

Use of Differentiated Pedagogical Approaches by Malay Language Teachers: Issues and Challenges

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Abstract

This research synthesizes various articles, journals, and books to examine the challenges faced by Malay educators in implementing Differentiated Pedagogy, recently introduced by the Malaysian Ministry of Education. Differentiated Pedagogy addresses diverse student learning needs but encounters significant obstacles in practice. This paper explores these challenges for Malay Language Teachers, focusing on teacher preparedness, student diversity, curriculum constraints, parental involvement, and the availability of teaching aids and materials. Many teachers lack the necessary knowledge and confidence to implement Differentiated Pedagogy effectively, struggling with classroom management and time constraints. From the students' perspective, challenges include varying interests, achievement gaps, inconsistent attendance, large class sizes, and high student numbers. Curriculum limitations and inadequate teaching aids further complicate implementation. Despite these challenges, Differentiated Pedagogy offers significant benefits by allowing Malay Language Teachers to employ diverse teaching methods, enhancing their strategies and making learning more inclusive and engaging. The varied pedagogical techniques reflect the dynamic nature of education and unique teaching styles. Adapting methods to suit different learning preferences can create more effective and engaging learning environments. Therefore/To conclude, Differentiated Pedagogy enriches the educational experience for Malay Language students by providing multiple avenues to engage with the language and improve linguistic skills. The diverse pedagogical strategies cater to varied learning needs, enhancing the overall teaching and learning process.

Keywords: Differentiated Pedagogy Approach, Malay Language Teachers, Pedagogy

Introduction

Education is the pillar of excellence and potential for enhancing quality of life. It is essential for individuals from all backgrounds and academic abilities. However, rapid changes in education have led to a decline in student performance, as not all students have the same level of understanding. We must ensure that all students, regardless of their intelligence, receive an equal education to succeed. This can be achieved through high-quality and

effective teaching methods by Malay Language teachers. A study conducted by Roa'ani and Azlifah (2019) showed that incorporating unique pedagogical approaches by Malay educators can result in highly successful teaching processes during teaching Malay Language Practices (ABM). This approach also facilitates the acquisition of Malay language skills for transitional class students.

Pedagogical knowledge is essential for teachers to effectively deliver new information to their students. Supported by Ain et al (2021), to teach Malay effectively, teachers must move away from traditional methods and use Differentiated Pedagogy Approach to adapt to individual student learning styles. This will result in a more successful teaching experience. Teachers must consider various factors in their teaching process to effectively impart knowledge to students. Additionally, as stated by Nuraishahtun et al (2019), the level of knowledge and competency demonstrated by an educator plays a crucial role in the effectiveness of incorporating and implementing Differentiated Pedagogy Approach in Malay language teaching. Educators' knowledge and skills play a vital role in shaping the overall effectiveness and outcomes of language teaching strategies. Therefore, investment in professional development and continuous learning for teachers is essential to encourage innovation and improvement in Malay Language education. By enhancing their abilities and following current trends and best practices, teachers can create a more engaging and impactful learning environment. According to Zurina et al (2021), it is suggested that the Differentiated Pedagogy Approach should be implemented to meet the diverse learning needs of students and ensure an inclusive classroom environment. The Differentiated Pedagogy Approach aims to provide a meaningful learning experience for all students, regardless of their mastery level. Therefore, Malay Language teachers need to address the identified challenges to effectively implement Differentiated Pedagogy Approach and improve the quality of Malay language teaching skills, (Halida & Zamri, 2021).

Differentiated Pedagogy

According to the Dewan Pustaka Dictionary fourth edition, Pedagogy is the methodology and practice of teaching and educating individuals, encompassing strategies, techniques, and principles used in guiding and guiding students. It involves careful planning and implementation of educational activities to facilitate learning, development, and growth of students of all ages and abilities. Pedagogy also emphasizes the importance of creating a supportive and inclusive learning environment that fosters engagement, critical thinking, cooperation, and creativity. It is a dynamic and evolving field that utilizes research, theory, and best practices to continuously improve and enhance students' educational experience. Furthermore, according to Niam et al (2022), Differentiated Pedagogy Approach is a practice that utilizes different teaching methods to accommodate unique needs of students and their environments. In 21st-century education, Differentiated Pedagogy Approach emphasizes a flexible teaching framework that allows students to learn according to their abilities and environments. Essentially, Differentiated Pedagogy Approach is an instructional approach that addresses the diverse learning needs of students in the classroom.

