

Product Evaluation of Malay Language Curriculum in Primary Schools from Teachers' Perspectives Based on CIPP Model

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Abstract

This study aims to evaluate the product of the Malay Language curriculum in primary schools from teachers' perspectives based on the CIPP Model, focusing on two key dimensions: the curriculum's impact on student interest and the effectiveness of achieving curriculum objectives. Using a qualitative approach with case study design, this research involved six Malay Language teachers from five primary schools across three different districts in Miri Division, Sarawak. Data was collected through semi-structured interviews and observations, analyzed using thematic analysis with NVivo 15 software assistance. The findings indicate that the Malay Language curriculum shows positive potential in enhancing student interest through edutainment approaches and technology integration, although challenges exist in oral proficiency development. The curriculum demonstrates moderate effectiveness in achieving objectives, with particular success in reading and writing skills, while oral communication skills require further improvement. Student interest and engagement analysis reveals four key themes: varied responses to edutainment approaches, attractive curriculum aspects through ICT integration, motivation factors including teacher encouragement and appropriate challenge levels, and diverse student needs with 70% effectiveness rate. Objective achievement effectiveness encompasses three dimensions: mixed results in fundamental skills development, disparities between written and oral competencies, and promising but inconsistent moral values integration. The study reveals that curriculum effectiveness depends heavily on teacher competency, institutional support, and contextual adaptation. The interconnected nature of all identified factors suggests that systematic transformation addressing multiple dimensions simultaneously is essential rather than piecemeal improvements. Implications include the need for more contextualized content adaptation, enhanced teacher training programs, stronger integration of digital

literacy, and comprehensive approaches balancing academic achievement with character development. This study contributes valuable insights into curriculum evaluation complexity, emphasizing holistic evaluation approaches that prepare students for future linguistic challenges in Malaysia's multilingual educational landscape.

Keywords: Malay Language Curriculum, CIPP Model, Product Evaluation, Primary School, Teacher Perspectives, Curriculum Effectiveness, Student Interest, Objective Achievement

Introduction

Curriculum plays an important role in determining the direction of student development, where education quality greatly depends on the effectiveness of its implementation. As a main element in education, curriculum provides significant influence in achieving progress based on needs and self-identity to fulfill national aspirations (Kurubacak, 2007). In the context of the 21st century, students need more skills to prepare them to face a more challenging future, requiring them to apply knowledge learned to address various challenges outside the school environment, as basic skills alone are insufficient to compete in this ever-changing world.

This investigation emerges at a pivotal moment when Malaysian primary education confronts unprecedented challenges in linguistic development outcomes. Recent classroom observations reveal growing disparities between prescribed curricular expectations and actual student language proficiencies, particularly among diverse learner populations navigating between vernacular home environments and formal academic settings. The urgency for examining curriculum effectiveness intensifies as educators report increasing difficulties in bridging traditional pedagogical frameworks with contemporary student learning patterns shaped by digital media exposure and multilingual social contexts. Research has demonstrated that Malaysian ESL primary school pupils require enhanced language learning strategies to improve their receptive skills, highlighting significant gaps in current pedagogical approaches (Amiruddin et al., 2023). These contemporary realities demand immediate empirical scrutiny to determine whether existing curricular structures adequately serve the complex linguistic landscape of modern Malaysian classrooms.

The present research addresses fundamental gaps in understanding how curriculum implementation translates into tangible learning outcomes from the perspectives of those directly responsible for its execution. While policy documents articulate ambitious goals for language mastery and character development, limited systematic investigation exists regarding teachers' assessments of whether these objectives materialize meaningfully in actual classroom settings. This study's significance extends to multiple educational stakeholders: curriculum developers gain evidence-based insights for refining future iterations, school administrators receive guidance for targeted professional development initiatives, teacher educators obtain empirical foundations for enhancing preparation programs, classroom practitioners achieve formal recognition of their implementation challenges, and ultimately, students benefit from more responsive pedagogical approaches aligned with their diverse learning needs and cultural backgrounds.

