

# The Effectiveness of 'Program Intervensi 2M' in Helping to Improve the Minimum Mastery Level of Primary School Pupils

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## Abstract

Basic literacy (reading, writing, and counting) difficulties among primary school pupils in this country is a continuous problem and it is worrying many parties especially the Ministry of Education Malaysia. Therefore, the Ministry of Education Malaysia through the Malaysia Education Blueprint (PPPM) 2013-2025 emphasises achieving the Key Performance Indicators (KPI) for zero percent of pupils having difficulties mastering basic literacy skills. This action research aims to identify the effectiveness of 'Program Intervensi 2M' (reading and writing) in helping to improve the minimum mastery level of primary school pupils. This qualitative research is carried out based on case study research. The research framework is built based on Behaviorism Theory as well as the Intervention Model and Response-to-Intervention (RTI) Model. This research was carried out in a primary school in a suburban district of Debak, Sarawak. Research participants were chosen through purposive sampling. There are 15 pupils selected from level 1 classes (Year 1, Year 2 and Year 3). The research participants are those who were still unable to master the minimum level which is TP3 in Pentaksiran Bilik Darjah (PBD). The data were collected through observation, pre and post-test, as well as document analysis. The findings show that 'Program Intervensi 2M' helps to improve the minimum mastery level of primary school pupils which leads to a decreasing number of pupils unable to master reading and writing skills in primary school in line with the objectives of Pelan Pembangunan Pendidikan (PPPM). This research was carried out smoothly and faced very minimum challenges where the researcher had categorised the challenges into four main themes which include behaviour, time, teaching aids, and environment. In order to overcome the 3M problem among primary school students, all parties needs to unite, contribute ideas and work together to support the Ministry of Education Malaysia. The results are important for Ministry of Education Malaysia to provide interventions and improve programs related to the 3M problem. Further research needs to be conducted to help teachers explore different teaching approaches, curriculum design and contextual factors will ultimately affect student experiences and outcomes.

**Keywords:** Program Intervensi 2M, Intervention, Classroom-Based Assessment, Reading, Writing

**Introduction**

Malaysia Education Blueprint has been introduced and implemented since 2013 and by 2025 it is hoped that all pupils will master basic skills of reading, writing, and counting after three years of schooling. This plan is enacted by the Ministry of Education Malaysia to emphasize the efforts to achieve the KPI of zero percent of pupils having difficulties mastering reading, writing, and counting. Other than that, through National Education Philosophy, pupils are hoped to achieve their full potential as knowledgeable individuals no matter where they are. As stated by the UNESCO Institute of Statistics (UIS), the number of illiterate pupils all over the world is expected to increase from 100 million to 584 million due to the closing of schools caused by COVID-19. From that number, 29 million of increase is from East Asia and South East Asia. This increase could diminish the efforts of over two decades to increase the quality of education (UIS, 2021).

Based on the classroom-based assessment data from the Betong District Education Office, in 2022 and 2023 there was an increase in the number of primary school pupils who were unable to achieve a minimum level of mastery for reading and writing. In 2022, from 3390 level 1 pupils of primary schools in Betong, 327 (9.65%) of them were still in TP1 and TP2. On top of that, in early 2023, the data showed an increase to 610 (19.2%) from 3177 level 1 pupils still unable to achieve the minimum TP3 in classroom-based assessment. This is a worrying matter that should be solved quickly so that those pupils do not lag behind others in education. The automatic promotion system is one of the contributing factors because pupils have to go to the next class before they can master the basic skills. This means pupils who are still weak in mastering basic skills of reading, writing, and counting could move to the next level of learning automatically based on their age (Roslina et. al., 2017). This condition will lead to more problems for weak pupils as they need to learn more things while they are still unable to read, write, and count.

Education problems in this country will get worse if there are no proactive programmes planned. Ministry of Education Malaysia should take quick action to ensure that pupils who need help get the intervention needed. However, these programmes should be implemented in a certain period under the remedial phase plan. The programmes should also be carried out outside of school sessions to ensure that teachers can still focus on the current curriculum and avoid an overload of work. Research by Nickow et al (2020); Ander et al (2016); Whitehurst & Chingos (2011) stated that daily tutorials, one-to-one or in small groups, could help to improve academic achievement. Thus, action should be taken now to introduce an intervention programme on a small scale such as in school.