Aspects of Differentiated Pedagogy

In this Differentiated Pedagogy Approach, the focus is on the content that teachers aim for their students to master, with significant differentiation either in the use of alternative materials to convey the same topic or through engagement in intellectual discourse surrounding the matter, (Gaitas and Martins, 2016). This is supported by Kelly et al (2020),

stating that differentiating lesson content means teaching students new and diverse things. Teachers have the ability to modify their teaching methods to accommodate various needs and differences among students in schools. However, it is essential for teachers to understand and internalize the true essence underlying this Differentiated Pedagogy Approach. Meanwhile, Gaitas and Martins (2016) state that making lesson content different means changing what students learn. In simple terms, Differentiated Pedagogy Approach is a teaching method that can change and adapt to the needs of each student.

Theory of Multiple Intelligences

This study is based on a theory called the Theory of Multiple Intelligences, Gardner (1983), which provides a comprehensive explanation of this theory. The Theory of Multiple Intelligences is a concept that recognizes nine different types of intelligence in each individual. Among the many aspects of human intelligence are verbal-linguistic acumen, logical-mathematical brilliance, visual-spatial ability, kinesthetic agility, musical proficiency, interpersonal adeptness, intrapersonal understanding, naturalistic insight, and existential awareness. This theory suggests that individuals have varying strengths and abilities in each of these areas, emphasizing the importance of embracing and nurturing diverse forms of intelligence (Gardner, 1983). According to the concept of the Theory of Multiple Intelligences, it acknowledges the fact that learners have various abilities and talents in the educational environment. By accepting this theory, teachers can appreciate and cultivate the unique skills and abilities brought by each student to the classroom. Recognizing these individual differences encourages a more inclusive and effective learning environment, as it emphasizes the importance of catering to various learning styles among students. Instead of adhering to a one-size-fits-all approach, this theory encourages teachers to develop teaching strategies that address each student's specific strengths and weaknesses, ultimately maximizing their potential for academic success. According to Jaacob (1997), it has been proven that students have various abilities in the classroom. The Theory of Multiple Intelligences serves as a tribute to the diverse talents and potentials demonstrated by students in the educational environment. Verbal-linguistic intelligence is characterized by a preference for oral communication and a tendency towards language-based activities such as puzzles, word games, and appreciation of poetry and verse. Setiawan et al (2020) meanwhile, according to Barrington (2007), verbal-linguistic intelligence refers to a learning style that relies on oral explanations and includes a fondness for language games, puzzles, and an inclination to enjoy poetry and verse.

In Sharifah Nasyura's study (2018), visual-spatial intelligence refers to the learning style of students who excel in interpreting and creating visual representations, such as images and diagrams. These students have a strong ability to think visually and are usually very imaginative. Additionally, students who possess kinesthetic intelligence have a greater preference for participating in group activities that require movement and physical skills, such as dancing, acting, and sports (Setiawan et al., 2020). Although all students have musical intelligence, the extent to which they possess this intelligence varies. According to Tukiman et al (2014), all students have musical intelligence but their talents may vary. Those who have musical intelligence tend to prefer oral teaching, enjoy dancing, and have an affinity for music-related activities. In general, students with interpersonal intelligence tend to have the ability to understand and connect with others' emotions, enjoy working collaboratively in groups, demonstrate enthusiasm, empathy, and sensitivity to others' sentiments, (Ariffin, 2004).

Student Diversity

In line with the publication of Issue Number 14 of 2018, the Ministry of Education (KPM) has abolished the examination system for primary school students, as students will not be assessed solely through examinations; instead, they will be assessed comprehensively by their teachers, taking into account various aspects of their performance and growth. As a result, educational institutions have shifted from segregating students based on their differences, allowing for the integration of various attitudes, interests, and backgrounds to coexist in the same classroom. Hanani et al (2013) stated that this phenomenon affects teachers' pedagogical use, requiring educators to develop teaching strategies that encompass the heterogeneous nature of students in a shared learning environment. Additionally, it can further strengthen the relationship between educators and students. The heterogeneous composition of students in the classroom requires teachers to demonstrate patience and willingness to explain lesson materials repeatedly, as students exhibit varying levels of competence, understanding, and abilities. This is supported by Noraini and Musliha (2018), it is important for teachers to repeat their lessons so that students can fully understand the content, which is in line with the teachings of Prophet Muhammad that a teacher's duty is to help their students succeed.

