

Implementation of the 2025 School Transformation Program (TS25) among Teachers in Primary Schools in Sarikei District

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Abstract

The School Transformation Program 2025 (TS25) is an effort by the Malaysian Ministry of Education launched by focusing support on schools and school expertise continuously in order to improve student achievement and school quality. This study was conducted to explore the implementation of Module 3: Leading Learning in the TS25 Program in Sarikei District primary schools and to identify the challenges faced by teachers in the implementation of Module 3 in Sarikei District primary schools. The design of this study is a qualitative research based on a case study. The research methods used are interview techniques, document analysis and observation. To analyze the data, the researcher used Computer Aided Qualitative Data Analysis Software (CAQDAS), which is NVIVO software version 14. The results of the study found in the first study objective are such as 21st century learning, teaching aids, student learning styles, teacher's role, assessment students and daily lesson plans. Meanwhile, the results of the study in the second objective are such as language constraints, time constraints, lack of teacher skills, lack of teaching aids, and weaknesses in school management. Therefore, this study also has implications for teacher teaching and student learning. It is hoped that all schools and teachers are physically and mentally prepared to accept the transformation and provide a fun learning environment that engages students in active and meaningful learning.

Keywords: School Transformation Program 2025 (TS25), Module 3: Leading Learning, Implementation, Primary Schools, Challenges.

Introduction

The TS25 program is an initiative of the Malaysian Ministry of Education (KPM) which was launched by focusing support on schools and school expertise continuously in order to improve student success and school quality. This program has the concept of whole school improvement, which is the application of best practices and implementing pedagogy in learning and teaching (PdP). The TS25 program aims to realize the aspirations of the Malaysian Education Development Plan (PPPM) 2013-2025 through good teaching and

learning practices, expertise in pedagogy and leadership aspects and developing an affective learning environment (Abdul Razak et al. 2022). Here, teachers not only need to help students achieve success in academics, but teachers also need to develop the workforce to be able to face the latest economic challenges.

To make TS25 a success, the Malaysian Ministry of Education (KPM) has introduced eight modules. In this study, the researcher only studied module 3, which is leading learning. In module 3, which is Leading Learning, it focuses on the teacher's pedagogy that generates the student's development. Here, it refers to the teaching practices of the 21st century (PAK21), the mastery of higher order thinking skills (KBAT), various learning styles, the application of continuous assessment of the use of information and communication technology (TMK), and the planning of Daily Lesson Plans (RPH). With this, teacher professionalism and student learning can be improved. Therefore, teachers are the main heart to determine the direction of a school and students (Serirama et al., 2019).

Therefore, this module 3 also gives exposure to teachers about the Malaysian Education Quality Standard Wave 2 (SKPMg2) and PAK21. This is the most important thing for educators to ensure effective teaching and learning for students. This is a factor in the students' academic success (Serirama et al. 2019). The Malaysian Education Quality Standard Wave 2 (SKPMg2) was introduced by KPM to improve the quality of teachers' teaching (Subasiny & Yusoff. 2022). With the implementation of this study, it is hoped that all schools and teachers are physically and mentally prepared to accept the transformation and provide a fun learning environment that engages students in active and meaningful learning.

Problem Statement

Various efforts have been made by the MoE to improve the quality of teacher pedagogy and guarantee the success of students in accordance with the concept of TS25 (Sulaiman, J., & Ismail, S. N. 2020). TS25 also aims to achieve the goals contained in the Malaysian Education Development Plan 2013-2025, namely by applying best practices in leadership and management and applying pedagogy in teaching and learning (Mohd Rassidi Saini & Mohd Isa Hamzah. 2023). In addition, the TS25 Program aims to implement cooperative learning for students, which can be achieved through the implementation of e-learning integration in schools (KPM, 2019). Therefore, teachers need to know all the modules contained in the TS25 program in order to be able to conduct PdP with quality.