**Problem Statement**

The spread of COVID-19 has caused various difficulties for children in learning and indirectly has been the reason for the increased number of illiterate pupils. In 2019, the COVID-19 pandemic was spreading rapidly from Wuhan, China to the whole world and has caused the closing of schools almost everywhere. Due to the rising number of cases, the Malaysian government announced a Movement Control Order to the whole country on 18 March 2021. All sectors including the education sector from higher institutions to primary schools and preschools were asked to close until further notice to help stop the spread of the virus (Ministry of Education Malaysia, 2021). There are four phases of the Movement Control Order enforced and they are (MCO Phase 1 2020; MCO Phase 2, 2020; MCO Phase 3 2020; MCO Phase 4, 2020).

Following the announcement of MCO, teaching, and learning sessions had to be done online at home as the alternative to replace all face-to-face activities (Norhafinas et al., 2021; Zamry et al., 2021). As such, home-based learning or e-learning was introduced to let pupils and teachers stay connected online throughout MCO wherever they are (Safwana et al., 2020; Ishak & Ainul, 2021).

Before COVID-19 and school closure, difficulties in reading, writing, and counting were indeed one of the worrying problems in the education field. Once the schools were closed, it took a toll on pupils and the problem was worsening day by day. Even though home-based learning was viewed as a medium to facilitate learning among teachers and pupils, it has impacted the pupils negatively too. This is because home-based learning needs the pupils to use gadgets with internet connection like smartphones and laptops. Hence, teachers and pupils had to be prepared to face any changes in the education system (Syafnie & Azwahanum, 2022).

In 2019, the Ministry of Education Malaysia introduced Classroom-Based Assessment (CBA). Through CBA, exam-oriented assessment is replaced with an assessment that is holistic, balanced, flexible, fair, and based on standards in the Curriculum and Assessment Standard Document. CBA was introduced to reduce the stress of examinations in early school years which is quite irrelevant nowadays as pupils have different potentials and abilities (Yates & Johnson, 2018). Other than that, CBA is a medium to encourage fun learning experiences, to ensure that teachers can measure the learning development of pupils holistically as well as to create fair and equal chances in education for all pupils (Ministry of Education Malaysia, 2019).

Since 2019, teachers who teach Year 1, Year 2, and Year 3 have been asked to assess pupils based on the Curriculum and Assessment Standard Document. They were also given the Implementation Guidelines of CBA as guidance. In this case, the roles of a teacher in CBA are planner, executor, assessor, appraiser, and reporter and to carry out follow-up action based on guidelines given (Annaliza et al., 2020). Even though CBA had been implemented and it is well known that there are a lot of pupils who only got mastery level (TP) 3 for the Malay language, teachers are still unable to handle this problem through lesson plans with clear objectives to enhance the achievement of pupils. This is in line with research by Zamri (2021) which commented on the limited knowledge and readiness of teachers to deliver the lesson. On top of that, they need to handle pupils of mixed abilities in the same classroom. This means, there are still a lot of teachers who have difficulties planning a lesson for a Malay language class that could help pupils of mixed abilities at the same time.

21st-century pedagogy practiced by teachers does not focus on pupils of mixed abilities but instead focuses more on enhancing the language skills of pupils generally. However, it is not enough since not all pupils can learn at the same pace easily as they have different levels of cognition and skills. This is a big issue for teachers as they need to plan a lesson for pupils of mixed abilities but the number of pupils in a classroom is too much for them to handle each one specifically. Based on research by the Ministry of Education Malaysia (2019), there are a few reasons for the worsening academic achievement of schools. They are,

- i. The number of pupils in one classroom is not suitable
- ii. Non-option teachers are asked to teach core subjects to indigenous pupils
- iii. Limited skills in planning differentiated pedagogy which is a lesson suitable for pupils with mixed abilities

Therefore, a follow-up action focusing on teaching and learning that leans more on pupils of mixed abilities should be planned and executed to ensure that weak pupils are not left behind too far from pupils who have mastered the skills needed in the Malay language.

To instil 21st-century skills in teaching and learning sessions, teachers are given the responsibility to deliver various elements of skills to pupils in a short period. As there are differences in interest, knowledge, motivation, and learning styles, the learning approach used should be different and suitable to the abilities of each pupil. While, teachers also have to face the packed curriculum and prepare pupils for examination (Norazlin & Rohaimah, 2019).