Related Past Studies on The Implementation of Differentiated Approaches

The Differentiated Pedagogy Approach involves teachers following five principles when implementing this method. The first principle states that teachers must ensure the implementation of the curriculum achieves learning goals by considering fairness, student interests, and task relevance when assigning tasks. Teachers should offer students experiences in an environment that can support enhancing their skills and facilitate their learning journey. It is important to highlight variations in interests and learning preferences. KPM (2019) emphasizes the importance of integrating consistent continuous assessment processes in the implementation of this differentiated pedagogy approach. Therefore, it is crucial for teachers to assess students after each teaching or learning session. Teachers should devise learning plans that help each student perform to the best of their ability and succeed; when teachers create groups for activities, they must include students with different abilities to ensure everyone can participate and learn together, and the fifth principle emphasizes the importance of giving students tasks that are engaging, relevant, and challenging to help them achieve their best performance.

According to Danial (2020), teachers can address the diverse needs of students in the teaching and learning process by using various teaching methods. Teachers are expected to create classrooms that capture students' interests to enable them to play a better role. Improvements are needed in the level of knowledge and skills of teachers to meet current and future educational needs in delivering differentiated pedagogy. Additionally, according to Hall et al (2003), using various methods and teaching strategies allows all students to engage with the classroom curriculum by offering support, activities, and goals tailored to their individual learning needs. Tomlinson (2001), Differentiated instruction is not just a strategy; rather, it is an approach that adjusts instruction to meet each student's specific needs. Differentiated instruction is not just a strategy; rather, it is an approach that adjusts instruction to meet each student's specific needs. A study conducted by Diana Lawrence (2004) showed that when students of various skill levels receive instruction tailored to their respective levels, they are able to learn effectively like their mainstream peers.

Teachers set learning objectives in various ways based on their students' levels. Students' success at different levels depends on their ability to meet objectives that have been tailored to their needs. As a result, this approach will help reduce dropout rates among students Roa'ani Mohamed and Nor Rul Azlifah Zulkafali (2018). Therefore, educators have a significant responsibility in designing goals and teaching objectives tailored to individual achievement levels and students' abilities, incorporating considerations for personalized learning, to facilitate the achievement of educational goals set by each student.

Issues and Challenges

The education system in Malaysia is designed to foster holistic personal growth, encompassing intellectual, spiritual, emotional, and physical dimensions, with the primary goal of cultivating well-rounded individuals who demonstrate confidence and obedience to higher authorities. The objective of this initiative is to cultivate skilled and morally upright Malaysian individuals capable of enhancing the well-being of themselves, their families, communities, and the nation, thereby fostering a more prosperous society (Education Act 1996 (Act 550). Accordingly, the Differentiated Pedagogical Approach was introduced to provide students with a sense of summary, effectiveness, and profound efficiency. By fostering an environment where every student is valued and no one is left behind or neglected, this pedagogy effectively reduces the risk of students dropping out or abandoning their educational journey. However, various obstacles and challenges often hinder Malay Language Teachers from successfully implementing the Differentiated Pedagogical Approach. These barriers include various factors, including teacher competence, student engagement, curriculum alignment, and the availability of teaching resources.

