

Changes in Implementation and Teacher's Trust Curriculum in English in Malaysia

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Abstract

This concept paper aims to identify the changes that occur in the education system in Malaysia regarding the curriculum in English. The writing of this concept paper was made with reference to two previous studies based on (Fullan's Theory of Educational Change, 2001; Stenhouse's Curriculum Model, 1975). The findings of previous studies show different opinions on the need for English language teaching, although administrators' attitudes towards facilitating English language teaching in their schools are generally very positive. However, they expressed concern about the newly replaced teaching program and indicated general agreement that a review was needed. While the findings of the interviews showed a very significant change in teachers' beliefs towards curriculum changes in English involving management, teaching and assessment as well as student learning. The implications of this concept paper have an impact on national education policy such as implementing changes in education policy in the teaching and learning of Science and Mathematics in English which was implemented in 2003 with the approval of the Cabinet decision (2002). In addition, the implications of this implementation also involve implications for teacher training and educational institutions. In conclusion, changing the attitude and role of administrators as well as teachers' beliefs is a very important element to make educational institutions a center for the production of human capital that should be sensitive and ready to make changes so that the generation built through the implementation of the curriculum in English becomes a reality and works for the country.

Keywords: Curriculum Reform, Belief Change, English as a Foreign Language, Administrator's Role

Introduction

The Malaysian Education System in the process of educational transformation has prioritized improving the quality of the country's education. This is in line with the National Transformation Agenda 2050 (TN50) where it is important to develop human capital to improve the quality of the education system (Banu & Mu'Azam, 2018). Therefore, educators must be competent in the delivery of knowledge, skills and pure values in line with the style of the 21st century (Saad et al., 2017). In order to maintain a dynamic and relevant education, educators also need to ensure that they keep up with the change process according to the current changes in the national education system (Asyikin et al., 2021). Similarly, the changes

that occur in the education system abroad such as in Turkey, as well as in countries throughout the developing world, for example as in a study made by (Cogo, 2012), their national governments have given priority in quality education to the people for the sake of achieve the goal of a competitive and dynamic education system globally. However, according to a study (Celik, 2012), in order to achieve this goal, the Ministry of National Education (MoNE) is in the process of continuously evaluating academic programs and enacting systemic reforms to meet the growing needs of the country's education in the face of technological, scientific, social and politics that happen all over the world (Çelik, 2012). With the transformation of education that is happening at the global level has brought many improvements in the world of education.

However, Fullan (1992) has argued that while education reform may be relatively easy to enact, putting new laws into practice can be very challenging. Resource and personnel issues, as well as social and political issues, may hinder efforts to implement curriculum change. For example, in terms of staffing, the recent update to the national teaching curriculum in the Republic of South Africa known as the Curriculum and Assessment and Policy Statement (CAPS), was designed to resolve issues in the previous reform program known as the National Curriculum. The statement (Department of Basic Education, Republic of South Africa, 2013), itself has proven problematic. Educators have expressed major difficulties in implementing the modified teaching program (Celik, 2014).

Meanwhile in Malaysia, in an effort to form excellent and quality human capital, the Malaysian Education Development Plan (PPPM) 2013-2025 has outlined strategies and initiatives to improve the quality of the national education system. Among them is the Policy of Enhancing the Malaysian Language and Strengthening the English Language (MBMMBI) which aims to produce students who can master the Malaysian language and English fluently and confidently. This introduced policy is in line with the vision of the Malaysian education system which is "Quality Education, Educated People, Prosperous Nation" (Banu & Mu'Azam, 2018). A study by Yamat et. al (2014) also asserted that language mastery needs to be emphasized in supporting the teaching and learning process in the classroom and it is also a priority for the process of changing the education system. According to their research, the formation of students who are confident and fluent in the language will increase their marketability and successfully fill job opportunities in the world job market.

According to Fullan (2007), there are three dimensions in changing programs or policies in education, which are using new teaching resources, using new teaching approaches and changing beliefs or beliefs. These three aspects are necessary because the combination of these aspects becomes a tool to achieve educational goals. In order to succeed in school transformation in the study (Ng & Leicht, 2019) explained, this change depends on the change of the teacher himself which involves transformation in beliefs, knowledge and practice. While the study by Acat et. al (2010) showed that although reform is generally seen as a positive thing, teachers are often more inclined to oppose efforts to make any changes in the way they are used to. The willingness, acceptance and trust of a teacher is very important and is the main pillar in the process of curriculum change in English that takes place in schools. In addition, teachers' beliefs play an important role in the decisions, judgments and behaviors of teachers in their teaching process, affecting various aspects of teaching, including pedagogical decision-making; and classroom activities used; and how students should be selected and evaluated (Birello, 2012). As such, this concept paper aims to identify the process of change in the implementation and teacher's belief in the curriculum in English in Malaysia.