Another issue is pupils are facing difficulties in mastering reading skills. There are still a lot of primary school pupils who are illiterate and cannot master the basic skills of reading, writing, and counting (Noor, 2022). Weak pupils need literacy intervention because mastering reading and writing is very important in the effort to reduce the rate of illiteracy as well as increase the skills of reading in the Malay language. When pupils are unable to master their reading and writing skills, it will contribute to their loss of interest in learning the Malay language (Abdul Rasid & Zulkafli, 2008).

Pupils who are unable to achieve the minimum mastery level are usually pupils who come from B40 families. B40 pupils tend to face difficulties in learning such as being unable to master reading, writing, and counting, playing truant frequently, being unable to focus, and being unmotivated to learn (Wan et al., 2022). Parents and guardians are mostly farmers and hard labourers. Some pupils stayed with grandparents at the longhouse because their parents needed to work in the city. Mostly, the parents and guardians are not highly educated. This is one of the reasons why pupils are unable to master reading and writing which then leads them to fail to achieve the minimum mastery level. This statement is supported by research by Zamry et al (2021) which stated that the standard of living of their family, uneducated parents, and inconducive environment at home are the reasons for pupils' difficulties in mastering reading and writing.

In line with research by Norlela et al (2021), the welfare of pupils is neglected at home because parents and guardians are busy making a living so the responsibility of educating their children is given to the school. This leads to neglect of pupils and they are stressed which eventually makes them uninterested in learning. This is further proved by research done by Wan et al (2022) which states that there is still a majority of children from B40 families who have difficulties in mastering reading, writing, and counting which then makes them left behind in learning and do not have equal access to learning.

Pupils with learning difficulties are not only problematic in reading skills but also having the same one in writing. This is also faced by non-native pupils, who have to learn the Malay language as a second language. Zamri et. al (2021) stated that learning a second language needs an individual to understand the language system and second language structure. When a pupil fails to understand the language system and second language structure, the pupil will have difficulties mastering writing skills which are the most taxing skills to be learned. Pupils will have difficulties understanding the meaning of words, fail to relate ideas while writing, mix word arrangements as the idea is not consistent, transfer the oral language directly to writing form, and fail to choose suitable words while building the sentences (Siti Farah, 2011).

Difficulties in mastering reading and writing is an issue that needs serious attention because this problem will affect the performance of pupils not only in the Malay language but also in other related subjects. Teachers should be able to apply effective approaches and strategies in reading because failures to do so in teaching and learning activities will lead to

pupils failing to master reading skills (Tubah & Hamid, 2011). When a pupil is unable to master reading skills, they would not be able to master other basic skills which are writing and counting skills.

Malaysia Education Blueprint (2013-2025) has decided that one of the changes targeted is to provide equal access to high-quality education. The dropout problem will be solved and each pupil in Malaysia has the right to get an education to achieve ambition and existing potential (Shuhaila & Hafizah, 2022).

### **Research Objectives**

The objectives of this research are to:

1. Investigate the effectiveness of Program Intervensi 2M in helping to improve the mastery level of pupils.
2. Identify the challenges in implementing Program Intervensi 2M in helping to improve the mastery level of pupils from the perspective of teachers.

### **Research Questions**

The research is classified into two as follows:

1. To what extent Program Intervensi 2M is effective in helping to improve the mastery level of pupils?
2. What are the challenges faced in implementing Program Intervensi 2M in helping to improve the mastery level of pupils from the perspective of teachers?

### **Methodology**

This qualitative research was carried out fully using the case study approach. A case study focuses on holistic explanation as well as explaining a phenomenon that happens in detail (Yin, 1994). This research was carried out in a suburban primary school in Debak, Sarawak. The participants were chosen using purposive sampling. There are 15 pupils chosen from Level 1 (Year 1, Year 2, and Year 3). The participants chosen were pupils who had not mastered the minimum TP3 in CBA yet. Those pupils were chosen because they were directly involved in Program Intervensi 2M. Participants in qualitative research are chosen using purposive sampling (Gay, 1996; Gay & Airasian, 2000). The researchers use research instruments like preliminary tests that have been approved by two language experts, document analysis, and interviews ((Bogdan & Biklen 2003; Spradley, 1980) to collect as much descriptive data by stating the frequency and percentage based on marks achieved to investigate the effectiveness of Program Intervensi 2M. The data collected from various sources is one of the triangulation processes to ensure the reliability and validity of the qualitative research data (Creswell, 2005). A semi-structured interview was carried out with a well-versed Malay language subject teacher who has 27 years of experience teaching the subject in primary school.