The Malaysia Education Development Plan (PPPM) 2013-2025 emphasizes comprehensive student literacy enhancement, aligned with current needs and national aspirations. The Malay Language curriculum focuses on producing students proficient in communication,

writing, and critical and creative thinking through integrating Higher Order Thinking Skills (HOTS) elements that help students think analytically and reflectively. Additionally, contextual learning appreciates local culture and heritage, making the curriculum more relevant to students, while technology usage in classrooms is empowered to enhance learning experiences. All these initiatives align with the National Education Philosophy which aims to produce balanced individuals intellectually, spiritually, emotionally, and physically.

The emphasized 21st-century skills encompass various important capabilities needed in the digital era, including the ability to solve complex problems through critical and creative thinking, generating innovative ideas from various sources, cooperation, agility, initiative, effective communication, accessing and analyzing information, as well as curiosity and imagination (Saavedra & Opfer, 2012). Teacher attitudes, teaching methods, training, and preparation become important elements requiring attention, considering educator quality greatly influences student learning, with curriculum success depending heavily on teacher efficiency and effectiveness in school implementation.

Malaysia's education system operates centrally, with all educational administration aspects managed by the Ministry of Education Malaysia (MOE) for primary and secondary schools. In curriculum development contexts, MOE is responsible through the Curriculum Development Division (CDD) which oversees school curricula implementation. This curriculum development process uses a top-down approach, where CDD plans, implements, and evaluates school curricula, resulting in uniform curricula across all schools. Teachers' roles are often seen as curriculum implementers, responsible for teaching guided by prepared curriculum documents, syllabi, or standards, an approach considered important given the large number of schools nationwide and the need to ensure national education philosophy and goals achievement (Ministry of Education Malaysia, 2022).

Curriculum has always been a top priority in developing and shaping nations and societies worldwide, considered a strategic element in building generations capable of meeting needs and contributing to future development in this modern era (Saedah 2008). Curriculum represents an educational plan encompassing knowledge, skills, values, norms, cultural and belief elements chosen by society for generational transmission. In providing Malaysians with holistic education meeting individual and national needs, curriculum requires careful planning and management to ensure relevance and high quality, with 21st-century curriculum needing to be futuristic, flexible, and dynamic to shape desired Malaysian society structure and citizen characteristics (PPPM 2013).

The globalization era witnesses increasingly challenging changes in education, with rapid global changes requiring curriculum review and adaptation according to current times and future needs (Ornstein & Hunkins, 2017; Marsh & Willis, 2007). According to Fullan & Quinn (2016), curricula need continuous modification and evaluation processes to ensure societal goals and desires toward education are fully achieved. Curriculum implementation evaluation is important to improve implementation processes for greater effectiveness (Stufflebeam & Shinkfield, 1985; Sowell, 2000). In Malaysia's education system context, curriculum represents a comprehensive process involving planning, coordination, and interpretation of educational goals and objectives, defined as holistic educational programs encompassing curricular and co-curricular aspects (Ministry of Education Malaysia, 2022).

Curriculum evaluation plays a major role in successful implementation, ensuring educational institutions adhere to the National Education Philosophy and function toward making Malaysia an advanced nation by 2025. According to Fullan (2020), evaluation results are crucial for stakeholders taking follow-up actions to enhance educational excellence, providing information about student performance, teaching strengths and weaknesses, enabling student self-diagnosis and improvement, while informing parents and society about children's achievements. Malaysia's education system consistently emphasizes curriculum renewal to meet current demands through the Curriculum and Assessment Standard Document (DSKP), integrating 21st Century Skills, HOTS, and moral values into learning to prepare students for global challenges.

The Primary School Malay Language Curriculum (KSSR) is designed to strengthen language skills and shape identity and patriotism values among students, ensuring language mastery while practicing moral values in daily communication. This curriculum structure emphasizes spiritual, emotional, physical, and intellectual development balance, aligned with six main pillars forming Malaysia's education framework as outlined in DSKP documents. Although KSSR implementation has undergone various improvement processes, challenges persist in ensuring effectiveness, particularly in HOTS implementation and moral value integration, making research on curriculum implementation important to assess objective achievement success. Collaborative teaching approaches have been found to enhance Malay Language literacy proficiency, demonstrating that comprehensive evaluation can provide constructive feedback to improve curriculum implementation and ensure it remains relevant to current needs (Adam et al., 2017).