This concept paper also uses Fullan's Theory of Educational Change (2001) and Stenhouse's Curriculum Model (1975).

Theory & Models

Fullan's Theory of Educational Change (2001)

Fullan's Theory of Educational Change (2001) emphasizes the willingness of teachers to accept and implement changes to the educational curriculum. A change that will be made is a process that occurs in a certain period of time to change the situation on the organization or individual. There are three general phases in the division of the change process according to the Theory of Educational Change by Fullan (2001) namely; the first phase is the initial phase, followed by the second phase is the implementation phase and the last phase is the institutionalization phase. Referring to the initial phase, it includes the research process that leads to a person making a decision to accept the relevant change innovation. This phase can determine that a person can accept the changes that occur with the acceptance of a positive or negative attitude.

The implementation phase or also known as the initial use phase involves initial experience in the process to practice and adapt the change. In order to identify the state of a change being implemented smoothly or otherwise, then this institutionalization phase will be referred by the school administrator or educational institution. In addition, the involvement of teachers in the process of educational change is an important aspect to meet their needs and the implementation of the change also needs to look at the suitability of the current situation.

Based on a study by Celik (2014), the role and attitude of school administrators can also have an impact on the implementation of education reform. Furthermore, principals have a responsibility to work with teachers in adapting to new practices and teaching, while at the same time guiding their ongoing professional development. According to Fullan (2001) reasoned that school principals are important in "encouraging or preventing change" from a leadership perspective. In this regard, as stated by Grobler, Bisschoff and Bleeka (2012), the role of school administrators is multifaceted. A study by Park and Jeong (2013), for example, shows that school administrators who have a positive attitude and enforce their leadership role in promoting reform can significantly reduce teachers' resistance to curriculum change. The positive attitude of administrators and teachers who are willing to accept curriculum changes in English makes the change in the national education system on par with the global and prestigious education system.

Stenhouse Curriculum Model (1975)

The Stenhouse Curriculum Model (1975) is a model related to the process of curriculum establishment in education. This model forms curriculum specifications in the education process starting with objective results and emphasizing the possibility of forming procedural principles to select curriculum content and justification through its criteria. According to Stenhouse, the curriculum is a mediation for students to get a comprehensive learning experience.

The process of establishing this curriculum gives emphasis to the process of educational development, that is, with this change in education, the result can be seen in the national educational institutions, becoming an education that develops intellectually or cognitively. In addition, this model also emphasizes the wisdom and intervention of the teacher in the

progress of a student. According to Stenhouse, he has divided the formation of the curriculum into three parts namely

Part One - creating a curriculum planner

- teachers need to determine teaching materials and make a sequence of learning materials
- The principles that will be practiced in PdP

Part Two – in empirical learning

- The teacher needs to determine what the students should learn and make a way to evaluate the students.
- Looking at the "feasibility" of curriculum implementation in the context of different schools and environments.

Part Three – in the learning process

- Teachers must choose the content of teaching in terms of criteria and should not depend solely on objectives.
- Plan activities that allow students to actively engage in PdP.
- Stenhouse emphasizes teacher teaching and encourages the additional role of teachers as research with the aim of improving teacher skills.

Based on the questionnaire in the study by Qiu et. al (2021), beliefs about student management are mainly related to several areas, including the teaching profession, physical punishment, school rules, and teacher-student relationships. Teaching as a profession refers to those who teach students, especially in primary or secondary schools as well as in universities. This situation is based on how teachers see the role of teaching as a profession that greatly influences what they do inside and outside the classroom. Four of the six participants thought they were more committed to English teaching after the teaching practicum even though they realized that teaching is a difficult job, and two participants said they did not want to become teachers in the future because they did not think they could effectively deal with student discipline problems, and find it difficult to navigate the necessary relationships between teachers and parents.

