

## **Transformation of Education in Malay Language to Contribute Future Development of The Nation**

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### **ABSTRACT**

The concept of nation-state is a unified nation that reflects the future of a shared nation, besides forming a nation of Malaysians with unwavering loyalty and devotion to the country and nation. Therefore, strengthening the language through the education system is one of the strategies for building a nation and national identity. This is the role of the Malay language as the national language and national unity, namely the desire to foster national integration, build a sense of pride in a language that reflects common sense, identity and people's thinking of the spirit nationalism. The emphasis on achieving a nation is through the Lingua Franca of the national language and also the official language. As the main language of communication in the country's multi-ethnic society is both a tool of unity, many attempts were made to strengthen the Malay language in the education system in order to produce a generation that has a first class and world class mind set.

*Keywords: Nation building; Malay empowerment; education system; national language; the unity of the people*

### **INTRODUCTION**

The development and role of language is in line with current technological advances. Language plays an important role because most knowledge is gained through intermediaries that use language as a medium. According to Nik Safiah Karim in Juriah Long et.al (2001), they agree that language and communication skills are essential in human resource education and training so that knowledge can be improved more effectively.

Language is one of the most important parts of everyday life and has always been a prominent part of civilization. Language teaching and learning in this country should change the direction with a more serious emphasis on application aspects while continuing the tradition of interpretation and the theoretical tradition. This is necessary because the discipline of the language itself in this new millennium is very competitive in nature.

Similarly, the spirit of Malay language among our youth today. We should be aware of the reasons why many students speak a language that is more of a concern than standard language. What exactly is the problem that is the obstacle to language development? Efforts to strengthen the language will not be successful without many obstacles and constraints. Malay language curriculum in schools should be able to overcome this crisis by implementing the language teaching and learning Malay language as early as at the stage of early schooling, but in fact, these efforts have not succeeded.

Based on the National Philosophy of Education which is:

*“Pendidikan di Malaysia ialah suatu usaha berterusan ke arah memperkembangkan potensi individu secara menyeluruh dan bersepadu untuk melahirkan insan yang seimbang dan harmonis dari segi intelek, rohani, emosi dan jasmani, berdasarkan kepercayaan dan kepatuhan kepada Tuhan. Usaha ini bertujuan untuk melahirkan warganegara Malaysia yang*

*berilmu pengetahuan, berketerampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri serta memberikan sumbangan terhadap keharmonian dan kemakmuran keluarga, masyarakat dan negara.”*

Source: Kementerian Pendidikan Malaysia (2001)

Accordingly, the Secondary School Curriculum (KSSM) is being implemented gradually from 2017 to meet the new policies under the Malaysian Education Development Plan (PPPM) 2013-2025 so that the quality of the curriculum implemented in secondary schools is in line with international standards. International standards-based curriculum has been incorporated into KSSM through the drafting of the Curriculum and Assessment Standard Document (DSKP) for all subjects containing Content Standards, Learning Standards and Performance Standards.

The resulting DSKP integrates the six pillars of the KSSM framework, which integrates knowledge, skills and values, as well as explicitly incorporating 21st Century Skills and High Orders Thinking Skills (HOTS). The integration is intended to produce people who are intellectually and spiritually balanced, emotionally and physically as the National Education Philosophy demands.

Whereas the concept of the nation to be declared is a sovereign nation and its people have the same identity, have the same socio-cultural identity and coexist. Obviously, this concept does not limit race, ethnicity, religion or belief embedded in the curriculum content.

The next question is how can the nation-building process be implemented through the education system? The role of education is very important in fostering the values of citizenship moral and religious values. Therefore, the education nowadays poses a great challenge of producing students with identifiable individual and community characteristics that share a common identity and practice pure values and live in harmony. The aspiring Malaysians are a nation of high, strong self-esteem, strong religious beliefs and moral values and most importantly able to live as a caring, democratic, liberal and tolerant society, as well as thoughtful and scientific culture.

### **Transformation of Malay Language Education in Contributing to Nation Building**

The education system in our country should be able to create a high degree of identity among students, through curriculum activities, and co-curricular programs. The identity created by the nation's education system is believed to produce a strong and viable nation.

As such, the Document Standard Curriculum and Assessment (DSKP) for Malay language drafted by the Curriculum Development approach to modular learning and edutainment as well as the holistic assessment to tap the potential of students to explore various fields of science, develop and evaluate the ability to speak the language proficiently and show their language skills and competencies. DSKP also consider the arts components (KOMSAS) in Malay which will foster interest in reading and expressed the joy of reading and appreciation of literature among pupils. Appreciation and appreciation of literature can support language skills in shaping student identity and personality. The DSKP uphold the role of the Malay language as the national language, official language, the language of unity, language knowledge and the language of instruction in schools as well as a catalyst for understanding the mind, thought and sociocultural speakers to produce the spirit of love for the language and the country that shared together in a vision for the sake of upholding the Malay language.