The Malay Language curriculum serves as an important pillar in Malaysia's education system, especially at primary school levels. As the national language and main instruction medium, Malay Language mastery is essential not only for academic success but also for national social and economic development. Since independence, Malaysia's education system has undergone various transformations with increasing emphasis on Malay Language teaching and learning quality. The Program Peningkatan Bahasa Melayu (MBM) needs to be evaluated comprehensively to enhance student competency, teacher skills, and administrative efficiency, ensuring success for all stakeholders in promoting Malay language usage (Othman et al., 2023). However, implementation still faces challenges including misalignment between planned curriculum and classroom implementation, teacher difficulties in interpreting and implementing new curricula, and gaps between educational theory and actual teaching practice.

Curriculum evaluation represents a critical aspect in determining implementation effectiveness and educational program success. According to the CIPP Model (Context, Input, Process, Product), the product dimension is crucial for evaluating achievement extent aligned with planned curriculum objectives (Stufflebeam, 1983). However, studies show that Malay Language curriculum evaluation in primary schools is often insufficient for providing comprehensive program effectiveness overview. This study aims to evaluate the Malay Language curriculum product in primary schools from teachers' perspectives, focusing specifically on curriculum impact on student interest and effectiveness in achieving curriculum objectives, using the CIPP Model's product dimension to provide comprehensive

evaluation of implementation outcomes and meaningful recommendations for curriculum improvement.

Literature Review

Evaluation Models in Curriculum Implementation

Curriculum evaluation has undergone significant evolution since the mid-20th century, producing various evaluation models that emphasize different aspects in educational evaluation processes (Worthen & Sanders, 1987). The objective-based evaluation model introduced by Ralph Tyler (1949) is considered a pioneer in modern educational evaluation, focusing mainly on measuring achievement of objectives set in educational programs. Ornstein and Hunkins (2017) explain that Tyler's model emphasizes three main aspects: determining learning objectives, selecting appropriate learning experiences, and evaluating objective achievement. This approach has influenced curriculum development and evaluation systems worldwide, though criticized for being too rigid and lacking attention to qualitative learning aspects.

The responsive evaluation model introduced by Stake (2004) brought new dimensions to educational evaluation by emphasizing various stakeholder needs, considering views of all parties involved in educational programs including teachers, administrators, students, and parents. This approach is more flexible and user-oriented compared to previous models. According to Ornstein and Hunkins (2017), Stake's model uniqueness lies in its approach emphasizing context and process importance in evaluation, suggesting evaluation should consider not only final results but also entire teaching and learning processes. However, Marsh and Willis (2007) note that overly flexible approaches can complicate concrete decision-making processes.

Provus's Discrepancy Model (1973) focuses on identifying gaps between set standards and actual program achievement. Worthen and Sanders (1987) explain this model helps evaluators identify areas requiring improvement based on analysis of differences between expectations and implementation reality. Sowell (2000) describes the model's systematic approach through five stages: design, installation, process, product, and cost-benefit analysis. While effective in identifying implementation gaps, this model is criticized for being too focused on negative aspects and lacking attention to existing program strengths.

The CIPP model introduced by Stufflebeam (1971) offers a comprehensive and systematic evaluation approach, aiming to help administrators make better decisions through comprehensive understanding of evaluated programs. Stufflebeam and Shinkfield (2007) explain that this model emphasizes four main dimensions: Context, Input, Process, and Product. Context Evaluation assesses needs, problems, assets, and opportunities in implementation contexts. Input Evaluation focuses on available resources, including teaching materials, teacher training, and infrastructure. Process Evaluation examines how teachers implement curriculum in classrooms and challenges faced during implementation. Product Evaluation assesses implementation results, including student achievement and overall program impact.

Rationale for CIPP Model Selection

The CIPP Model selection in this study is based on several important considerations, including weaknesses of other evaluation models. Tyler's model, while foundational to modern educational evaluation, has significant limitations including excessive focus on final results and insufficient attention to learning processes, being too rigid and linear without considering actual educational process complexity (Ornstein & Hunkins, 2017). Stake's model, despite emphasizing various stakeholder views, has structural limitations due to less systematic approaches that can complicate concrete decision-making (Marsh & Willis, 2007). Provus's model, though effective in identifying gaps, focuses too heavily on negative aspects without adequate attention to existing program strengths.

