatun Ummah et al. (2023). A Likert-scale questionnaire was developed using the Google Form application and distributed to respondents using the WhatsApp and Telegram applications. Findings from the Google Form will be collected through the Google Sheets application before being processed and analysed using the Social Science Statistics Package (SPSS) version 29.0.

This set of questionnaires contains four parts, and all of these questionnaires must be answered by the respondents.

Table 1.0 :Sections in the Questionnaire Set (Table 1)

Division	Matter
Section A	Demographic information about respondents
Section B	Teachers knowledge of the implementation of PIKeBM
Section C	Teachers skills in the implementation of PIKeBM
Section D	Teachers attitudes towards the implementation of PIKeBM

In Sections B, C, and D, the question items are in the form of questions based on answer choices with five semantic difference scales. This scale is used to measure the profile of the object to be examined in a continuum line, with a very positive answer being in the right position (5), an uncertain being in the middle (3), and a very negative answer being in the left position (1), or vice versa (Tengku Farahnorfadhilah & Norah, 2023).

3.4 Data Analysis

The data findings from this questionnaire will be analysed using the Statistics Package for Social Sciences (SPSS) version 29.0. For descriptive analysis, mean search, frequency percentage, and standard deviation will be done, and the mean findings for each section will be matched with the Likert scale score interpretation table. The data will be presented in the form of a table explaining the mean, frequency, and frequency percentage of each item in each section.

For inferential analysis, to answer research questions and hypothesis, an independent sample t-test was selected based on variables identified from the demographic findings of the respondents. The researcher placed the gender and teaching experience variables as independent variables and the mean score for each section as a variable based on the statistical tests conducted. A significant level of $p > 0.05$ has also been set. Before the independent sample t-test is conducted, the researcher will conduct the Saphiro-Wilk test to see the normality of the data and meet the assumption of whether the t-test is normally distributed or not.

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

4.0 FINDINGS

Level of Knowledge of SJKC Malay Language Teachers Towards the Implementation of PIKeBM

Table 2: Teachers' knowledge of the PIKeBM implementation

Item	Statement	Frequency (N) and Percentage (%) of the Consent Scale:					MEAN	SD
		(1 = Strongly Disagree; 5 = Strongly Agree)						
		1	2	3	4	5		
B6	I know the features of the PIKeBM implementation.	1 (3.30%)	3 (10.00%)	9 (30.00%)	13 (43.30%)	4 (13.30%)	3.53	0.973
B7	I know the objectives and core of the PIKeBM implementation.	0 (0.00%)	2 (6.70%)	9 (30.00%)	12 (40.00%)	7 (23.30%)	3.8	0.786
B8	I know the concept of implementing PIKeBM as a compulsory additional element activity in the co-curricular	1 (3.30%)	3 (10.00%)	9 (30.00%)	10 (33.30%)	7 (23.30%)	3.63	1.137
B9	I know the activities that can be done based on the components in PIKeBM.	1 (3.30%)	3 (10.00%)	9 (30.00%)	11 (36.70%)	6 (20.00%)	3.6	1.076
B10	I know how to apply the PIKeBM module to co-curricular activities.	1 (3.30%)	4 (13.30%)	10 (33.30%)	11 (36.70%)	4 (13.30%)	3.43	1.013

Based on Table 2, which refers to the knowledge of SJKC Malay language teachers on the implementation of PIKeBM, it was found that SJKC Malay language teachers have a high knowledge of the characteristics of PIKeBM implementation (mean = 3.53, SD = 0.927). Malay language SJKC teachers also have a very high knowledge of the objectives of PIKeBM implementation (mean = 3.8, SD = 0.786) and show that Malay language teachers at SJKC are aware of the objectives of PIKeBM implementation. In terms of knowledge of the concept of PIKeBM, teachers show a high average mean (mean = 3.63, SD = 1.137), showing that teachers know the concept of the implementation of PIKeBM. Knowledge of the activities that can be done during the insertion of PIKeBM in co-curricular activities shows a high average mean (mean = 3.6, SD = 1.076) and proves that Malay language SJKC teachers know the activities that can be done when implementing PIKeBM. Activities that are disseminated widely through the PIKeBM module that is distributed to all schools may be the main contributor to teachers knowledge of these activities. Nevertheless, the teacher's knowledge of applying the PIKeBM module is still at a moderate level, even though the teacher's knowledge of the activities that can be done is high (mean = 3.43, SD = 1.013), and this construct displays the lowest mean reading compared to other constructs in the field's knowledge of the implementation of PIKeBM as a compulsory additional element in co-curricular activities.