However, there are various challenges faced by teachers when applying module 3 in TS25 when carrying out teaching and learning in the classroom. In the implementation of the TS25 program in rural schools, the most significant main factor presented in previous studies is the lack of infrastructure facilities and teaching aids (BBM). In the study of Mohd Zaidi Haji Mohd Zeki, Ahmad Zabidi Abdul Razak & Rafiza Abd. Razak (2020), the learning environment in rural schools is less conducive and it has disturbed the focus of PdP because the learning space looks gloomy and the electricity supply is unstable and the class position is not strategic. In a study by Serirama et al (2019), it has also been stated that primary school teachers in rural Sabah have faced problems in teaching and learning because infrastructure facilities and fuel are very limited. In their study, they also stated that rural schools do not have infrastructure facilities, which has caused students to fall behind due to the deterioration of infrastructure facilities. In the study of Mohd Zaidi Haji Mohd Zeki, Ahmad Zabidi Abdul Razak

& Rafiza Abd. Razak (2020), also stated that when teachers use a variety of BBM in PdP, students will be more excited to continue learning, thus improving student achievement performance.

In a study by Razak et al (2019), stated that although Malaysia has skipped the year 2020 and Vision 2020 should be achieved with increased technological advancement in education, the problem of implementing e-learning integration among teachers is still lacking at a less than satisfactory level. This is due to teachers failing to integrate e-learning when school members do not understand the cause of the problem and solve the problem to achieve the school's objectives.

In conclusion, there is a lack of studies related to Module 3 of Leading Learning in the School Transformation Program 2025 (TS25) conducted in rural schools. With this, this study is required to explore the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools in Sarikei District and identify the challenges faced by teachers in the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in Sarikei District primary school. With this research, it is hoped to benefit all relevant parties in addition to supporting the wishes contained in the PPPM 2013-2025.

Research Questions

- i. How is Module 3: Leading Learning in the School Transformation Program 2025 (TS25) implemented in Sarikei District primary schools?
- ii. What are the challenges faced by teachers in the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in Sarikei District primary schools?

Research Objectives

- i. Exploring the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools in Sarikei District
- ii. Identifying the challenges faced by teachers in the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools in Sarikei District

Methodology

The research design used depends on the purpose of a study (Merriam, 2001). The design of this study is a qualitative research based on a case study. According to Zamri, M. (2022), case studies can be used to collect qualitative data and gain a deeper understanding of the problems being studied. Therefore, the selection of this case study method coincides with the implementation of the research made to achieve the research objectives. Data collection and data collection procedures are as below.

Table 1
Data Collection and Data Collection Procedures

Sample of study	Primary school’s teachers
Data collection method	Interview method, observation method and document analysis method

Sampling method	Purposive sampling
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Findings and Discussion

In the process of data analysis, the data is analyzed in descriptive form. The study findings and discussion of the study results were conducted with two study objectives, namely (a) exploring the implementation of Module 3: Learning Leaders of the School Transformation Program 2025 (TS25) in primary schools in Sarikei District and (b) identifying the challenges faced by teachers in the implementation of Module 3: Leading the Learning of the School Transformation Program 2025 (TS25) in primary schools in Sarikei District.

Implementation Of Module 3: Leading Learning In The School Transformation Program 2025 (TS25) In Primary Schools In Sarikei District

Various Student Learning Styles

Every student has his own learning style. As a teacher, you must recognize and know your own student's learning style in order to be able to handle various student learning styles to achieve the effectiveness of PdP. Research findings from interviews, observation notes and document analysis have reported that PdP activity planning needs to meet all student learning styles. This is because the diversity of learning styles has been divided into 4 types, namely learning styles, multiple intelligences, brain-based learning and differentiated learning.

In addition, the teacher also needs to detect all the existing student learning styles in the class before the start of teaching and learning. This is the case when teachers can know their students' learning styles, teachers can plan PdP activities that are compatible with all their students' learning styles. Based on the findings of the study, it also shows that teachers need to carefully plan PdP so that they can meet all the students' learning styles in the classroom. Teachers also need to diversify teaching methods and approaches so that all students can learn the teaching and learning delivered by the teacher. With this, only then can students understand the content of PdP that has been delivered by the teacher.

21st Century Learning (PAK21)

In the TS25 module, 21st century learning (PAK21) is also emphasized in the implementation of PdP. Based on the findings of the research collected, PdP activities with elements of PAK21 can involve students to collaborate, think critically and creatively, communicate and cultivate values and ethics. The findings of this study are also supported by the study of Saini & Hamzah (2023), which is that the application of PAK21 in PdP can have a positive effect, that is, students can think creatively and critically through learning activities that have been planned by the teacher.