In contrast, the CIPP Model offers a more balanced and comprehensive approach. Stufflebeam and Shinkfield (2007) explain that this model evaluates not only results but also considers context, input, and implementation processes. Ghazali et al. (2012) proved this model's effectiveness in Malaysian educational contexts through their study evaluating Science and Mathematics teaching in English, while Azizi Jaafar (2015) demonstrated its suitability in curriculum evaluation. The CIPP Model is more practical for this study due to its systematic yet flexible structure, enabling organized data collection and in-depth analysis while providing space to consider local context uniqueness (Worthen & Sanders, 1987).

The focus on the Product dimension in the CIPP Model is based on Azizi Jaafar (2015) findings showing this dimension as most critical in evaluating curriculum implementation effectiveness. The Product dimension enables comprehensive evaluation of curriculum implementation results, encompassing objective achievement aspects, learning impact, and overall program effectiveness. This approach aligns with current trends in educational evaluation that are more holistic, recognizing that curriculum success cannot be measured only through grades or statistics but requires evaluation considering overall individual and system transformation.

Malay Language Curriculum in Malaysia

The Malay Language curriculum in Malaysia has undergone significant development since independence, reflecting changes in national educational needs and aspirations. According to Hassan Ahmad (2015), the evolution of Malay Language curriculum aligns with its role as the national language and main instruction medium in the country's education system. The journey of curriculum development at primary school levels reflects dynamic evolution of the national education system, beginning with Old Primary School Curriculum (KLSR) implementation, transitioning to Integrated Primary School Curriculum (KBSR) in 1983, and introducing Primary School Standard Curriculum (KSSR) in 2011 with more comprehensive renewal in content, pedagogy, and assessment aspects.

The current KSSR Malay Language curriculum is implemented based on the Curriculum and Assessment Standard Document (DSKP), with the Ministry of Education Malaysia (2022) outlining three main standards: Content Standards, Learning Standards, and Performance Standards, providing clear guidelines for teachers in implementing teaching and learning. KSSR implementation brings renewal in Malay Language teaching approaches, emphasizing integrated language skills mastery covering listening, speaking, reading, writing skills, and grammatical aspects. Chew and Zulhazmi Hamad (2018) found that the modular approach

used has helped teachers plan teaching more systematically, especially in integrating Higher Order Thinking Skills (HOTS).

In implementation terms, KSSR Malay Language emphasizes student-centered learning through various teaching strategies such as project-based learning and collaborative learning, aiming to create meaningful learning experiences and stimulate student interest (Kalai Selvan Arumugham, 2020). In assessment aspects, Nurul Huda and Anuar (2022) report that Classroom Assessment (PBD) has brought positive changes in how teachers evaluate student learning, with Ashma Said (2023) adding that PBD enables more holistic and continuous assessment. Zamri et al. (2010) emphasize implementation support importance through continuous professional training and systematic monitoring, strengthened by Yahya and Yusof (2017) findings showing curriculum implementation success depends on professional support quality received by teachers.

The CIPP Model's suitability in evaluating Malay Language curriculum can be seen through several important aspects. Ghazali et al. (2012) found this model effective in Malaysian educational contexts due to its ability to consider unique local factors in the country's education system. This finding is supported by Azizi Jaafar (2015) who found the CIPP Model enables more detailed and objective identification of educational program weaknesses and strengths. Worthen and Sanders (1987) explain that the main advantage of the CIPP Model is its ability to produce meaningful data for program improvement decisions, while Marsh and Willis (2007) add that this model helps in planning effective improvements by providing holistic pictures of curriculum implementation.

Teacher Perspectives in Curriculum Implementation

Understanding curriculum effectiveness requires teacher perspectives as elements that cannot be overlooked. Teachers are not merely curriculum implementers but main catalysts determining educational transformation success. According to Fullan (2020), understanding views, experiences, and challenges faced by teachers is critical in evaluating curriculum implementation effectiveness. Teacher perspective importance in curriculum implementation becomes increasingly prominent in current educational eras, with Chew and Zulhazmi Hamad (2018) emphasizing that teachers are links between curriculum aspirations and classroom reality, providing real pictures of how curricula are translated in teaching and learning processes.