Whereas, after undergoing teaching training, teachers realize that learning content and tasks are not limited to the use of textbooks only. Students also need to learn how to be independent learners; they should make their own contribution to society in the future, and they should develop noble qualities. Compared to their daily learning, the more important thing is to develop the right social and moral values (eg: respect, honesty, noble, loyal) and form a positive attitude towards life (eg: brave, optimistic, persevering).

Literature Review

Change or Renewal of the Education Curriculum in English

The Malaysian Ministry of Education (KPM) has made a number of revolutions and reforms in the country's education in order to achieve the harmony and equality of the education system in Malaysia with the global education system. Therefore, according to the study of Vhyshnavi & Azhar (2021), education reform is very necessary for the creation of students with high knowledge and skills to face any obstacles in the 21st century education era. In their study,

upgrading was done on the entire content of national education which includes education management, curriculum delivery methods, curriculum quality, time allocation and curriculum management in line with the National Philosophy of Education (FPK). This kind of overhaul also emphasizes the principles of the Primary School Standard Curriculum (KSSR) and the Secondary School Standard Curriculum (KSSM).

Statistics on the English proficiency index from Education First (2017) show that Malaysia currently ranks 13th in the English proficiency index or English Proficiency Index among 80 countries from around the world with an English proficiency index of 61.07. Our country's English level still lags behind Singapore's English proficiency index: 66.03, considered very high proficiency and ranked 5th among 80 countries (Ling, 2019). The Malaysian Ministry of Education (KPM) strives to improve the level of English among students in Malaysia until it reaches international standards. In order to further strengthen the mastery of English among students, the Common European Framework of Reference (CEFR) was implemented without delay in 2017 by replacing the Revised Primary School Standard Curriculum (KSSR Semakan) in grades 1 and 2, and the Standard Secondary School Curriculum (KSSM) for Form 1 and 2.

The Role of School Administrators in Implementing Education Reform

According to Fullan (2001:1) reasoned that the school principal or headmaster is an important person in "encouraging or preventing change" from a leadership perspective. In this regard, as stated in the study by Grobler et. al (2012), the role of school administrators in various aspects is responsible for providing guidance for the professional development of teachers such as adapting to new practices and teaching continuously.

In the implementation of 21st Century Teaching (PAK21), the leadership role played by administrators will determine the extent to which the planned changes are successfully implemented to achieve the transformation of national education and will contribute to the success of PPPM 2013-2025. In addition, administrators should also have the ability to interpret changes in schools, especially implementing curriculum changes in English at the school level (Hussein, 2016). A study by Wang (2013), explains that the teacher's role will determine the level of success or failure of an innovation or curriculum change in the classroom.

Curriculum reform in the Teaching of English as a Foreign Language at the Preschool Level

English is the main language in Western countries such as the United Kingdom, the United States, Commonwealth countries including Australia and Canada, and also in other former British colonies and around 377 million people make English their mother tongue to speak while the rest and make it a second language. Malaysia also made it the second most important language after Bahasa Melayu (Hasimi et. al., 2018).

The Malaysian Ministry of Education (2001) among its objectives is to introduce English as a second language in the national education curriculum. In addition (MOE, 2017) has also allocated the same amount of time for learning English as the national language of Malaysia, which is Malay for 60 minutes a week in preschool and it is in line with the increase in the use of English as the world's "lingua franca". However, through the Malaysian Education Development Plan 2013-2025 dialogue in 2014, the former Malaysian Minister of Education, Tan Sri Muhyiddin Yasin stated that the level of English proficiency among Malaysian students is very worrying because students from preschool, primary school, secondary school, pre-university and university are unable to speak and communicate in English (MOE, 2013). He

thinks that language ability should be honed from childhood and agrees that English is a language that should be learned from preschool.

However, this finding is not supported by McCurry (2011) in his study, he stated that many countries such as China and Japan have experienced pressure to reduce the age to start learning English as a foreign language. While according to Çelik (2014), in Turkey the education reform bill known as the 4+4+4 program (Republic of Turkey, Ministry of National Education, Board of Education, 2013) has extended the compulsory period of education. Under the previous education system, children received at least eight years of early education which consisted of primary school (grades 1-5) and secondary school (grades 6-8). With recent reforms, compulsory schooling has been increased to 12 years, including four years of primary school (grades 1-4), four years of middle school (grades 5-8), and four years of high school (grades 9-12).), as well as including various other modifications to the official public school curriculum.