### **Analysis and Research Findings**

**The effectiveness of Program Intervensi 2M in helping to improve the minimum mastery level of primary school pupils**

#### **a) Pre and post-test results**

Pupils answered two sets of pre and post-tests and then the marks acquired were recorded. Based on Table 1, there are six pupils (40%) who scored 0-13 followed by nine pupils (60%)

who scored 16-35, while none of them could score 36-50 in the pre-test. This shows that more pupils were still unable to achieve the minimum level in the pre-test. On the other hand, in the post-test, there were three pupils (20%) scored 0-15, followed by two pupils (13%) got C, while another ten pupils (67%) scored 36-50. The results from the post-test show that over half (67%) have achieved the minimum level.

Table 1

*Program Intervensi 2M pre and post-test score analysis*

SCORE	PRE-TEST		POST-TEST	
	FREQUENCY	PERCENTAGE	FREQUENCY	PERCENTAGE
0-15	6	40	1	13
16-35	9	60	3	13
36-50	0	0	11	74

Based on the results of the pre and post-test, observation was made throughout the implementation of the programme, and analysis of related documents such as reports from the subject teacher and student work was also done and it was proven that Program Intervensi 2M helped to improve the mastery level of pupils and they could achieve the minimum level which is TP3. This finding is also supported by the decreasing number of pupils who are still unable to achieve the minimum mastery level in that school.

#### **b) Classroom-based Assessment Results**

Based on the descriptors for CBA, mastery level (TP) 1 refers to pupils who know basic matter or can do basic skills or give responses to basic matter. TP2 is defined as pupils who show understanding by explaining things learned orally. TP3 is defined as pupils who can use knowledge to do certain skills or tasks in a given situation.

Of 22 Year 1 pupils, five pupils were TP1 and TP2, Year 2 had five pupils from 22 pupils still in TP1 and TP3 while from Year 3 there were also 5 pupils from 14 still in TP1 and TP2. Overall, 15 pupils (25.43%) of 59 pupils in Level 1 were still in TP1 and TP2 and this number is worrying the teachers as there are still many Level 1 pupils unable to master basic skills of reading and writing. Hence, to deal with this issue, school authorities should plan and implement Program Intervensi 2M with the hope that TP1 and TP2 pupils will be able to achieve at least TP3.

From Table 2, it is shown clearly that the number of pupils able to achieve at least TP3 in the school was increasing. Of 22 pupils in Year 1, only two pupils are still in TP1 and TP2. In Year 2 and Year 3, only one pupil from each class is still in TP2. This data shows that after participating in Program Intervensi 2M for almost 6 months (May – October), 15 pupils who achieved TP1 and TP2 in CBA Phase 1 were decreased to only 4 pupils still unable to achieve the minimum mastery level.

Table 2

*Classroom-Based Assessment Analysis for Malay language subject of Level 1*

Clas	TP1		TP2		TP3		TP4		TP5		TP6		Total
	Phase	Phase	Phase	Phase	Phase	Phase	Phase	Phase	Phase	Phase	Phase	Phase	
Year	1	1	4	1	15	16	2	4	0	0	0	0	22
Year	1	0	4	1	6	7	5	4	6	8	0	2	22
Year	2	0	3	1	7	6	2	6	0	1	0	0	14

c) **Student work and Program Intervensi 2M report**

Other than the analysis from pre and post-test results as well as CBA, student works were analysed to investigate the effectiveness of Program Intervensi 2M in helping to improve the mastery level of pupils to the minimum requirement which is TP3. Throughout the implementation of Program Intervensi 2M, the subject teacher was involved in preparing learning materials such as worksheets and suitable modules based on the level of skills pupils had. The student works are categorised into three main themes which include writing, spelling, and reading. Table 3 shows the achievement of pupils before and after Program Intervensi 2M.