Curriculum implementation involves various complex and interrelated dimensions. Understanding teacher roles, challenges faced, and factors influencing curriculum implementation can help in planning more effective support and improvement strategies. Research by Kalai Selvan Arumugham (2020) shows that curriculum implementation success greatly depends on teacher readiness and ability levels in adapting changes and innovations in education. Teachers play critical roles as main curriculum implementers at classroom levels, with Fullan (2020) explaining that educational change success depends on teachers' ability and commitment in translating curriculum into effective teaching practices.

In facing curriculum implementation challenges, teachers need to handle various issues. Chung et al. (2017) found that Malay Language teachers often face challenges in integrating higher-order thinking skills in their teaching, while Nurul Huda and Anuar (2022) research

shows that classroom assessment implementation brings its own challenges to teachers in time management and documentation terms. Teacher attitudes and beliefs also play important roles, with Zamri et al. (2010) research showing that teachers with positive attitudes and high confidence are more likely to apply innovative and effective teaching approaches.

Curriculum implementation success is influenced by various interrelated factors. From knowledge and skills aspects, Ashma Said (2023) found that teacher readiness levels in implementing new curricula greatly depend on their mastery of required content and pedagogy. Kalai Selvan Arumugham (2020) adds that teacher understanding of curriculum goals and needs influences implementation effectiveness. Administrative support and adequate infrastructure are critical enabling factors, as proven in Yahya and Yusof (2017) study. Training and professional development aspects are important components in supporting effective curriculum implementation, with Chew and Zulhazmi Hamad (2018) emphasizing continuous training importance in enhancing teacher ability to implement student-centered and HOTS-based teaching.

Past Studies on Curriculum Implementation

Review of past studies on curriculum implementation provides comprehensive perspectives on educational system developments and effectiveness. The use of the CIPP Model in local studies has shown effectiveness in evaluating educational programs in Malaysia. Comprehensive research by Ghazali et al. (2012) evaluating PPSMI implementation using the CIPP Model provided significant findings through quantitative approaches involving 242 teachers, revealing comprehensive evaluation importance encompassing all CIPP Model dimensions. Main findings showed that educational program success depends on integration among all CIPP Model components.

Azizi Jaafar (2015) conducted important research using the CIPP Model to evaluate Islamic education curriculum implementation in secondary schools through qualitative approaches with case study design, conducting in-depth interviews with teachers and classroom observations. This study revealed that the product dimension in the CIPP Model is critical in evaluating curriculum implementation effectiveness, especially in learning objective achievement and student skill development aspects. Other significant studies include Fatimah Tambi (2009) evaluating special remedial programs using combined quantitative and qualitative approaches, and Mohd Nordin Abu Bakar (2011) using mixed methods to evaluate vocational subject programs, both demonstrating CIPP Model effectiveness in systematic program evaluation.

International contexts also show widespread CIPP Model usage in curriculum evaluation. Worthen and Sanders (1987) discuss comprehensive studies in the United States using the CIPP Model for language curriculum programs, while Stufflebeam and Shinkfield (2007) report on science curriculum program evaluation in the United Kingdom. Hakan and Seval (2011) applied the CIPP Model in Turkey for English language teacher education programs, and Karatas and Fer (2009) used it for English language curriculum evaluation involving large samples. These international studies consistently demonstrate the CIPP Model's effectiveness in providing comprehensive understanding of educational program effectiveness across various contexts and educational systems.

Studies related to Malay Language curriculum have shown significant development in research approaches and focus. Chew and Zulhazmi Hamad (2018) conducted research on integrating HOTS in Malay Language teaching, finding effective questioning techniques critical in developing student HOTS. Nurul Hasna Hassan et al. (2019) focused on content analysis of Malay Language KSSR textbooks, examining critical thinking skill element integration. Recent developments include Ashma Said (2023) research on teacher attitudes in implementing Classroom Assessment, revealing positive teacher attitudes' significant influence on implementation effectiveness, and Nurul Huda and Anuar (2022) study on teacher readiness in implementing classroom assessment, showing challenges in time management and documentation despite understanding PBD importance.