Teachers

Level of Understanding of Differentiated Pedagogical Approach Among Malay Language Teachers According to Geviana & Nurfaradilla (2021), teachers need to have a deep understanding of suitable teaching methods to ensure that the diverse educational experiences of students remain unaffected. To effectively educate students in the Malay language, teachers must enhance their understanding of sophisticated teaching methodologies tailored to meet the diverse learning needs of diverse student populations in an inclusive educational environment. Supported by Sopian (2022), there is wide variation in the level of understanding of pedagogical approaches among Malay Language teachers, with some lacking comprehensive and balanced understanding. This indicates that the lack of readiness among teachers to handle diverse students in the same class is still a problem, as they lack the necessary knowledge and differentiated pedagogical approaches (Izani et al., 2020). Furthermore, Atika (2022) states that teachers' inability to understand the concept of differentiated pedagogy hinders their ability to teach Malay effectively. However, according to Danial (2021), issues regarding the lack of understanding, scholarship, and ability regarding differentiated pedagogical approaches often pose daunting challenges for educators striving to implement them more effectively and comprehensively. This leads to teachers being unwilling to use various teaching methods for language skills. Teachers' attitudes prioritize traditional teaching methods over differentiated pedagogical approaches, which has hindered the implementation of teaching methods that meet the needs of diverse students (Nuraishahtun et al., 2019). It is important to address these challenging factors to empower Malay Language teachers to enhance their differentiated pedagogical techniques and foster a culture of excellence in teaching practice.

Classroom Management

During the Use of Differentiated Pedagogical Approach Teachers also face challenges in managing their classrooms while incorporating differentiated pedagogical approaches during teaching and learning. Inadequate classroom management can lead to a decrease in effectiveness in both teaching and learning. This is supported by Mohd Ikhwan et al (2019), where recent statistics have reported that a significant proportion, especially 25%, of teachers are unable to successfully use proven Differentiated Pedagogy during classroom activities. This issue may result from challenges in addressing the needs of various students in one subject, which further leads to problems in maintaining order and discipline in the classroom (Suleyman, 2019).

Creativity and Ideas of Teachers in Using Differentiated Pedagogical Approach

Furthermore, it is found that teachers experience a lack of ideas and express less confidence in their creativity when it comes to designing and implementing different learning methods. Teachers acquire basic knowledge in teaching methods through training provided by authorities such as the Ministry of Education in Malaysia. This knowledge is further reinforced by teachers' own efforts to seek additional sources and information from various sources. However, there are unresolved questions regarding the effectiveness and influence of educational programs provided to teachers, as evidenced in Marni's study (2020), which revealed that courses organized by the Education Department (JPN) and District Education Office (PPD) often lack comprehensive content and fail to incorporate more advanced and specific teaching techniques, especially related to directory functions. Lack of comprehensive understanding of the rationale and mechanisms behind various educational methods, teachers may face various obstacles when trying to incorporate diverse learning approaches into their teaching practices (Dack, 2019). The lack of understanding can hinder the success of implementing Differentiated Pedagogy and hinder the achievement of desired educational goals in the classroom. Assistance offered by school administrators and educational leaders in providing tailored resources and guidance for different learning options can help teachers integrate this approach effectively into their teaching practices. This assistance ultimately enhances the overall educational experience for students.

Time Constraints During the Implementation of Differentiated Pedagogical Approach

Muhammad Furkan and his colleagues (2022) highlight significant obstacles faced by educators when implementing different pedagogies, namely time constraints. Teachers need allocated time to plan and prepare the necessary materials for each teaching session they lead. Comprehensive planning is important to create an effective and engaging teaching experience for both students and teachers. This is supported by (Atika, 2022). Teachers also struggle with time constraints while trying to monitor the pedagogical journey, as the time available for students to fully understand the intricacies of online lessons is still limited. This indicates that the constraints imposed by the curriculum regarding time allocation present challenges and obstacles to educators in effectively implementing diverse pedagogical strategies that meet the needs of diverse students and encourage meaningful educational interactions. These findings are consistent with the research conducted by Mohd Ikhwan and Azlina (2019), indicating that educators are constrained by limited time to incorporate various pedagogical methods. Current challenges also include the time constraints faced by teachers when preparing materials due to their busy schedules, which involve fulfilling other responsibilities such as administrative work and documentation. In previous research articles,

the most prominent challenges identified were the aspects of challenges posed by teachers themselves (Heng and Song, 2020). Therefore, it is important to address these challenges that hinder the implementation of differentiated pedagogy to optimize the use of this approach in teaching Malay at all levels in schools.

Students

Interest

Various obstacles faced by Malay Language educators in effectively implementing various pedagogical approaches. According to Halida et al (2021), challenges posed by students outweigh teachers' issues in implementing comprehensive differentiated pedagogy effectively. Students' recurring mistakes stemming from attitude issues and their mother tongue language barriers pose challenges for educators to successfully use tailored teaching strategies to improve writing proficiency. A lack of motivation among students to consistently improve writing skills has reduced their interest in constructing grammatically correct sentences. Additionally, challenges in student attendance and their lack of involvement have hindered educators from effectively implementing various teaching approaches in teaching Malay (Atika, 2022).