Simultaneously with these changes, the English teaching program has been completely revised, and English teaching is now compulsory from grade 2 onwards, instead of grade 4; in addition, the age required to register a child in grade 1 has been reduced by one year. This change will result in children starting English lessons three years earlier than under the previous system (Republic of Turkey, Ministry of National Education, Board of Education, 2013).

Beliefs and Beliefs of Teachers in Teaching English

The definition of belief is multi-dimensional and the term belief is very broad which includes attitudes, values, judgments, opinions, ideologies, perceptions, conceptions, conceptual systems, dispositions, implicit theories, explicit theories, internal mental processes, action strategies, rules of practice, and perspective. Calderhead (1996) defines beliefs as assumptions, commitments, and ideologies. In the context of education, belief is defined as a person's belief, philosophy, belief, or opinion about teaching and learning.

The concept of teacher beliefs refers to a comprehensive and multiple belief system, which includes the construction of knowledge, learning, and teaching, or an examination of this from a specific point of view, such as pedagogical ideology, values, and attitudes regarding teaching strategies (Jaaskela et al., 2017).

But according to a study by Qiu et. al., (2021), the teacher's belief has also been classified by other scholars that is the teacher's belief is an important component in the entire teaching and learning process. For example, in the theoretical framework of Calderhead (1996), teachers' beliefs are categorized into five main components, which are beliefs about students and learning, about teaching, about the subject, about learning to teach, and about oneself and the role of teaching. In summary, teachers' beliefs are multidimensional and different components will influence teachers' teaching behavior in different ways.

Research Findings

The research findings in this concept paper are based on the two articles used, which are qualitative and quantitative findings. Referring to the interview findings in Celik's (2014) study, on teaching English to young or preschool students. Examples of such interviews are as follows;

" Informant 5 : The age to start teaching English should be 6-7 years old at the latest. Learning English, or any other language, should start in first grade.

Language education should not be like learning something foreign; it should be treated like learning to read and write".

In their views on this issue, the majority of school principals expressed support for starting the teaching of English at an earlier age. Other participants largely supported this statement that language teaching should be done alongside other critical areas of development, such as reading and writing; and some think that language learning should start at an earlier period which is at the kindergarten or preschool level.

While the interview about the perception of the need for English education in Turkey. All informants agreed that teaching English is mandatory and important in education and the need to learn English should be started from the early stages of schooling. An example of the interview is as follows

"Informant 1 : To compete in this globalized world and to get what we deserve from the opportunities offered by the world, we must take the necessary steps to ensure that our people are educated in speaking [English]. Speaking a foreign language should be seen as a necessity".

Similarly, the scope of the conversation about attitudes towards the existing English Curriculum is too dense and the teaching materials are not sufficient to support learning effectively and needs to be reformed. Examples of such conversations are;

" Informant 2 : The [previous] curriculum was sufficient in terms of the syllabus, but I believe it was not sufficient. The unpreparedness of students, the fact that training is not enough, the subject is not supported visually, and the syllabus is too dense has a negative effect on the teaching of English ... English cannot be learned successfully just by reading from textbooks and listening to teachers' lectures. Using language for communication is very important in teaching English. Formal instruction should be integrated with practice...Also, visuals are important; subjects can be modeled with animation".

While, referring to the findings of the study by Qiu et. al (2021), the results of reliability statistics show that the reliability of the entire data set is high: $\alpha = .835$, Cronbach alpha based on standardized items = .861. The following are the results of the questionnaire for the experimental group presented in Table 1 below

Table 1
Teachers' Beliefs of Pretest and Posttest in the Experimental Group (N = 105).

Dimensions	Pretest		Posttest		Paired t test ^a
	M	SD	M	SD	
Student management	3.83	0.39	4.10	0.48	.000
Curriculum teaching and planning	3.85	0.48	3.91	0.47	.370
Teaching and evaluation	4.25	0.49	4.41	0.43	.014
Student learning	3.55	0.46	3.80	0.50	.000

^aThe statistical difference is significant at $p < .005$ level.

Source: Study by Qiu et. al (2021)

As can be seen from Table 1, the scores for the 4 dimensions increased approximately after the intervention. The mean from student management increased from 3.83 to 4.10. While the teaching and curriculum planning item increased from 3.85 to 3.91. For teaching and evaluation items, the increase occurred from 4.25 to 4.41. The item of students who study is the item that has seen the most increase, from 3.55 to 3.80.