Research Gaps in Existing Literature

Comprehensive research on educational curriculum in Malaysia reveals significant research gaps in KSSR Malay Language contexts. Although various evaluation models have been used in educational research, urgent needs exist to examine Malay Language curriculum with deeper and more holistic approaches. Researchers found that existing research tends to analyze curriculum structure superficially, without exploring more critical implementation dimensions. Nurul Hasna Hassan et al. (2019) showed that previous studies failed to capture actual complexity of Malay Language teaching and learning at primary school levels, with existing research approaches more focused on quantitative metrics compared to understanding actual classroom transformation.

Chew and Zulhazmi Hamad (2018) support this view, revealing that existing evaluation instruments have significant limitations in understanding actual Malay Language teaching dynamics. Most studies fail to provide adequate space for teacher perspectives, who are main curriculum implementers at school levels. Malaysian contexts require evaluation approaches more sensitive to cultural diversity and local needs, with Kalai Selvan Arumugham (2020) emphasizing actual curriculum implementation context understanding importance, something neglected in most previous research. Comprehensive evaluation approaches need to consider factors beyond academic achievement alone.

One critical deficiency in existing research is the absence of deep focus on curriculum outcome (product) dimensions. Stufflebeam and Shinkfield (2007) have long suggested that curriculum evaluation must go beyond traditional measurements and pay attention to actual transformation occurring in education systems. Ashma Said (2023) challenges existing research approaches, emphasizing needs to hear real voices of teachers involved in curriculum implementation. Their perspectives, closest to teaching reality, are often neglected in previous studies, causing loss of meaningful perspectives. The need for more holistic research approaches becomes increasingly urgent to understand actual transformation in Malay Language education, with future studies needing to explore deeper dimensions considering curriculum implementation complexity from multiple stakeholder perspectives.

Methodology

This study employed a qualitative approach with case study design to evaluate the product of Malay Language curriculum in primary schools from teachers' perspectives. The selection of qualitative methodology was based on its suitability for exploring complex phenomena such

as curriculum implementation in real contexts, enabling rich and detailed data collection regarding experiences, perceptions, and challenges faced by teachers in implementing Malay Language curriculum (Creswell & Poth, 2018). Case study design was chosen for its appropriateness in studying contemporary phenomena within real-life contexts, particularly when boundaries between phenomena and context are unclear (Yin, 2018).

The study involved six Malay Language teachers from five primary schools across three districts in Miri Division, Sarawak, representing diverse educational contexts including urban, semi-urban, and remote areas. Participants were selected using purposive sampling based on criteria of having minimum five years teaching experience in Malay Language and holding relevant qualifications in the field. All participants possessed minimum bachelor's degrees with specialization in Malay Language, with teaching experience ranging from 5 to 15 years. To protect participant identity, coding from R1 to R6 (Respondent 1 to Respondent 6) was used throughout the study.

Data collection utilized two main instruments: semi-structured interviews and systematic classroom observations. Interview protocols contained 34 questions structured in six main categories, focusing specifically on curriculum impact on student interest and effectiveness in achieving curriculum objectives. Each interview session lasted between 60 to 90 minutes and was audio-recorded with participant consent. Observations were conducted using systematic checklists to document teaching and learning processes, with cooperation from curriculum coordinators due to access restrictions to classrooms imposed by Sarawak State Education Department.

Data analysis employed thematic analysis using both manual methods and NVivo 15 software, following the Interactive Model by Miles, Huberman, and Saldana (2014). The analysis process involved three stages: open coding to identify meaning units in data, axial coding to connect identified categories and find relationships between themes, and selective coding to integrate themes and form main study narratives. Triangulation was implemented through multiple data sources and member checking to enhance validity and reliability. Data saturation was achieved when no new themes emerged from additional data collection, ensuring comprehensive coverage of research phenomena.

Results

Participant Profiles

The study involved six Malay Language teachers with diverse backgrounds representing various educational contexts. Three participants came from urban schools in Miri district, one from a semi-urban school in Subis district, and two from remote (P3) schools in Baram district. All participants held minimum bachelor's degrees with specialization in Malay Language, with some possessing additional qualifications in related fields such as Physical Education and Music Education. Their teaching experience ranged from 5 to 15 years, providing mature perspectives on curriculum implementation changes over time. The diversity in participant backgrounds, including age ranges from 30s to 40s, offered comprehensive insights into curriculum implementation across different demographic and geographical contexts.

