TEACHER EDUCATION IN MALAYSIA

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ABSTRACT

This study describes in detail the environment of teacher education in Malaysia and the issues that arise related to teacher education. Apart from that, the researcher also explained briefly about the history, geography and culture in Malaysia which to some extent affect the educational landscape in Malaysia in general and the climate of teacher education in Malaysia in particular. In evaluating the issues and considerations that arise in teacher education, it is necessary to look at the historical, geographical and cultural aspects of a country because it has relevance in the practice of education carried out. Therefore, this concept paper is expected to be able to provide an initial overview related to teacher education issues in Malaysia to the next researcher in addressing this problem.

Keywords: comparative education, teacher education, concept paper, Malaysia education

I. INTRODUCTION

Teacher education in Malaysia has always been given priority by the government for the purpose of upgrading the national education system in line with current needs. Various efforts are carried out to elevate the teaching profession in the country. Through the rebranding of teacher training colleges to institutes of teacher education (IPG) shows that the government through the Ministry of Education takes teacher education seriously in Malaysia. Provision of skilled lecturers, the facilities of the institute are upgraded to meet this need. Figure 1 describes the analytical aspects of teacher education issues in Malaysia.

![Figure 1: Aspects of Teacher Education Issue Analysis in Malaysia](image-url)
Figure 2 above shows some institutions that offer teacher education courses in Malaysia. One of the earliest in implementing teacher education in Malaysia is the Sultan Idris Teachers College which started since pre-independence. Even the nationalist spirit was formed among the students there until Berjaya started the uprising against the colonialists. Now, the college has undergone a transformation and has been known as the Sultan Idris University of Education (UPSI).

THE CONCEPT OF TEACHER EDUCATION IN MALAYSIA

Nowadays, teacher education has grown rapidly and the institutions that offer teacher education courses are also growing in abundance. Apart from upgrading existing teaching colleges to the Institute of Teacher Education (IPG), several public and private universities also offer these courses. IPTA especially through Universiti Malaya (UM), UniversitiKebangsaan Malaysia (UKM), UniversitiTeknologi Mara (UiTM) and Universiti Putra Malaysia (UPM) offer various programs from diploma level to Doctorate (PhD). Not to be missed are IPTS through KolejAkademia and Open University Malaysia (OUM) as well as several other private universities offering related courses.

Changes in teacher education and curriculum development in Malaysia occurred due to efforts to make the Malay language as the language of instruction in the educational system from primary school to university level. Thus, the focus on teacher education on a large scale began in 1956 and in 1957 the Daily Teachers College (DTC) and the Federal Teachers College of Penang as well as the Federal Teachers College of Kuala Lumpur were established (Wan, 2008: 23). Apart from IPG, the university is also not left behind in providing programs and courses for the field of teaching in producing more quality teachers. Existing teachers also have the opportunity to continue their studies to a higher level as scholarships are available for those who are interested. Through the Malaysian Education Development Plan (PPPM) 2013-2025, also included is related to teacher education. With this vast space, Malaysia conceptually has no problem in producing competent teachers and these aspirations and efforts are seen to be on the right track (Badaruddin et al., 2021, Abdul Rasid et al., 2021).

II. DISCUSSION

Malaysia is a country located in the southeastern part of the Asian continent which is sheltered by the equatorial climate which is very rich in flora and fauna. (Taurism, 2015). Such a climate makes Malaysia a conducive country for politics, economy and tourism as well as education. (Mentari, 2013). Malaysia built on the harmony of a plural society that respects each other makes it the most developed country among other cluster countries (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021).
Evidenced by the presence of several colonial colonies in its history, making Malaysia now a famous country in the eyes of the world. (Description, 2015). Despite this success, education became the main foundation not only in shaping a harmonious and knowledgeable society, but education also pioneered the reform of the establishment of this country (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). Figure 3 above shows that education in Malaysia was initially influenced by the colonial style. Furthermore, influenced by the good climate and the diversity of cultural values to boost the development of education in Malaysia. (JKKN, 2015).