In addition, the PAK21 activity is also an activity that can focus students and actively involve themselves in PdP, especially when students are given the opportunity to explore answers and solve issues given by the teacher. Thus, students also show high interest when given the opportunity to explore the answers and perform in front of the class. This finding is agreed by the study of Sulaiman, J., & Ismail, S. N. (2020) which states that teachers' mastery of PAK21 skills can prepare students as future human beings to compete in the global market.

In other words, PAK21 allows teachers to diversify teaching strategies with the use of information and communication technology (ICT) to provide a more enjoyable and meaningful learning environment (Sulaiman, J. 2022). A conducive learning environment

allows all students to be actively involved. Teachers who have high proficiency in PAK21 can generate more ideas and practice PAK21 skills to students through more systematic and perfect teaching and learning planning. This statement is also supported by Noor Aini Ahmad's study (2014). In his study, learning through ICT can stimulate students' thinking and attract students' interest in learning the Malay language. This is a factor in the students' academic success (Serirama et al. 2019).

Teaching Aids (BBM)

The use of teaching aids is an important aspect of the TS25 module. In this module, technology leads the PAK21 experience in a meaningful way (KPM. 2017). As a teacher, you need to master the knowledge of tools in e-learning or face-to-face. In the selection of BBM, the teacher needs to choose the BBM that is suitable for the students and the learning environment. Based on the findings of the study, teaching aids and teaching resources that are based on digitization are able to encourage students' KBAT thinking and active student involvement in PdP. This is because the use of digital tools can create and create a fun learning environment and can unearth KBAT among students. The study of Aduana & Heinrich (2018), has supported the findings of the study found. In the study they have stated for implement the PdP process effectively and smoothly, teachers need to apply teaching methods based on TMK in their teaching. In addition, based on the findings of the study also shows that with the use of BBM in PdP, student involvement is active. This is because students can work together and communicate with each other to try to answer the questions correctly. This is because with the use of BBM, students feel that their learning is fun (Saidin. 2014).

In Impak & Nor Shaid studies (2023), the implementation of student-centred teaching can show a significant relationship between the level of understanding of lesson content and the teacher's teaching method. This is because most students have no interest in learning when teachers emphasize exams and implement traditional teaching. The study of Said & Ahamad (2017) also gave almost the same opinion, i.e. the I-Think program is a tool in leading the success of the TS25 program. Their study also states that the TS25 module can guide school teachers in improving their teaching and learning activities.

Student Assessment

The aspect of student assessment in PdP is very important (Gronlund, 2006). This is because after the assessment is given to the students, the teacher is able to evaluate the student's learning results more accurately and effectively. Based on the results of the study, teachers have shown a high understanding of how to implement it. For example, teachers have made classroom assessments through student worksheets, student presentations, through student group activities and student oral activities. Teachers have also made assessment assessments for students throughout PdP. Thus, teachers also understand the types of assessment that can be taken and made during PdP. For example, in the findings of the study, teachers have assessed students using Classroom Assessment (PBD). The findings of this study are contrary to the findings of the Impak & Shaid study (2023) which has shown that the level of knowledge of assessment practices is moderate. This is because teachers think that the practice of assessment in the classroom is less important to implement.

Daily Lesson Plan (RPH)

RPH is an important document that needs to be provided to a professional teacher before undertaking the PdP process. This is because the writing of RPH has been subject to the Education Act 1996 (Act 550). In module 3: Leading Learning (KPM. 2017), success criteria are required to be written and shared with students before starting the PdP process because with this the students will show interest in learning when they are told the target to be achieved at the end of the PdP session. In addition, by sharing success criteria with students, students will be more motivated to find answers and solve problems while carrying out activities or assignments and better understand the skills or knowledge that the teacher has presented at the end of the teaching session. Therefore, the writing of learning objectives and success criteria must be based on KBAT elements that are able to elicit student thinking.

The findings of this study have been agreed and coordinated in the study of Sulaiman, (2022), which is that the objective of learning is to set the field or skills that are to be developed in students. In other words, learning objectives are a guide for teachers in the implementation of PdP. According to Mok Soon Sang (2008), writing RPH can guarantee the effectiveness of PdP. In writing RPH, teachers need to set learning objectives and success criteria and then share them with students.