Large Class Size and High Number of Students

Based on a study conducted by Radi & Amran (2023), one of the main obstacles faced in the education environment is the excessive number of students or overcrowded classrooms. This hinders the effective use of diverse teaching methods. The class size, determined by the number of attending students, significantly influences the dynamics of teaching and learning experiences. Ndidi and Effiong (2020) conducted a study revealing that academic achievement in Nigeria is influenced by both class size and the quality of teaching facilities. Studies conducted in several European countries by Shen and Konstantopoulos (2019) found negative multipliers, indicating that achievement increases when class size decreases. Furthermore, research by Alivernini et.al (2019) revealed that students enrolled in smaller class sizes show better psychological well-being. It is clear that the quantity of students in the classroom not only affects student performance but also the implementation and organization of educational tasks conducted by teachers, as well as the implementation of Differentiated Pedagogical Approach.

Student Achievement Gap

Implementing differentiated pedagogical approaches becomes more difficult when there is a significant achievement gap among students in the same class. This scenario can be associated with the global Covid-19 pandemic and the subsequent transition to distance education practices. The adoption of distance learning for education has resulted in an increase in the rate of student dropout and a deepening gap in the mastery level of basics in the framework of national education. This phenomenon is not only evident in Malaysia but also in other countries such as Spain (Gonzalez & Bonal, 2021). As stated by Gonzalez and Bonal (2021), the disparity in educational opportunities has worsened during the pandemic, highlighting issues of inequality across formal, non-formal, and informal settings. Consistent with this, the Ministry of Education Malaysia (2013) stopped the practice of segregating students based on their abilities, skills, and learning preferences in one classroom. Teachers must take into account the diversity of students when planning their teaching because this factor is among the most challenging

teaching aspects (Suleyman, 2019). This is supported by Ain Atika Agus (2022), as the diversity of differences among students poses significant challenges to be faced by teachers.

Student Attendance

In Safiek's study (2021), it has been observed that the lack of implementation of differentiated pedagogical approaches by teachers can lead to the isolation of students based on their individual learning needs, resulting in behavioral issues such as apathy, defiance towards teachers, and school rule violations. As a result, this scenario can create various difficulties and obstacles, including an increased dropout rate. This is supported by Heng and Song (2020), who discuss how teachers' perspectives on innovative educational concepts, such as differentiated pedagogical approaches, are influenced by challenges such as class size, social cultural norms related to classroom management, academic outcomes, and teacher-centered instruction. This aligns with the study by (Radi & Syawal, 2023). The challenge lies with the students themselves, as those with lower levels of learning often fail to attend school. However, according to Smets and Struyven (2020), there are three main factors crucial to the success of implementing challenging differentiated learning approaches. First, teachers need to have a deep understanding and proficiency in skills and knowledge related to various teaching approaches. Second, they must possess effective communication skills to provide valuable feedback to their students. Finally, teachers must have a positive attitude and response towards various teaching approaches. Therefore, it is essential for teachers to take a proactive and positive approach when faced with challenges during the implementation of differentiated learning approaches.

Teaching Aids and Materials (TAM)

Teachers face various challenges in integrating multiple teaching strategies effectively, both at school, home, and elsewhere. This is because they may not be able to incorporate differentiated pedagogical elements into their Daily Lesson Plans (DLPs) due to lack of resources and time constraints (Atika, 2021). According to Halida & Zamri (2021), teachers also face challenges in selecting appropriate teaching aids and materials (TAM) based on students' varying cognitive levels. Teachers also encounter limitations in terms of selecting suitable teaching aids and materials that are relevant to various teaching methods. This is supported by the study by Ikhwan and Azlina (2019), which states that a lack of funding for teaching materials and resources is among the difficulties faced by teachers during the implementation of differentiated pedagogy. Educators often opt for technological aids such as projectors, smart TVs, and Chromebooks to enhance their teaching methods and increase student engagement, especially in the context of primary education. The inability of teachers to effectively use existing facilities is another challenge. The effectiveness of educational facilities plays a crucial role in shaping the academic experience in the classroom, affecting both teaching and learning outcomes. In the study by Suleyman (2019), it was found that educators feel inefficient in incorporating innovative teaching methods effectively due to a lack of resources. Additionally, a stimulating curriculum demands excessive time and effort from teachers to ensure all essential content is covered.