Objective 1: Impact of Malay Language Curriculum on Student Interest and Engagement

The current Malay Language curriculum demonstrates varied effects on student interest and engagement in learning processes. Analysis reveals that edutainment approaches, particularly songs and interactive games, significantly increase student attention and involvement in teaching and learning activities. Teachers consistently report positive responses when implementing attractive teaching techniques, with one participant noting: "For Malay Language education, students show more interest when teaching and learning is implemented with attractive approaches and techniques used by teachers. I personally use edutainment techniques in my teaching to attract students' interest, especially Year 1 students" (R4).

However, significant challenges persist when students face difficulties understanding lesson content, ultimately causing motivation loss and casual attitudes toward learning. Student engagement levels vary considerably depending on syllabus complexity and educational background, with teachers observing that: "If we look at current syllabus becoming increasingly difficult, students seem to take it more casually because when they can't do something, they feel disappointed. So many things that some students can't do basic things, so higher level things they can't master even more" (R3). This reveals a critical gap between curriculum demands and student capabilities, particularly affecting those with weaker foundational skills.

Teachers observe significant behavioral changes compared to previous generations, noting decreased self-directed learning among current students: "Compared to students in the past, I see past students were more eager to seek ways to improve themselves by seeking what Malay Language skills they needed to improve. Compared to current students, we direct them then they do. If we don't direct, they don't really care" (R1). Despite these challenges, the current syllabus emphasizes student involvement more than traditional approaches, with some teachers achieving 100% student participation when attractive teaching activities are implemented, representing a shift from traditional chalk-and-talk methods to more interactive pedagogical approaches.

Attractive Aspects in Curriculum

Several curriculum aspects consistently attract student interest, with edutainment elements serving as primary engagement drivers. Information and Communication Technology (ICT) integration emerges as particularly effective, with teachers reporting that students are more interested in digital-based activities closely related to their daily gadget usage habits. One teacher explained: "More attractive perhaps because of the usage that teachers use to attract their interest, such as using digital materials and such" (R1). This technological integration capitalizes on students' natural inclination toward digital platforms and interactive media.

Cultural language arts elements, though less familiar to students, successfully trigger curiosity and exploration. Teachers in remote areas particularly note this phenomenon: "Because I feel they have a feeling of wanting to know. They have never heard examples of pantun, seloka that they have never heard and were not exposed to compared to students in urban schools" (R6). This suggests that curriculum diversity in cultural content can serve as effective engagement tools, especially for students with limited exposure to traditional language forms.

The learn-while-play approach provides enjoyable learning experiences that align with children's natural learning preferences. Students tend to participate more actively in language games and interactive quizzes, which not only increase interest but also facilitate better understanding of language concepts. As one teacher noted: "Among the aspects that attract student interest when teaching and learning is implemented is their interest when learning, which is the play-while-learning aspect" (R4). Group work activities also effectively engage student interest, with collaborative learning creating dynamic classroom environments that encourage peer interaction and shared learning experiences.

Student Motivation

The current curriculum plays a crucial role in influencing student motivation levels for Malay Language learning, with teacher recognition and encouragement serving as primary motivational factors. When students receive praise for their efforts, it increases self-confidence and encourages peers to attempt tasks despite potential errors. The introduction of Student Guidance Modules (MOBIM) by the Ministry of Education in 2019 represents a significant development in motivational support: "For Malay Language, the current implemented curriculum is very good when we look at the implementation of Student Guidance Modules (MOBIM) introduced by MOE in 2019, implementing several attractive activities and teaching for students" (R5).

However, student motivation can be significantly affected when syllabus content is perceived as too challenging. Teachers report that students become disappointed and reluctant to complete tasks when difficulty levels exceed their capabilities: "Yes, there is, as I mentioned earlier, when a task is very difficult for them to do, they will feel disappointed and don't want to do it at all" (R4). This highlights the critical importance of appropriate challenge levels that stretch students without overwhelming them.

Significant generational differences exist in student attitudes toward Malay Language learning, with current students showing more casual approaches to learning. Teachers observe that modern students rely heavily on digital tools for immediate assistance rather than developing independent problem-solving skills: "The difference from past and present, I see current students take it lightly perhaps because if they have gadgets, they will use their gadgets to search for anything, for example any words. In the past, they would use dictionaries to search for any words, so they were more toward physical things that were conservative in form" (R1). While some students demonstrate increased interest and focus with the latest curriculum, others remain passive during learning activities, indicating varied individual responses to curricular changes.