Based on the findings of the study, although learning objectives and success criteria need to be set and written and shared with students, learning objectives and success criteria need to be set based on the level of student learning in the class. According to Nur Ain Elzira Abdullah (2018), the determination of learning objectives and success criteria need to be based on students' existing knowledge, students' abilities, students' learning styles and learning standards. In the study of Mahzan et al (2018), also stated that the determination of objectives in RPH is very important. This is because the determination of objectives allows teachers to give a clear and tangible picture to teachers and is easy to evaluate and monitor changes in student behavior.

Teacher's role

In the implementation of the TS25 module in PdP activities, teachers need to determine learning objectives and success criteria, determine resources and materials, predict the classroom climate and make preliminary preparations, as well as carefully plan PdP.

According to Sang (2008), writing RPH can guarantee the effectiveness of PdP. In writing RPH, teachers need to determine learning objectives and success criteria before starting PdP and need to share with students during PdP. This is because when students are told the learning objectives and success criteria, students can be more focused and enthusiastic and interested in learning the knowledge that the teacher wants to convey. However, learning objectives and success criteria need to be set based on the student's learning level. This is because it can give students an idea of the activities they can do and want to achieve in the learning objectives.

In addition, teachers also need to determine resources and materials so that PdP can be carried out more effectively. In this study it has been shown that with the use of resources and materials in PdP, students can actively involve themselves and can solve the problems given by the teacher. For example, teachers use powerpoint and PAK21 activities as well as existing materials in the PdP process.

Teachers are also required to predict the classroom climate and prepare in advance. This is because, as a teacher, we need to predict the classroom climate and prepare in advance to deal with unexpected problems. In this study, teachers have prepared and predicted the classroom climate such as making annual plans, school calendars, RPH and so on. Finally, the teacher also needs to carefully plan PdP to ensure that all students in the class can know and acquire the knowledge presented by the teacher.

In this study, teachers have prepared by planning RPH before PdP starts. The content of RPH has included learning objectives and success criteria, as well as the steps for implementing PdP activities including how to assess students. For example, teachers have set learning objectives and success criteria according to the student's level of learning. Before starting the PdP, the teacher shared the learning objectives and success criteria with the students so that the students know what was achieved at the end of the PdP session. In PdP activities, teachers also plan PdP activities by including induction sets, PdP development activities, how to assess students and closing activities. With this, students can get involved actively, show high motivation and confidence, as well as collaborate with friends when carrying out PdP activities.

Challenges Faced by Teachers in the Implementation of Module 3: Leading Learning in the School Transformation Program 2025 (Ts25) in Primary Schools in Sarikei District

Language Constraints

In this study it has been shown that the nationality of the students is the most significant challenge in Chinese national type schools. In a Chinese national type school, the majority of students are Chinese. This is due to the fact that Chinese students do not practice themselves to communicate in Malay. Therefore, the students of this group do not understand the Malay language when the teacher presents the PdP of the Malay language. With this, the learning objectives and success criteria that have been set do not reach a satisfactory level because even though student involvement and motivation and students' desire to learn are high, their listening and speaking skills, as well as their mastery of Malay vocabulary are low. Study of Impak & Shaid (2023), have agreed with the findings of this study, that is, in their findings, they have also shown errors in the aspect of punctuation and the use of affixes in sentences which are errors often seen and committed by students who are not native speakers. In addition, Choo (2019), in his study also showed that students who are not native speakers find it difficult to master Malay language skills in writing essays. This is the case that non-native speaker students have had problems generating ideas, applying essay writing techniques and having limited vocabulary.

Time Constraints

The short PdP planning time is also one of the big challenges in the implementation and careful planning of the PdP based on the TS25 Module. In this study it has been shown that teachers' working time is not focused on planning PdP activities. This is because teachers spend more time doing paperwork and clerical work than planning PdP activities. In a study, In a study by Saini & Hamzah (2023), it has been shown that if teachers use less time in PdP planning, for example, sharing knowledge between teachers, it will affect the effectiveness of the implementation of the TS25 program in schools. Meanwhile, in the study by Saini & Hamzah (2023), also stated that with a heavy workload, teachers will face stress. Indirectly,

this will affect the quality of teaching, commitment to the task and planning of teaching activities.