Through education, which usually starts with teachers, the views and philosophies begin to be heard and given attention. The influence of education did not stop there, but continues to grow to this day. With a variety of ethnic and cultural backgrounds, Malaysia in the early history of education have some kind of race-based schools such as madrasas for Malays, Chinese with vernacular medium school and so is India. (Vishalace, 2010). Malaysia Succeeded in maintaining a strong education system in producing a balanced citizenry in line with the national education philosophy (Mohd Ali et al., 2021; Parimala et al., 2021; SitiJamilah et al., 2021; Nor Fauziyana et al., 2021; Noel et al., 2021).

The rapidity of technology as well as the demands of today's education, makes the preparation of teachers more complex in all aspects, both pedagogy, professionalism, practice and also external relations. (Dharminder, 2010). The government is working hard to elevate teacher education to ensure that their production is in line with current market demands (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021). Despite the various efforts undertaken, there were several issues that arose during the course of it.

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Table 1: Teacher Education Issues in Malaysia

Teacher Quality
Table 1 above shows the issues of teacher education in Malaysia. Among the issues that arise in the world of teacher education in Malaysia at this time is the quality possessed by these teachers. (Zainurin, 2011). Teachers who attend long courses such as those organized by the Ministry of Education Malaysia through the Institute of Teacher Education (IPG) are seen to still fail to form a quality teacher. I don't know where the mistake is that led to this happening. The biggest barrier in teacher education is teacher quality (Wan, 2008). Not all of the prospective teachers face this problem, yet there are a handful of them. Perhaps this is due to their interest in the field of teaching is not as strong as expected. They plunge into this field at certain urges. In Malaysia, until now there has been no special program to train and guide beginning teachers either in primary or secondary schools (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021). They are left to fend for themselves without any help (Saedah&Sani, 2012, 37).

Irrelevant to Current Situation
In addition, issues that arise in teacher education also revolve around the irrelevance of teacher preparation in programs or courses conducted either at IPG or university. According to Manisah (2006), there are teachers who are placed into different programs making them experience surprises. Due to the ever-changing educational plans and policies, then the programs provided during this teacher learning should not be static (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzlan et al., 2021; Shahrul et al., 2021; Helme et al., 2021). Beginning in the early 1950s, until now, teacher education has been constantly changing (Wan, 2008). However, this does not happen where the teacher education curriculum continues as planned. This will be a problem when the teacher is sent to schools after graduation. When this situation occurs, then the teacher needs to implement experiences that are different from the theories they have learned before (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021). According to Manisah (2006), in her study involving special education has acknowledged that the presence and readiness of teachers do not all meet the needs of placement.

Globalization
Next is the issue of globalization related to teacher education. Teachers need to be prepared with the changes and demands of today’s world in education. According to Alperhan (2010), the latest technology has influenced a large part of education. Considerations that teacher preparation has achieved that purpose need to be taken into account. It is common knowledge that globalization in education demands teachers to constantly equip themselves with current knowledge and values. (Dharminder, 2010). The challenge that arises is that prospective teachers are not fully exposed to these values. Challenges to teachers in education now include equipping themselves with information and communication technology skills, addressing disciplinary problems and social ills, effective school management, community uplifting expectations and more (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021).

III. CONCLUSION
The next issue is the lack of continuity of teacher production rates and current requirements. IPGs and universities that offer teacher education have no relationship in teacher placement. According to Dharminder (2010), the institutions and industries that offer jobs are also inconsistent. For trainee teachers who study at IPG, they have an advantage in terms of allowances paid by the ministry, and are even promised placement after graduation whether the trainee teacher graduated with distinction or just passed. They will still be placed in schools throughout Malaysia. However, the fate of those who study at other local universities is different. There needs to be a collaboration between institutions that offer teacher education in defining a common curriculum and teacher needs. (Manisah, 2006). Although they excel in their learning, they are not yet included in teacher placement projections. What a loss if they are not given the opportunity to provide their services to students at school. This issue happens every year.

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