Discussion of Study Findings

Based on the findings of the study, there is general agreement that the review of the English language teaching program at a young age, which is preschool, needs to be re-evaluated. Findings in Celik's (2014) study found different perceptions about the age at which English teaching should begin and how to introduce the subject. On the other hand, they are somewhat divided about the age at which teaching should begin; and they do not always agree whether making foreign language teaching compulsory is appropriate in the Turkish context.

School administrators need to play an important role as a middleman to shoulder the responsibilities given so that any negotiation of obstacles to implement curriculum changes in English can be dealt with in a better way. The role of the administrator is also able to create the trust of all parties towards the modification of this curriculum to avoid any confusion for teachers, students and also the parents of students. Given the important role of school principals in implementing curriculum reform at the institutional level, a number of researchers have stated that their attitudes toward certain reform measures can have a significant impact on their success.

While the teacher's belief in educational curriculum changes, being able to launch the teaching and learning process about curriculum changes such as Science and Mathematics subjects in English will convince students to follow and understand more effectively during the learning process. This is clearly stated in the study by Qiu et. al (2021), the analysis of the dimensions of the research done showed that pre-service English teachers' original beliefs and personal reflection had caused a change in their beliefs. Initially, pre-service teachers look forward to a teaching career based on their original beliefs, including personal experience and school education. Through reflection, teachers' beliefs constantly interact with their external environment. In the process of reflection, the pre-service English teachers became more aware of the merits and demerits of their previous beliefs. As more practice continues, new beliefs gradually emerge according to realistic situations.

Issues of Implementation Change and Teacher's Trust about Curriculum in English

Changes in the implementation and teachers' belief in the curriculum in English in Malaysia also have issues in implementing the changes. The first issue is the attitude of school administrators who give a negative perception to the existing situation such as lack of materials and classroom conditions as well as questions related to the competence of teachers in teaching English. Furthermore, external factors of curriculum reform may also cause the failure of English proficiency to be implemented in the education curriculum for example such as the dissatisfaction of the administrators themselves to support this new teaching program.

The second issue is that the English subject is not emphasized by the principal or headmaster of the school. According to their opinion, teaching English in general may not be suitable for Malaysian students where Malay is the mother tongue which needs to be emphasized over English. This kind of view shows the need to increase the awareness of

school administrators on the role of English which needs to be taken seriously for the success of students to master English in their personal, professional and academic lives.

The third issue is that it leads to the creativity of teachers who do not have a creative teaching style or method to attract students' interest in learning English in the classroom. This situation can be seen when teachers who are assigned to teach English subjects only rely entirely on the textbooks and workbooks that are provided. The majority of English subject teachers are reluctant to think creatively to make their teaching process more unique than just reading the textbooks that have been prepared. So this kind of learning process is quite boring for students, the situation may not interest them to continue mastering English effectively and fluently.

While the fourth issue is related to curriculum reform of Science and Mathematics subjects in English. The change in implementation cannot solve the problems faced, but instead will reduce the interest of students to study Science & Mathematics subjects. Teaching methods that focus on the process of listening, reading, writing and communicating are the main foundations that administrators, teachers or the Malaysian Ministry of Education (MOE) need to prioritize in order to achieve high mastery and skills in English subjects for every student.

The last issue is the incompetent attitude of English subject teachers who fail to deliver English lessons fully in the classroom. This situation can be seen that most of the subject teachers are not firm in dealing with the students in the learning process in the classroom, such as re-translating words that the students do not understand in Malay. For example; The teacher told the student to 'sit down' but the student did not understand. Teachers are advised not to change or re-translate the words to 'sila duduk', but teachers should use sign language or can make examples of the act. Another example can be seen in the findings of a study on the learning and teaching process through the "Junior Kid Program" reflection form (2008) in the state of Perak. Findings from the program concerned teachers not using effective teaching strategies or methods to attract preschool students' interest in learning English. Therefore, in order to overcome this problem, the English subject teacher needs to be clear and assertive in implementing the learning and teaching process by presenting some examples or actions to illustrate what is being taught so that the students' understanding process about learning a foreign language can be understood more quickly.