Transformation in the education system today is very demanding as the world of education challenges of globalization today. The education system is expected to produce citizens who are capable of acting wisely to meet the challenges of globalization. Changes in the curriculum at the primary and secondary levels are being made to meet the educational needs of the nation.

In addition, the Malay language curriculum has been revised. This review has introduced new elements in the teaching and learning process in primary and secondary schools. The curriculum targets students will be able to master the basic skills of listening and speaking, reading and writing in Malay language. At the secondary level, students are trained to speak fluently through interpersonal, information and aesthetics. Teaching and learning emphasizing events discussions, readings and activities develop imagination and creativity of students through language. Curriculum The Malay language curriculum tried to realize the role of the Malay language as the national language and national unity. The purpose is to build national integration, build a sense of pride in language that reflects the common sense and the people way of thinking and is also a catalyst for the spirit of nationalism.

To improve the Malay language in the school system, Curriculum Development Center (CDC) included elements of moral values and the spirit of patriotism and citizenship in the measure that is produced. Efforts to empower the Malay language in schools, not only involves a review and changes in the curriculum, but also the aspects of the implementation of the curriculum as well as a variety of related activities that can contribute to the achievement of the goals was also carried out in earnestly.

Empowering Malay language at the school level has been elevated as a key strategy in achieving the objective of nation building through the school system. The strengthening of a language means giving the language a role for full use in any field, at all levels from the lowest to the highest, from casual social communication to the areas of administration, management, business, law and whatnot as well as other professional fields. Empowered languages are languages used in intellectual debates that can be used to generate reasoning strategies in dealing with any area of knowledge. Language empowerment also includes scientific or academic fields. In terms of discussion and textual features, intellectual language does not have to be the same as a more descriptive academic or scientific language.

An empowered language is also a language that can be used creatively to exemplify its beauty in depicting various types of emotions, tastes, desires, ambitions, traits and behaviour of the human being as deeply and thoroughly as they are described in the works of high level literature. Malay empowerment in the context of this discussion refers to the business full use of the Malay language in the school system either as an official language, the language of science, communication and solidarity in order to achieve the target of nation building and national identity formation.

Teaching and learning in the classroom is the concept of Malay across the curriculum, which can have an impact on students. The Ministry of Education also ensure that teachers are trained from time to time in order to teach English more interestingly and effectively. As such, the classroom teaching model by Dunkin and Biddle (1974) states that the relationship between four important variables is classroom teaching, context, process and product. Whereas this model specifically describes the interrelationships between the 13 types of variables in classroom teaching. The variables are teacher background, teaching experience, teacher characteristics, student background, student characteristics, school characteristics and environment, classroom characteristics, teacher teaching practices, student learning style, student practice changed, short-term and long-term effects on students.

Therefore, in an effort to produce internationally recognized individuals, however, Malaysian cultural values should be the key tenets. Through the concept of the nation state to be formed, the people of different races and religions share the identities, symbols, cultures, values and spirit that are the hallmarks and aspirations of the nation.

The values of integration and unity must be inculcated from the school level in securing the achievement of the ideal nation-building goals. The Ministry of Education Malaysia (MOE), has been responsible for instilling these values since they were students. MOE's focus on nation building should include the following efforts to strengthen the national language as the medium of instruction

and the language of knowledge; languages that form the basis of national unity and integration; a language that fosters a love of the nation's arts, heritage and culture.

The nation-building of a multiracial nation such as Malaysia is especially demanding in an era of globalization characterized by the rapid flow of information, capital, values, culture and beliefs without borders across the country. Given the global nature of exposure and easy access to a wide range of matters, it is important for us to emphasize on the production of individual students who are national or local but have a world-class mind set.

Therefore, MOE need to emphasize on the production of individuals who are glamorous but still have a national identity and hold strong to national values and traditions. The nation's ability to build this nation depends on the 5 catalysts discussed above, namely, the sharing of values and spirit of patriotism, lingua franca, integration, citizenship and democracy.

## CONCLUSION

In the context of education, the emphasis on reaching the nation is given to the aspects of lingua franca, national languages that are the medium of instruction, the language of knowledge, the language of unity and the language of communication. To achieve this goal the Malay language should be reinforced or strengthened its role in schools.

According to Hashim Musa (2009), the function of language is not only a means of communication but also the role of language and can shape identity, spirit de corps, unity and form the basis of civilization and symbolize the dignity of its speakers. A society that is considered advanced in civilization, namely, political, governmental, economic, administrative, legal, education, science, science and technology and communications systems are generally high and sophisticated languages and correspondence. Clearly, language can be at the forefront of development and progress, while at the same time underpinning unity and nation building in a multi-ethnic country such as Malaysia.

Thus, it is clear to us the importance of the role of language. In reaching a nation of civilizations with high civilization, we must strengthen the national language which can serve as a tool of unity, official language and correspondence and thus the language of knowledge. The language that supports this role needs to be strengthened in the pursuit of the goal of building a nation through the school system.

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