Curriculum

According to Radi & Syawal (2023), one of the main obstacles faced by educators when incorporating various teaching methods is the abundance of content in the curriculum. This aligns with the study by (Heng & Song, 2020). The high level of curriculum content imposes

restrictions on educators, forcing them to integrate and adapt various pedagogical methods in their teaching practices. Even in the current situation, educators continue to grapple with tasks addressing basic abilities such as literacy, numeracy, and basic arithmetic, which are becoming increasingly prominent.

Discussion and Recommendations

Various challenges arise when implementing different teaching approaches in the context of Malay language education, due to differences in the physical and mental aspects of the individuals involved. These challenges are closely related to external factors, but improvements are being made by various parties, particularly teachers. A systematic literature review by Sapian et al (2023) highlights the potential of using various pedagogical methods to enhance teaching strategies in Malay language education. The decision by the Ministry of Education (2019) to abolish classroom segregation has encouraged teachers to update their skills and knowledge to effectively teach diverse student groups. The Malaysian Teacher Standards state the professional skills required for teachers and the support and implementation required by agencies and teacher training institutes. In line with the call and Standard of Teachers in Malaysia, teachers are advised to embrace lifelong learning to continue acquiring knowledge and enhancing their personal excellence, as stated in the Malaysian Teacher Standard Document. This means that teachers who teach Malay language must be able to conduct teaching and learning sessions effectively without using lack of understanding or creativity as excuses. Instead, teachers must seek opportunities to enhance their abilities and skills in the directed subjects. Teachers must strive to optimize every resource and opportunity available to enhance their specific expertise and abilities. The philosophy of teacher education FPG emphasizes the importance of providing teachers as effective and reflective practitioners: -

"Teachers who have noble character, have progressive and scientific perspectives, are willing to uphold the nation's aspirations and cherish its rich cultural heritage. They ensure the progress of each individual and maintain a united, democratic, forward-thinking, and orderly society."

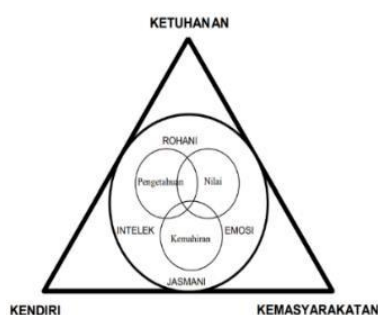


Diagram 4.0: Conceptual Model of Teacher Education.

The statement by the FPG emphasizes that teachers should always strive to improve and prioritize the best for all students. They cannot be complacent and reluctant to learn new teaching methods, especially different teaching methods. This idea is supported by the Conceptual Model of Teacher Education. The Conceptual Teacher Model is built on the principles of national education philosophy and teacher training, focusing on integrating

knowledge, skills, and values in all subjects to support students in achieving their maximum potential. Teachers are encouraged to enhance their professional skills, especially in critical thinking, computer skills, and effective teaching methods, and have the option to continue their education. Although challenging, continuous education can enhance the success and confidence of teachers, providing opportunities to improve their teaching abilities with creativity and clarity. In today's rapidly changing world, teachers must be proactive in expanding their knowledge and exploring new ideas. By pursuing higher education, teachers can gain diverse experiences and perspectives that enhance their effectiveness in the classroom and readiness to face future challenges. The Malay Language Teacher Proficiency Test (UPBMG) assesses the proficiency of Malay language teachers in the Malaysian Ministry of Education in listening, speaking, reading, and writing. This test assesses teachers' language skills to determine their mastery level in Malay language and is part of a government program aimed at improving the teaching ability of Malay language educators. In addition, issues regarding Teaching Aids and Materials (TAM), Teachers who are proficient in using technology in teaching are the most important factor in ensuring technology is used effectively in teaching. Therefore, teachers who are not so proficient in using technology in their classrooms should try to learn more about it by taking courses related to Information Communication Technology (ICT). The goal is to help teachers become better at using technology and to strengthen teachers' skills in using or implementing TAM. Gumusoglu & Akay (2017) said that to what extent teachers use technology in the classroom depends on their feelings about it and how well they can use it. The Ministry of Education Malaysia should be prepared to support teachers by providing necessary resources such as computers and projectors. Blaming teachers for the lack of technology in schools and using their salaries to buy these materials will reduce their motivation. Teachers should be encouraged to be creative in using existing technology, such as using projectors to display educational videos. Instead of criticizing teachers for their lack of technology skills, it is important to hold discussions and find solutions to help them improve. Skilled teachers should help train students on how to use technology effectively during the teaching process. Implementing technology strategically can help alleviate the burden of teacher tasks.