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

The skills of SJKC Malay language teachers in implementing PIKeBM as a mandatory insert in co-curricular activities are impressive.

Table 3: Teachers skills in PIKeBM implementation

Item	Statement	Frequency (N) and Percentage (%) of the Consent Scale:					MEAN	SP
		1	2	3	4	5		
C11	I am ready to implement PIKeBM based on the PIKeBM module guide provided by KPM.	1 3.30%	3 10.00%	8 26.70%	13 43.30%	5 16.70%	3.60	1.007
C12	I always prepare in advance when planning PIKeBM activities as an insert in co-curricular activities.	0 0.00%	5 16.70%	7 23.30%	15 50.00%	3 10.00%	3.53	0.809
C13	I will ensure that the PIKeBM materials I provide are able to increase student engagement.	0 0.00%	2 6.70%	10 33.30%	13 43.30%	5 16.70%	3.70	0.7
C14	I am good at creating a fun and relaxed environment when implementing PIKeBM in co-curricular activities.	0 0.00%	5 16.70%	12 40.00%	10 33.30%	3 10.00%	3.37	0.792
C15	I am skilled in managing PIKeBM activities in co-curricular activities based on set time planning.	1 3.30%	5 16.70%	12 40.00%	9 30.00%	3 10.00%	3.27	0.961
C16	I am adept at structuring the PIKeBM implementation process in an orderly and effective manner by involving students from different perspectives.	1 3.30%	4 13.30%	10 33.30%	12 40.00%	3 10.00%	3.40	0.938

The findings in Table 3 show the level of teacher skill in implementing PIKeBM as a compulsory additional element in co-curricular activities. Overall, Malay language SJKC teachers have moderate skills in carrying out PIKeBM activities. The item of teachers willingness to implement PIKeBM is at a high mean interpretation which is (mean= 3.60, SD=1.007) showing that teachers are ready to implement PIKeBM.

Teachers are also skilled in planning activities in preparation for implementing PIKeBM during co-curricular activities with a high mean average (mean=3.53, SD=0.809) . The teacher's skill in ensuring that the PIKeBM materials provided are able to attract students interest and involvement in PIKeBM activities is very high (mean=3.70, SD=0.809). This proves that teachers have high skills in choosing materials and planning activities. Nevertheless, the skills to create a fun and relaxed environment during the

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

implementation of PIKeBM are at a moderate level with (mean=3.37,SD=0.792). The teacher's skills in managing PIKeBM activities during co-curricular meetings are also at a moderate level (mean=3.27). Although teachers have high skills in the selection of materials and activity planning, the findings show that teachers are less skilled in managing and creating a relaxed and fun learning atmosphere when the PIKeBM insertion is conducted. For the skill item of structuring the PIKeBM implementation process in an orderly and effective manner for students through that perspective different, also recorded a moderate level with an average mean (mean=3.40, SD=0.938). Overall, the skills of Malay language SJKC teachers in implementing PIKeBM are at a moderate level despite being highly skilled in planning and preparing materials for PIKeBM activities. Teachers are also still at a moderate level in structuring the implementation of PIKeBM regularly as well as optimizing student involvement from various perspectives.

SJKC Malay Language Teacher's Attitude Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-curricular Activities.