Table 3

*Achievement of pupils before and after Program Intervensi 2M*

Pupil	Before the programme			After the programme		
	Writing	Spelling	Reading	Writing	Spelling	Reading
M1	X	x	x	x	x	x
M2	X	x	x	√	x	x
M3	√	x	x	√	√	√
M4	√	x	x	√	√	√
M5	√	x	x	√	√	√
M6	X	x	x	x	x	x
M7	√	x	x	√	√	√
M8	√	x	x	√	√	√
M9	√	x	x	√	√	√
M10	√	x	x	√	√	√
M11	X	x	x	x	x	x
M12	√	x	x	√	√	√
M13	√	x	x	√	√	√
M14	√	x	x	√	√	√
M15	√	x	x	√	√	√

Based on observation, it is proven that pupils had fun while participating in Program Intervensi 2M. Pupils were always so excited waiting for the intervention class. This situation could be witnessed when pupils were always asking their Malay language teacher about the programme even though the details had been given to them already. From simple conversations with a few pupils, their feelings towards the programme were recorded. Mostly, pupils expressed their love towards the programme because finally, they were able to spell and read fluently. They were also able to put away their anxiety and low self-esteem in regular learning sessions. After Program Intervensi 2M, pupils started to participate actively in regular learning sessions.

**Challenges in implementing Program Intervensi 2M from the perspective of a teacher****a) Student Attitude**

Readiness to learn is important to build good learning habits in pupils. If pupils are ready to learn, it will make it easier for them to absorb any new knowledge and skills. On the other hand, if pupils are not ready to learn, it will be quite difficult for them to learn the skills of reading and writing. From research observation, pupils were seen showing a positive attitude

towards learning throughout the programme. This is supported by a respondent from the interview held, who said;

*“Throughout the intervention programme that I did with Year 2 pupils, I saw that they were always ready to learn. Pupils were always excited to participate in activities that I planned for them. It is to the point that I think the 30-minute session given for the intervention class was not enough. They did not have any problem completing the worksheets given in every session. Pupils were also willingly participating actively in the activities. This is very different when they are in a regular class where they most of the time would be quiet and passive”.*

However, several pupils were absent from school regularly. As this Program Intervensi 2M was carried out after school sessions, those who were absent from school would not be there to attend the intervention class either. The rationale for this programme being held after school session is to avoid the inconvenience of coming back to school in the afternoon. This statement is supported by the respondent as follows;

*“In terms of attendance, I found that two of my pupils from Year 2 were always absent from the program. These pupils are those who play truant frequently. In a week, they would be absent from school for at least two days. Their reasons for absences were health problems, family matters, and transportation problems. However, to handle this issue I like to give little gifts to pupils who successfully attended the intervention class. My reason is not to spoil them with gifts like stationery, but I hope with rewards given, they will come to school diligently”.*

#### **b. Time Constraint**

Another challenge is the time given to carry out Program Intervensi 2M. The time given to carry out each intervention session is only 30 minutes a week and this programme is held after school sessions. From the interview with the respondent, it is said that the execution time was too short and this impacted the number of activities that could be done with pupils.

*“As mentioned before, the 30 minutes a week given to carry out this program is too short for teachers to be able to guide pupils individually, one-to-one. Even though there are only five pupils involved at one time, I still feel that the time is not enough for me to guide them individually. Hence, if a programme like this is continued to be held for the next few years, I hope that school authorities will lengthen the duration given for each session so that teachers will be able to do many activities with the pupils”.*

The Malay language subject teacher for the Year is the senior assistant of co-curriculum. He was almost always in a meeting regarding co-curriculum at the district education office (PPD) or nearby schools. Therefore, when he needs to go out of school, the intervention class on that day will be cancelled, likewise for pupils of Year 3 who have the coach of athletics and football team as their Malay language subject teacher. He frequently went out to train pupils at other schools or brought the school team to competitions at other places. Therefore, Program Intervensi 2M for Year 3 was frequently cancelled too. This is approved by the respondent in the interview who said;

*“Malay language subject teachers for Year 1 and Year 3 are frequently out stationed. One of them is busy with meetings while another one is busy with training. Their time at school is very limited. I pity the pupils of Year 1 and Year 3 because their intervention classes are*

*always cancelled. To solve this problem, other Malay language teachers and remedial teacher agreed to help with their class every time they were not in school..."*

### **c. Teaching Materials**

A limited number of relevant teaching materials to teach the Malay language during the intervention programmed is one of the challenges faced by teachers. Teachers had to prepare the worksheets and modules suitable for their pupils themselves. Malay language subject teachers had to photocopy each worksheet themselves too. This is supported by the respondent as follows;

*"I printed and photocopied the worksheets myself. I got the learning materials from the internet. We also used modules suitable for my pupils based on their mastery level. Throughout this programme, I prefer to use the learning progression technique where I prepare the activities from the easiest to harder ones. For me, using various learning materials could attract pupils to participate actively in the intervention class for reading and writing".*