Conclusion

In the current education system, Malay Language teachers must adapt their teaching methods to accommodate individual student learning styles. Classroom segregation in Malaysia recently highlights the importance of educators recognizing and addressing the individual needs of their students to create a conducive learning environment. According to Asikit et al (2020), teachers have a significant influence in improving students' academic achievement through the dissemination of knowledge and essential skills in the Malay language subject. Accepting proposed changes in teaching methods by the Ministry of Education Malaysia is crucial for teachers to plan and implement fair and effective teaching processes that will enhance the quality of national education. Therefore, it is evident that the pedagogical approaches used by Malay Language teachers are very different. The diversity in teaching methods is a reflection of the dynamic nature of education and the unique teaching styles of individual educators. Some teachers may prefer a more traditional approach, focusing on grammar drills and vocabulary, while others may use a more communicative approach, emphasizing language use in real-life situations and interactive activities. The choice of pedagogical approach ultimately depends on the teacher's educational philosophy, their understanding of language acquisition theory, and the needs

and preferences of their students. Regardless of the pedagogical approach used, the main goal of Malay Language teachers remains the same, to help their students develop language proficiency and achieve communicative competence. Malay Language teachers can enhance their teaching by adapting their methods to accommodate various learning styles and student preferences, ultimately providing a more inclusive and successful learning environment for all. In summary, the variety of pedagogical strategies used by Malay Language teachers enhances the educational journey, offering various channels for students to immerse themselves in the language and improve their linguistic abilities. Embracing diversity in teaching techniques facilitates the creation of an energetic educational environment that encompasses all aspects facilitating language acquisition and fostering cross-cultural appreciation.

Through the issues being highlighted, it can be concluded that contributors to the challenges of implementing the Differentiated Pedagogical Approaches refer to various aspects, with various obstacles and challenges often hindering Malay Language Teachers from successfully implementing the Differentiated Pedagogical Approaches. This obstacle encompasses a variety of factors, including teacher efficiency, student engagement, curriculum alignment, and lack of teaching resources. From my point of view, the issues and challenges mentioned above remain relevant to this day as they are still being studied and scrutinized. Teachers are directly involved in following the stages of basic knowledge in the use of Differentiated Pedagogy Approach. Inadequate classroom management, lack of creative ideas, and lack of confidence among teachers are also evident. Furthermore, the time constrain also presents a challenge for Malay Language Teachers in implementing teaching using Differentiated Pedagogy Approach. Students often show a lack of interest and motivation in studying the Malay language subject, aside from the challenge posed by large class sizes which hinder the implementation of differentiated pedagogy by Malay Language Teachers. Furthermore, the use of teaching aids and curriculum alignment tools also play a crucial role in implementing Differentiated Pedagogy Approach.

It is imperative for both teachers and students to constantly strive towards achieving a minimum level of proficiency in utilizing multiple pedagogical approaches. Malay Language Teachers are advised to consistently engage in learning without boredom and diversify teaching methods to enhance the utilization of various approaches. Another reason is the importance of not giving up when using Differentiated Pedagogy Approach while teaching Malay Language. Trying to learn and apply theories related to teaching and learning in the classroom to make it more effective for students and increase confidence in using different teaching approaches. Finally, with information like this, it can help everyone involved use what is best and suited for them. Through all this, teachers will feel motivated to inspire the younger generation of our country, while students show understanding and appreciation for the subject of Malay Language, even though it is not their main language. In addition, it is essential to enhance the expertise of Malay language teachers to ensure that education is delivered effectively, meeting the diverse needs of students and achieving comprehensive teaching and learning objectives.

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