Table 4 : Teachers attitude towards PIKeBM implementation

Item	Statement	Frequency (N) and Percentage (%) of the Consent Scale:						
		(1 = Strongly Disagree; 5 = Strongly Agree)					MEA	SP
		1	2	3	4	5		
D17	I believe that implementing PIKeBM can improve students' mastery of the Malay language.	1 3.30%	1 3.30%	8 26.70%	13 43.30%	7 23.30%	3.80	0.924
D18	I believe that PIKeBM's implementation can create an atmosphere or environment that encourages student involvement.	0 0.00%	3 10.00%	9 30.00%	11 36.70%	7 23.30%	3.73	0.892
D19	I believe that PIKeBM's implementation can create an atmosphere or environment that encourages student involvement.	1 3.30%	2 6.70%	9 30.00%	13 43.30%	5 16.70%	3.63	0.930
D20	I am confident that the implementation of PIKeBM will increase students' chances of mastering the Malay language orally.	1 3.30%	2 6.70%	8 26.70%	13 43.30%	6 20.00%	3.70	0.976
D21	I am positive about the implementation of PIKeBM as a compulsory additional element activity in the co-curriculum.	1 3.30%	2 6.70%	8 26.70%	12 40.00%	7 23.30%	3.73	1.030

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

Table 4 displays the analysis's findings for the construct of teachers' attitudes towards the implementation of PIKeBM. Overall, the average mean for the attitude construct is high (mean = 3.72, SD = 0.93), and it overall shows that teachers have a positive attitude towards the implementation of PIKeBM as a compulsory additional element in co-curricular activities. Findings for the item of teachers' trust in the implementation of PIKeBM being able to increase students level of Malay language proficiency are very high (mean = 3.80, SD = 0.924). Next, teachers believe that the implementation of PIKeBM is able to create an atmosphere that encourages student involvement is also high, with an average mean (mean = 3.73, SD = 0.892). These findings prove that teachers believe that PIKeBM is capable of improving the mastery of Malay speaking skills while also believing that PIKeBM can create a diverse learning environment and involve students. The item of confidence in the implementation of PIKeBM is also at a high level, with both items recording mean averages (3.63, SD=0.930) and (mean=3.70, SD=0.976). Both mean averages show teachers' confidence in the implementation of PIKeBM, which can increase students opportunities to master the Malay language and change students attitudes towards the Malay language learning process. The positive attitude of teachers towards the implementation of PIKeBM also shows a very high average mean, which is (mean = 3.73, SD = 1.30), and shows that Malay language SJKC teachers have a very positive attitude towards the implementation of PIKeBM as a compulsory additional element in co-curricular activities.

Significant Differences between Years of Teaching Experience and Levels of Knowledge, Skills, and Attitudes Towards PIKeBM Implementation

The independent sample t-test was conducted by placing two categories of teaching years of experience (less than 10 years and more than 10 years) as independent variables and the mean score of knowledge, skills, and attitude categories as dependent variables. The Saphiro-Wilk test was conducted and found that the data was normally distributed and there was a homogeneity of the variance of the Levene Test results, thus indicating that a t-test could be conducted.

Table 5 : Distribution of Mean and Significant Value (t-Test) for Significant Differences between Teaching Experience and Knowledge of PIKeBM Implementation

Teaching Experience	N	Mean	df	t	Sig (2-tailed)	value
Less than 10 years	10	3.36	28	-0.097	0.327	
Over 10 years	20	3.72				

The independent sample t-test was conducted by placing two categories of teaching years of experience (less than 10 years and more than 10 years) as independent variables and the mean score of knowledge, skills, and attitude categories as dependent variables. The Saphiro -Wilk test was conducted and found that the data was normally distributed and there was a homogeneity of the variance of the Levene Test results, thus indicating that a t-test could be conducted. The results of the t-test analysis obtained found that there was no significant difference between teaching experience and knowledge of the implementation of PIKeBM in co-curricular activities. Values ($t=-0.097$, $p>0.05$ (0.327)) show that the analysis fails to reject the null hypothesis that there is no significant difference between experiences teaching Malay language SJKC teachers in Klang district, Selangor, with a level of knowledge about implementation of PIKeBM.