### **d. Student Environment**

Another challenge faced by teachers while implementing this programme is the student environment such as their family background. Pupils who participated in this programme were mostly from B40 families. They live in longhouses near the school. From research observation, pupils only learned while they were in school. When they went back home, pupils never revised. Their homework was not completed. Their parents and guardians were so busy making a living that they did not have enough time to care for the education of their children. The respondent approved this statement and said that;

*"These pupils will not do their homework. If we asked them to hand in their work, they would give various reasons like they forgot or they misplaced the worksheets. Their parents would not help to monitor them. Even if they played on their phones for hours, their parents would not do anything to them. The parents are giving full responsibility to teachers to teach their children. It is our work, they said. This is very difficult because things taught in school will be forgotten by pupils if they never revise at home".*

### **Discussion**

Program Intervensi 2M should be carried out continuously and effectively. The programme should be implemented based on pupils' abilities and potential. A limited number of participants for the programme could help teachers to focus on the pupils individually and plan suitable teaching and learning objectives based on their mastery level. This statement is supported by Norlela et al (2021) entitled "Pengaruh Didik Hibur Dalam Meningkatkan Kesiediaan Belajar Kemahiran Membaca Bahasa Melayu Murid Belum Menguasai Tahap Pencapaian Minimum" which found that using small groups with small pupils would be helpful to ensure that pupils could master the reading skills. Therefore, Program Intervensi 2M which focuses on pupils who have difficulties in mastering the minimum level would help the school to handle the issue of illiteracy among pupils.

Pupils who have not mastered the minimum requirement which in other words means pupils who have learning difficulties need help and guidance from teachers to master basic reading skills and writing well (Norleena et al., 2021). Program Intervensi 2M should be carried out to ensure that Malay language subject teachers have a medium to help weak

pupils improve their mastery level. Teachers have a pivotal role in providing an environment that promotes readiness to learn among pupils. Interesting learning activities should be planned and executed carefully to facilitate weak pupils in mastering the reading and writing skills. This is in line with research by (Usha & Vijayaletchumy, 2019).

Teachers should play their role well in choosing suitable learning strategies to improve reading and writing skills among pupils. Teacher-oriented teaching and learning strategies should be applied when teaching reading skills while for writing skills, student-oriented teaching and learning strategies would be beneficial in improving the literacy level of pupils (Intan & Zamri, 2021). Through Program Intervensi 2M, teachers are given the right to choose any module or materials suitable for their pupils. The level of readiness to learn among pupils throughout the learning session should be in line with the teaching and learning strategies as well as planning effective teaching methods that could produce high-quality products (Zamry & Nur, 2021). Creativity in planning learning strategies is one of the important factors to ensure that teachers can face pupils of mixed abilities confidently. Teachers are the facilitator in the classroom where they need to promote assistance, gives positive support to pupils, and are always ready to monitor the activities during teaching and learning sessions so that they can identify weak pupils and offer help instantly.

This research is supported by other research findings which stated that literacy intervention programmes should be implemented as early as possible to promote long-term learning to pupils who have learning difficulties (Hurry et al., 2021). Difficulties to read and write if not handled since early years will continue to high school and for sure will impact pupils seriously. Based on the data shared by the Ministry of Education Malaysia, 21, 316 pupils have dropped out of school since March 2020 (Ahmad, 2021; Bernama 2021). The cause and effect of this worrying number should be investigated carefully because this will impact the future generation negatively if not handled well (Khairun & Mohd, 2022).

## Conclusion

The finding of this research proves that Program Intervensi 2M will impact pupils, teachers, and schools positively. The reading and writing skills among pupils will improve significantly through this programme. There is clear evidence that this programme is effective which includes the increase in scores for pre and post-test as well as pupils' perception towards learning. Given attention individually, pupils will be more motivated to learn and for sure will improve their skills in the long run. Furthermore, this programme also impacted Malay language subject teachers in primary school positively. It will help them to ensure all pupils master reading and writing skills as well as achieving at least TP3. Taking an example from this research, the Curriculum Development Division (BPK) could take into account the readiness of teachers when they plan changes to curriculum because if teachers are well prepared, they will be able to execute the programme effectively. In the future, The Ministry of Education Malaysia (MOE) should also plan many remedial programmes to solve the issue of pupils' dropouts at the State Education Department (JPN), District Education Office (PPD), and school level.

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