In addition, this study also found that the implementation of PdP activities was short and insufficient for students. This is because the activities planned based on the TS25 module are student-focused and require students to generate ideas and think critically and collaborate in groups. For example, the "Take Five" and "Gallery Walk" activities. However, the time allotted in the *Bahasa Melayu* PdP is only 60 minutes.

Lack of Teacher Skills

Based on the findings of this study, teachers at the school have faced the problem of lack of training on the TS25 module. This is because teachers involved in the TS25 Module course organized by PPD are only represented by school representatives or school administrators. With this, teachers lack exposure and implementation regarding the implementation of TS25 in PdP. This opinion is supported by the research findings of Chau, & Radzi (2023), who say that there are a few school administrators who have not yet been able to practice and master what they have learned from the training module of the TS25 program. Therefore, they are still skeptical about the TS25 program.

The teacher's teaching method is also a series of teaching activities that have been emphasized in Robert Glaser's Teaching Model (1968). In this study it has been found that teachers' teaching methods and pedagogy are still limited and not diversified according to the latest teaching trends. In the study, Aduana, & Heinrich (2018), stated that in order to implement the PdP process effectively and smoothly, teachers need to apply teaching pedagogy based on ICT in their teaching. In the study, Zakaria (2011), also said that the implementation of student-centered teaching can show a significant relationship between the level of understanding of lesson content and the teacher's teaching method. This is because most students are not interested in learning when teachers emphasize exams and implement traditional teaching.

Lack of Teaching Aids (BBM)

While carrying out PdP activities as planned, the researcher has detected that TMK materials are an important aspect of the successful implementation of the TS25 module. In this study, the lack of ICT facilities is a challenge for teachers. For example, in PdP planning, teachers have determined that PdP activities must be carried out simultaneously with the use of the internet or ICT equipment. However, during the implementation of PdP, due to the instability of the internet or damage to ICT equipment, the planning of PdP teachers is affected. Therefore, the effectiveness of PdP is also affected. According to Saini & Hamzah (2023), the infrastructure and learning environment in a school is a challenge for teachers. This is due to the fact that complete infrastructure facilities can make it easier for teachers to provide a fun learning environment. In Module 3, the application of PAK21 and KBAT as well as the use of online tools are required. If the school does not have complete infrastructural facilities, then teachers cannot prepare PdP based on TS25.

The location of the school that is far from the city or in a farming area is also very challenging for teachers to make PdP plans. This being the case, teachers in rural schools will face difficulties with obtaining teaching resources, teaching aids or ICT materials. This finding

is supported by the study of Razak et al (2019), who conducted a study in rural schools in Malaysia who found that the delay in funding from the government has given teachers constraints because they are unable to use the technology infrastructure in schools for the preparation of e-learning materials. This statement is also supported by Sulaiman, & Ismail (2020), who argue that primary schools in Turkey lack appropriate hardware and high quality teaching software materials due to limited financial allocation for e-learning facilities. The study of Sulaiman, & Ismail (2020) is quite convincing because they did a comparative study between 2005 and 2011.

Weaknesses of School Management

The lack of monitoring from the school is also a constraint to implementing the TS25 Program. Therefore, school leaders play a role in the implementation of TS25 module 3. Based on the findings of the study, the school leaders did not coordinate and provide the RPH writing format to the teachers in the school. With this, there is confusion about the RPH writing format based on the TS25 module among teachers. In the findings of the study, Chiew Chin Mon, Jeffri Mat Yasin & Siti Aishah Ashaari (2014) have proven that one-time monitoring will cause teachers to be less aware of the importance of implementing the TS25 Module to make it a teacher's teaching practice (Mazlan & Zamri. 2016).

Study Implications

Overall, this study has implications for teacher teaching and student learning. With this, teachers can carry out their teaching process more smoothly and effectively, while students can learn in a more enjoyable learning environment and can reach their learning level more optimally.

Implications On Teacher Teaching

The implementation and challenges faced by teachers in the implementation of Module 3: Leading Learning in the School Transformation Program 2025 (TS25) in primary schools in Sarikei District have given teachers exposure to Module 3: Leading Learning in the Malay PdP.