Table 6 : Distribution of Mean and Significant Value (t-Test) for Significant Differences between Teaching Experience and Skills in PIKeBM Implementation

Teaching Experience	N	Mean	df	t	Sig (2-tailed)	value
Less than 10 years	10	3.143	28	-1.347	0.189	
Over 10 years	20	3.6				

The results of the second t-test to detect the difference between teaching experience and skill level found that there was no significant difference between teaching experience and teacher skill level regarding the implementation of PIKeBM in co-curricular activities. Value ($t=-1.347$, $p>0.05$ (0.189)), a significant value exceeding the alpha value of 0.05, shows that the analysis failed to reject the null hypothesis that there is no significant difference between the experience of teaching Malay language in SJKC in the Klang district, Selangor, and the level of skill towards the implementation of PIKeBM.

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

Table 7 : Distribution of Mean and Significant Value (t-Test) for Significant Differences between Teaching Experience and Attitude towards PIKeBM Implementation

Teaching Experience	N	Mean	df	t	Sig (2-tailed)	value
Less than 10 years	10	3.56	28	-0.658	0.516	
Over 10 years	20	3.8				

The third t-test was conducted to identify the difference between teaching experience and attitude towards the implementation of PIKeBM. The analysis results showed that there was no significant difference between teaching experience and teacher skills regarding the implementation of PIKeBM in co-curricular activities. The value ($t = -0.658$, $p > 0.05$ (0.516)), the significant value, exceeds the alpha value of 0.05 and shows that the analysis failed to reject the null hypothesis that there is no significant difference between experiences teaching SJKC Malay in Klang district, Selangor, and the teacher's attitude towards implementation of PIKeBM.

In conclusion, there is no significant difference between teaching experience and the level of knowledge, skills, and attitude of Malay language SJKC teachers towards the implementation of PIKeBM as a compulsory additional element in co-curricular activities.

Significant Differences Between Option Specialization and Level of Knowledge, Skills, and Attitudes Towards PIKeBM Implementation.

The independent sample t-test was conducted by placing two specialization categories (Malay Language Option and Non-Malay Language Option) as independent variables and the mean score of the knowledge, skills, and attitude categories as dependent variables.

Table 8: Distribution of Mean and Significant Value (t-Test) for Significant Differences between Teacher Specialization and the Level of Knowledge of PIKeBM Implementation

Teacher Specialization	N	Mean	Df	t	Sig (2-tailed)	value
Malay Language option	13	3.97	28	1.992	0.056	
Not a Malay Language Option	17	3.32				

The first t-test was conducted to detect a significant difference between the teacher's specialization and the level of knowledge on the implementation of PIKeBM. The analysis results showed that there was no significant difference between teacher specialization and teacher knowledge on the implementation of PIKeBM in co-curricular activities. Value ($t = -1.992$, $p > 0.05$ (0.056)), significant value exceeds value alpha that is 0.05 and shows that the analysis failed to reject the null hypothesis that there is no significant difference between the specialization of SJKC Malay language teachers in the Klang district, Selangor and the level of teacher's knowledge of the implementation of PIKeBM.

Table 9 : Distribution of Mean and Significant Value (t-Test) for Significant Differences between Teacher Specialization and skill level on PIKeBM Implementation

Teacher Specialization	N	Min	df	t	Sig value (2-tailed)
Malay Language option	13	3.77	28	1.8	0.083
Not a Malay Language option	17	3.2			

The second t-test was conducted to detect a significant difference between the teacher's specialization and the level of skill on the implementation of PIKeBM. The results of the analysis found that there was no significant difference between the teacher specialization and the teacher's skill level regarding the implementation of PIKeBM in co-curricular activities. Value ($t = -1.800$, $p > 0.05$ (0.056)), the significant value exceeds the alpha value of 0.05 and shows that the analysis failed to reject null hypothesis that there is no significant difference between the specialization of SJKC Malay language teachers in the Klang district, Selangor and teachers skills of the implementation of PIKeBM.

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

Table 10 : Distribution of Mean and Significant Value (t-Test) for Significant Differences between Teacher Specialization and Teachers Attitudes towards PIKeBM Implementation

Teacher Specialization	N	Mean	df	t	Sig value (2-tailed)
Malay Language option	13	4.03	28	1.641	0.112
Not a Malay Language Option	17	3.48			

Next, the third t-test was conducted to detect significant differences between teacher specialization and attitude in implementing PIKeBM. The results of the analysis found that there was no significant difference between teacher specialization and teacher skill level regarding the implementation of PIKeBM in co-curricular activities. Value ($t=-1.641$, $p>0.05$ (0.112)), the significant value exceeds the alpha value of 0.05 and shows that the analysis failed to reject the null hypothesis that there is no significant difference between the specialization of SJKC Malay language teachers in the Klang district, Selangor and the attitude of teachers towards the implementation of PIKeBM.