Implications on the Education System in Malaysia and Aspects of Change

There are several implications for the Malaysian education system from aspects of change such as policy, training and administration. The description of aspects of changes in the implementation and teacher's belief in the curriculum in English is as follows;

Implications for National Education Policy

In this era of globalization, the country's education system has also experienced changes in the education curriculum such as implementing changes in the education policy in the teaching and learning of Science and Mathematics in English which was implemented in 2003 with the approval of the (Council of Ministers, 2002). The implementation of this new policy has been implemented in stages with the initial process involving first year primary school students and first year high school students. By seeing the effectiveness of changes to the new policy successfully, the Malaysian Ministry of Education (MOE) took the next step which is to extend this new policy comprehensively to all students in primary school and also students in secondary school until now.

Although the implementation of this policy has caused various reactions such as some parties supporting it and some opposing it, the Ministry of Education and Culture still continues the policy because it can provide various benefits to all parties whether it is good for students, teachers, school administrators and also educational institutions country. In addition, the Curriculum Development Center (CDC) in collaboration with the School Inspectorate has conducted several studies on the implementation of Science and Mathematics Teaching and Learning in English (ETeMS), among which is a study on the use of Science and Mathematics 'teaching courseware' in English and a study on the level students' understanding of ETeMS in 2005. However, the findings The study shows that the performance of students in Science and Mathematics subjects is still not satisfactory.

Implications for Teacher Training

If the implementation of the process of teaching Science and Mathematics in English is widely agreed by parents, then in order to guarantee the success of this curriculum reform policy, the Malaysian Ministry of Education (MEO) needs to re-examine the adequacy and skills of the teachers who are responsible for teaching the foreign language to students. This is because according to a statement by the Secretary General of the National Union of Teachers Services (NUTP), Harry Tan Huat Hok said, the number of teachers who can teach Science and Mathematics subjects in English is very limited. This situation is to ensure that the number of capable teachers can master English fluently and efficiently in the teaching process in the classroom. This also coincides with the MoE's goal to make English the second language or medium of instruction in the country's education sector.

Therefore, the Malaysian Ministry of Education needs to take the initiative to implement the ETeMS policy to ensure that teachers who teach Science and Mathematics subjects in English receive sufficient training. In addition, at the District Education Office (DEO) level, the ministry needs to provide solid support to the teachers of these subjects to further improve curriculum delivery by placing SISC+ in DEO to improve their performance. The existence of SISC+ (School Improvement Specialist Coaches) will help school administrators in the implementation of curriculum changes by providing training directly to teachers. They are also responsible for designing training according to the needs of teachers and making observations of the learning and teaching process of teachers in the classroom (MOE, 2012).

Implications for Educational Institutions

With the implementation of this curriculum change in English, the impact on the elements of this change can be seen in the administrative management of the country's educational institutions. From the point of view of the implication, it can be seen the change of school organization towards creating a teaching curriculum situation that is proficient and fluent in mastering this foreign language by teachers who teach Science and Mathematics subjects in English. This implication also makes an educational organization achieve the call and goal of the National Education Philosophy and Ministry of Education in producing human capital that can master English more efficiently.

In addition, the enrollment of students to foreign universities is increasing due to their excellence in the results of English subjects and their ability to communicate using the foreign language. This will indirectly make the National Education Institution on par with educational institutions in developed countries. Since English has been accepted as an international language, most of the top universities around the world use English as the medium of instruction. If a student can master the language well, then their chances of continuing their

studies abroad are brighter compared to students who do not have a good command of English. For example; International private educational institutions, mostly like private educational institutions in Malaysia, have also implemented the use of English as the medium of instruction in all private higher education institutions. Therefore, students who aspire to continue their studies at higher education institutions must first master the English language well.

Conclusions

In conclusion, this concept paper discusses curriculum reform, changes in administrators' attitudes, the role of administrators and teachers' beliefs in implementing curriculum changes in English. Changing the attitude and role of administrators is a very important element to influence teachers, students and parents in the successful implementation of curriculum changes in English. In addition, this aspect of teachers' faith in curriculum changes also makes the implementation of these changes run smoothly in the learning and teaching process involving the use of English in the classroom. As they have gone through the experience of learning and teaching English, they form a set of beliefs about language learning and teaching in the process of professional development. The stability of an education system generally depends on the formation of a curriculum. As a country moving towards post-modernity, Malaysia needs a neat and appropriate curriculum to create a dynamic education system in line with the country's aspirations and wishes. Therefore, educational institutions as centers for the production of human capital must always be aware and ready to make changes so that the generation built through the implementation of the curriculum becomes a reality and works for the country. The goal of any change is to achieve excellence in education in order to produce a group of trained, dedicated and innovative human capital to meet the needs of the country's workforce.

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