In addition, this study can guide teachers to carefully plan PdP activities in RPH. In RPH, it will guide teachers to set learning objectives and success criteria and teachers will know the benefits of sharing learning objectives and success criteria with students. Based on this study, teachers will also know how to write RPH based on TS25. This is because RPH TS25 included the writing of learning objectives and success criteria, induction sets, PdP activity steps, student assessment, and closing activities. Teachers will also be given a clear and real picture when making student assessments. This is because learning objectives and success criteria have been written and shared with students. With this, the professionalism of teachers can be improved.

In addition, teachers can also choose to teach aids that suit the student's learning level. Based on the findings of the study, teaching aids and teaching resources that are based on digitization are able to encourage students' KBAT thinking and active student involvement in PdP. This is because the use of digital tools can give birth and create a fun learning environment and can unearth KBAT among students. With this, the learning objectives that have been determined by the teacher will be able to be achieved by the students, thus

increasing the effectiveness of PdP. Indirectly, through this study, teachers can practice teaching pedagogy based on PAK21, which can benefit student learning.

In this study, teachers can find out the ways and types of assessment that can be taken on students. Through this study, teachers can accurately and effectively assess students throughout PdP. With this, the teacher can identify the level of mastery of the students and therefore provide intervention and reinforcement exercises and rehabilitation for the students.

In conclusion, this study brings many benefits to teachers' teaching in the Malay language subject. Therefore, it is appropriate for teachers to practice the practice of TS25 when making teaching and learning plans, thus applying them in the process of teaching and learning Malay.

Implications on Student Learning

The implementation of Module 3: Leading Learning in the teaching and learning process has had implications for student learning. Through PdP based on Module TS25, students' learning outcomes can reach the maximum level. This is due to the implementation of the TS25 module in PdP, students' learning styles can be identified, teaching pedagogy is diversified, the implementation of PAK21 in PdP, the use of BBM that suits the students' learning level and sharing learning objectives and success criteria with students. With this, students will be actively involved and create a fun learning environment.

By applying PAK21 as contained in the TS25 module, students can be given the opportunity to learn how to solve problems and actively engage in PdP. Therefore, the implementation of PAK21 can also create a fun and meaningful learning environment. This is the case with a conducive learning environment that allows all students to be actively involved. Therefore, students will show a high interest in exploring their own answers. Indirectly, teaching and learning based on the TS25 module can prepare students as future human beings so that they can compete in the global market.

In this study, the potential of students can also be improved. When students share learning objectives and success criteria, students will be given a clear and tangible picture and learning target before the start of PdP activities. With this, students will be more motivated to find answers and solve problems when carrying out activities or tasks and better understand the skills or knowledge that has been presented by the teacher at the end of the teaching session.

In addition, students can also learn how to cooperate between peers and teachers. Based on the findings of the study, when the teacher separates the students in groups and provides teaching aids in PdP based on the students' learning level, the students can work together and communicate with each other to try to answer the questions correctly.

In conclusion, this study has given many benefits to student learning. Therefore, this study should be continued and the TS25 module should be expanded and strengthened in the process of teaching and learning Malay.

Proposal for Further Study

For future studies, it is hoped that this study can contribute and provide understanding and suggestions to the implementation of the TS25 Program in teaching and learning in all primary schools, especially in Malay language PdP. Further studies are expected to continue in the Malay language PdP process.

This study was conducted in two primary schools in Sarikei district. In this study, it has been limited to the implementation of TS25 module 3 in primary schools, Malay teachers, sample size and also in terms of study location. This study is also limited by using a qualitative approach only. Therefore, it is hoped that further research can examine the phenomenon by using a quantitative approach that is not limited by sample size, school types and subjects as well as other locations.

Conclusion

As a conclusion, this study has shown that the TS25 program has high effectiveness in the teaching of Malay language teachers in primary schools in terms of learning outcomes among students and teacher teaching pedagogy. Pupils' interest and motivation can be improved if Malay language teachers can practice TS25 practices in Malay language teaching; therefore, the teacher's teaching pedagogy can also be improved. In the interview study, it has been shown that the study participants agree that the learning environment and student learning can be strengthened by being guided by the TS25 module. As a future suggestion, the researcher hopes that this study can be expanded to a larger scope since the TS25 program is an educational policy to empower Malaysian education towards better quality.

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