As a conclusion, from the results of the independent sample t-test, it shows that teacher specialization and teacher experience do not show a significant difference between the level of knowledge, skills and attitudes of teachers towards the implementation of PIKeBM as a compulsory additional element in co-curricular activities at SJKC around the Klang district, Selangor

5.0 DISCUSSION

SJKC Malay Language Teachers's Knowledge of PIKeBM Implementation

The analysis and study findings show that Malay language teachers in SJKC around the Klang district, Selangor, have a high level of knowledge about the implementation of PIKeBM. This knowledge includes aspects of knowledge of implementation characteristics, objective and core knowledge, knowledge of implementation concepts, and knowledge of activities that can be done in PIKeBM. The high level of knowledge shows that teachers are fully prepared to implement PIKeBM. Findings also show that teachers are sensitive to the implementation of Malaysia Ministry of Education (MOE) programs in strengthening the Malay language among students in line with the wishes of the Malay Language Education Roadmap 2016-2025 in the fifth strategy, which is to strengthen the Malay language through co-curricular activities. The preparation and dissemination of PIKeBM modules have a positive impact on teachers knowledge of implementing PIKeBM. This finding also rejects the statement of Mohd Sahandri et al. (2018), who stated that Malay teachers lack exposure to implementing programs to Dignify the Malay Language (MBM).

In summary, the modules that have been prepared by the Ministry of Education through the website and school distribution have been utilized to the best advantage by SJKC teachers around the Klang district. Modules containing various examples of activities to guide and assist teachers in the implementation of PIKeBM have been used by teachers to strengthen teachers' knowledge in the implementation of PIKeBM. In addition, the findings also prove that SJKC's Malay teachers in the Klang district take note of every program organized by the Ministry of Education (MOE) to dignify the Malay language. Relying on high-knowledge, comprehensive implementation of PIKeBM will definitely make this program able to achieve its objectives and implementation goals.

SJKC Malay Language Teachers's Skills Towards the Implementation of PIKeBM

In order to ensure that PIKeBM achieves its goals in implementation, the level of skill among teachers when handling PIKeBM is also explored. The results of the study analysis show that Malay language SJKC teachers still have a moderate level of skill when implementing PIKeBM, even though, in the initial findings, teachers have a high knowledge of PIKeBM. Siti Hauzimah (2019) stated that teachers need a high level of skill to create an effective learning and teaching environment for students. Findings show that Malay language SJKC teachers in the Klang district have doubts about handling PIKeBM activities, creating a fun and relaxed environment during the implementation of PIKeBM, and experiencing some uncertainty in structuring the PIKeBM implementation process in an orderly and effective manner.

As a summary of the results of this finding, interested parties such as Regional Education Office (PPD), State Department of Education (JPN), and Malaysia Ministry of Education (MOE) need to always hold upgrading and restoration programs to train teachers to be skilled in managing PIKeBM. Sharing best practices from fellow teachers can also be done to strengthen the implementation of PIKeBM as a compulsory additional element in co-curricular activities. PPD officers and School Improvement Specialist Coach (SISC+) can also implement a collaborative approach between teachers and PPD as a joint effort to ensure that PIKeBM is implemented correctly and has a positive impact on students. Sharing videos showing how to implement PIKeBM activities can also improve teachers' management skills.

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

Attitude of SJKC Malay Language Teachers Towards the Implementation of PIKeBM

Teachers attitudes toward implementing PIKeBM are also important in measuring its effectiveness. Findings from this study found that SJKC Malay teachers have a positive attitude towards the implementation of PIKeBM. This finding supports the study conducted by Ashma and Wan Muna (2023), which shows that Malay teachers are always ready for any changes that occur in education. Although the skill level is at a moderate level, Malay language SJKC teachers still have high confidence in implementing PIKeBM. Nasiyatun Ummah et al. (2023) also stated that attitude not only highlights the teacher's willingness to do something; however, attitude is also able to form high motivation for doing activities with students.

For a conclusion, the attitude of Malay language SJKC teachers towards this implementation shows that teachers are enthusiastic about ensuring that this PIKeBM can be implemented in schools in the right way. Findings also show that teachers make a serious effort to ensure that SJKC students' mastery of Malay speaking skills improves. PIKeBM said to be able to attract the interest of non-native speaker students to speak Malay in a different learning environment, coupled with the teacher's positive and confident attitude towards its implementation. Therefore, with a positive attitude towards PIKeBM, the students' speaking proficiency at SJKC will definitely improve and expand.

Differences in Teaching Experience and PIKeBM Implementation

According to Akerson et al. (2000), teachers who have served more than five years are experienced teachers, whereas teachers who have served less than five years are less experienced teachers. However, in this study, there was no significant difference between the teacher's experience and the level of knowledge, skills, and attitude towards the implementation of PIKeBM. This demonstrates that all levels of teachers are equally prepared to implement PIKeBM during co-curricular activities. This finding is also supported by the findings of this study, supported by the Ngo study (2020), which explains that teaching experience does not affect the attitude and skills of teachers in implementing PKJR. Similarly, a study conducted by Nur Sabrina et al. (2024) stated that there is no significant difference between the level of knowledge of Malay language teachers when implementing PBD and the teaching experience of a teacher.

Overall, this finding shows that the teaching experience factor does not affect the level of readiness of a teacher in implementing a new program. This study also found that PIKeBM can be accepted and implemented by all teachers regardless of the period of teaching experience. Novice teachers and experienced teachers are advised to work together and exchange opinions and experiences to make PIKeBM more impactful among students. The experience of teachers who have taught for more than 10 years combined with the latest knowledge from novice teachers will definitely create an atmosphere of teaching and implementation that has a high impact on PIKeBM. All teachers without following the specialization of their respective fields and achieving the implementation of PIKeBM's own wishes, which is that all teachers need to implement it at all levels of schooling.

CONCLUSION

Overall, this study has found that SJKC Malay Language teachers have a high level of knowledge and are positive towards the implementation of PIKeBM as one of the compulsory 10-minute insertion programs in co-curricular activities at all levels of schooling. The findings from this study are also in line with the wishes of the Malaysian Ministry of Education through the fifth strategy of the Malay Language Education Roadmap 2016-2025 to strengthen the Malay language through co-curricular activities. The high level of knowledge and positive attitude towards PIKeBM is also symbolic of the acceptance from the teachers of the programs to dignify the Malay language organized by the Ministry of Education.

However, the teacher's skill level, which is still moderate in implementing PIKeBM, should not be taken for granted considering that failure to manage PIKeBM activities well may make PIKeBM activities have less impact on the mastery of speaking Malay among students. Therefore, programs for improvement, restoration, and sharing of best practices can be implemented regularly so that this program continues to be implemented in schools. In addition, studies involving the effectiveness, challenges, and issues of implementing PIKeBM can be conducted to see and explore the extent to which this program leaves an impact on students' mastery of speaking skills in Malay at school. Therefore, it is hoped that with this study, several more studies related to PIKeBM will be published to help stakeholders such as the Malay Language Laboratory, KPM, and other parties evaluate PIKeBM from various perspectives and points of view.

REFERENCES

- 1) Ahmad, A. M. Y., Fatin, N. F. R., Mohd, S. A. A., & Nur, I. Z. (2023). Kesediaan guru Bahasa Melayu di Sekolah Jenis Kebangsaan Cina dalam melaksanakan kajian pengajaran. *Jurnal Pendidikan Bahasa Melayu*, 13(1), 25-37.
- 2) Akerson, V. L., Blick, L. B., & Lederman, N. G. (2000). The influence of primary children's idea in science on teaching practice. *Journal of Research in Science Teaching*, 37(4), 363-383.
- 3) Ashma, S., & Wan, M. R. W. M. (2023). Pemansuhan UPSR: Kesediaan guru bahasa Melayu tahun enam dalam melaksanakan pentaksiran bilik darjah. *Jurnal Dunia Pendidikan*, 5(1), 181-191.

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

- 4) Azni, Y. K., Che, A. A. Z., & Vishalache, B. (2021). Adakah kita sudah sedia? Analisis pengetahuan guru pendidikan sivik di Malaysia. *Sains Insani*, 6, 10.33102/sainsinsani.vol6no2.284.
- 5) Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.). SAGE Publications.
- 6) Durgadevi, K., Mardian, S. O., & Nurul, H. S. (2022). Kemahiran bertutur dalam kalangan murid Sekolah Jenis Kebangsaan Tamil di Daerah Seremban. *Jurnal Pendidikan Bahasa Melayu*, 12(2), 154-160.
- 7) Fadilla, A. L., & Zamri, M. (2019). Tahap pengetahuan, kesediaan, dan sikap guru Bahasa Melayu sekolah rendah dalam melaksanakan pengajaran dan pembelajaran peta pemikiran I-Think. *Jurnal Pendidikan Malaysia (Malaysian Journal of Education)*, 44(1), 37-44.
- 8) Farah, A. A. A., & Fadzilah, A. R. (2018). Sorotan kajian kesediaan dan keperluan guru Bahasa Melayu dalam pelaksanaan kemahiran berfikir aras tinggi (KBAT) di bilik darjah. *Pendeta Journal of Malay Language Education and Literature*.
- 9) Hamzah, M. S. G., Abdullah, M. Y., Hussin, A. R., Abdullah, S. K., Teck, W. K., & Ismail, S. (2018). Analisis pelaksanaan program memartabatkan bahasa Malaysia (MBM) sekolah rendah dan menengah di Malaysia. *Journal of Kesidang*, 3, 40-61.
- 10) Joshua, C. A. (2020). Kesediaan guru sekolah rendah menyepadukan pendidikan sivik dalam mata pelajaran.
- 11) Kausalya, G. P., & Faridah, M. K. (2022). Sikap guru Bahasa Melayu dalam pelaksanaan pentaksiranbilikdarjah. *Malaysian Journal of Social Sciences and Humanities*, 7(5), 1-18.
- 12) Kementerian Pendidikan Malaysia. (2017). *Pelan hala tuju pendidikan bahasa Melayu 2016-2025*. Putrajaya.
- 13) Kementerian Pendidikan Malaysia. (2018). *Program Interaktif Kemahiran Bahasa Melayu (PIKeBM) Sekolah Rendah*. Putrajaya.
- 14) Mohamed, F. M. S., Syed, K. S. A., Shahrir, J., & Mohd, F. M. B. (2021). Tahap penaaakulan pedagogi guru pendidikan jasmani sekolah menengah dari aspek kefahaman dan transformasi: Satu kajian di daerah Klang, Selangor. *Jurnal Kurikulum & Pengajaran Asia Pasifik*, 9(1).
- 15) Nasiyatun, U. N., Nurul, H. S., Mardian, S. O., & Nur, A. M. B. (2023). Tahap Kesediaan Guru Terhadap Pelaksanaan Pikebm dalam Aktiviti Kokurikulum. *Jurnal Dunia Pendidikan*, 5(4), 100-111.
- 16) Ngo, J. S. (2020). Perbezaan Jantina dan Pengalaman Mengajar Guru Bahasa Melayu Sekolah Jenis Kebangsaan Cina Terhadap Pengajaran Pendidikan Keselamatan Jalan Raya. *Jurnal Pendidikan Bahasa Melayu*, 10(2), 82-92.
- 17) Nora'Azian, N. (2020). Penguasaan Kemahiran Membaca dan Menulis Bahasa Melayu Dalam Kalangan Murid bukan Penutur Natif di Sekolah Jenis Kebangsaan (SJK). *Issues in Language Studies*, 9.
- 18) Noazizah, M. N., & Khairul, F. K. (2022). Tahap Kesediaan Guru Terhadap Penggunaan Kaedah Bermain sambil Belajar bagi Murid Berkeperluan Khas Pembelajaran. *Malaysian Journal of Social Sciences and Humanities*, 7(1), 132-144. <https://doi.org/10.47405/mjssh.v7i1.1246>
- 19) Noor, M. Y., & Nor, A. N. S. (2023). Penguasaan Kemahiran Bertutur Murid Sekolah Rendah di Bandar. *Jurnal Dunia Pendidikan*, 5(1), 265-278.
- 20) Nur, S. M. I., & Zamri, M. (2021). Tahap Pengetahuan, Sikap, dan Masalah Guru Bahasa Melayu Terhadap Penerapan Kemahiran Berfikir Aras Tinggi dalam Pengajaran dan Pembelajaran KOMSAS. *Asian People Journal (APJ)*, 4(1), 93-107. <https://doi.org/10.37231/apj.2021.4.1.255>
- 21) Nur, S. A. M. R., Loo, S. J., Nur, A. H. Y., & Nor, F. A. M. (2024). Tahap Pengetahuan, Kemahiran, dan Sikap Guru Bahasa Melayu dalam Melaksanakan Pentaksiran Bilik Darjah di Sekolah Rendah. *Jurnal Pendidikan Bahasa Melayu*, 14(1), 19-37.
- 22) Nur, E. R., & Zamri, M. (2023). Tahap Kemahiran Pedagogi, Motivasi, dan Sikap Guru-Guru Bukan Opsyen Bahasa Melayu di Sekolah Rendah. *Jurnal Pendidikan Bahasa Melayu (Malay Language Education)*, 13(1), 12-24.
- 23) Omar, S. S. H. W. (2019). Pengetahuan, Kemahiran, Sikap dan Masalah Guru dalam Melaksanakan Pentaksiran Bilik Darjah Bahasa Melayu di Sekolah Rendah. In *Jurnal Pendidikan Bahasa Melayu – JPBM (Malay Language Education Journal – MyLEJ)* (Vol. 9, Issue 1, pp. 56–67).
- 24) Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544. <https://doi.org/10.1007/s10488-013-0528>
- 25) Pung, K. V., & Wan, M. R. W. M. (2023). Tahap Kefahaman, Kemahiran, dan Sikap Guru Bahasa Melayu dalam Pelaksanaan Pentaksiran Bilik Darjah di Sekolah Rendah. *Jurnal Dunia Pendidikan*, 5(1), 544-559.

Readiness Level of Chinese National-Type Primary School Malay Language Teachers Towards the Implementation of PIKeBM as a Compulsory Additional Element in Co-Curricular Activities in Klang District

- 26) Raman, S., Zainal, M. Z., & Amzah, F. (2023). Kesediaan Guru Bahasa Melayu Menengah Rendah Menjalankan Pengajaran dan Pembelajaran di Rumah (Pdpr) Penulisan Karangan. *Journal of Social Sciences and Humanities*, 20(2). <https://doi.org/10.17576/ebangi.2023.2002.06>
- 27) Roslinda, G., & Zamri, M. (2020). Amalan Pengajaran Guru Bahasa Melayu Menggunakan Modul PKJR. *Jurnal Dunia Pendidikan*, 2(2), 170-177.
- 28) Suhartika, K., & Rosadah, A. M. (2020). Tahap Pengetahuan dan Kemahiran Dan Tahap Latihan Guru Pendidikan Khas Dalam Pengajaran Pendidikan Khas. *Persidangan Antarabangsa Sains Sosial dan Kemanusiaan*, 24-25 November 2020.
- 29) Tay M. G (2003). Satu Tinjauan Terhadap Sikap dan Masalah Guru Bahasa Melayu di Sekolah Rendah Jenis Kebangsaan *Jurnal Penyelidikan MPBL*, 4, 78-85
- 30) Tengku, F. E. A., & Norah, M. N. (2023). Tahap Kemahiran Penggunaan Alat Teknologi Pendidikan Dalam Kalangan Guru Sains dan Matematik di Sekolah Menengah: Pedagogi dan Teknikal. *Innovative Teaching and Learning Journal*, 7(1), 90-105.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.