Diverse Student Needs

The diversity of student needs in Malay Language curriculum implementation presents significant challenges for teachers in planning activities that meet different achievement levels. Assessment of curriculum effectiveness in meeting diverse needs reveals mixed results, with some teachers estimating only 70% effectiveness: "Hmm, I see maybe about 70% because there are still many weaknesses in current students to master Malay Language" (R1). This indicates substantial room for improvement in addressing varied learning requirements across different student populations.

Significant concerns exist regarding curriculum attention to low-ability students, particularly in remote school contexts. Teachers suggest that current approaches lean toward moderate and high-achieving students while inadequately supporting those with greater learning needs: "In my opinion, it leans more toward moderate and high students and cannot accommodate the low ones, so it seems too high for them to achieve" (R3). This inequality in curriculum accessibility raises important questions about educational equity and inclusive teaching practices.

The implementation of differentiated approaches through MOBIM enables teaching according to low, moderate, and high achievement levels, representing positive steps toward addressing diverse needs. Teachers recognize the importance of flexible approaches that enable effective instruction across various student levels: "In my opinion, because now we expose many approaches to students like differentiated approaches, so teachers can be given guidance to teach students from various levels. So I think it meets the needs and interests of students" (R3). However, successful implementation requires comprehensive teacher training, adequate resources, and systematic support to ensure all students receive appropriate educational opportunities regardless of their initial ability levels or geographical locations.

Objective 2: Effectiveness of Achieving Malay Language Curriculum Objectives

Objective Achievement

In-depth analysis reveals significant complexities in Malay Language curriculum implementation at primary school levels, with teachers reporting concerning declines in achievement standards. The curriculum objectives focus primarily on basic knowledge building, with main goals enabling students to "articulate language using clear words for application in their lives" (R5). However, teachers express dissatisfaction with current achievement levels: "For Malay Language, I feel there isn't much achievement, it's not as impressive as before when Malay Language had higher standards" (R1). This decline in perceived standards raises questions about curriculum effectiveness and implementation quality.

Evidence of curriculum effectiveness is typically measured through formative and summative assessments, including End-of-Academic-Session Tests (UASA) and Classroom Assessment (PBD): "Evidence can be seen through improvement in their performance in UASA tests and PBD tests that have been implemented in stages" (R4). However, teachers identify several critical achievement gaps, particularly in fundamental language skills that form the foundation for more advanced learning.

The most challenging objectives to achieve encompass several critical domains, with public speaking skills presenting particular difficulties due to students' low self-confidence levels: "There are examples like speaking in public because not all students can speak in public due to lack of self-confidence" (R2). Oral skills, especially listening and speaking aspects, are consistently identified as problematic areas: "What's difficult to achieve is usually in listening and speaking because current students have difficulty mastering oral skills" (R3). Literature appreciation also poses significant challenges, considered complex not only for students but also for some teachers: "Good, for objectives that are difficult to achieve usually in literature,

which we know this aspect is not easy for students to achieve, even teachers themselves actually have limited knowledge about literature, which influences the teaching" (R5).

Teachers suggest that curriculum developers need deeper understanding of actual educational contexts, recommending that policymakers "sit down below" and explore teacher experiences, understanding diverse student backgrounds, environments, and socioeconomic status before forming comprehensive educational policies. Despite challenges, some teachers remain optimistic about curriculum objective achievement levels, with estimates reaching 80% in certain contexts, emphasizing students' ability to build practical and meaningful language foundations.

Language Skills Enhancement

Curriculum effectiveness in enhancing students' language skills represents a central focus requiring comprehensive evaluation through multiple assessment methods. Teachers employ various approaches including direct observation, student work analysis, group assignments, and Classroom Assessment (PBD) to evaluate language development progress: "I assess this from their work results, tests or assessments we conduct. From there" (R1). The multifaceted assessment approach reflects understanding that language skills development requires diverse evaluation methods to capture different competency aspects.

Most teachers affirm that the current curriculum provides suitable frameworks for enhancing basic language skills, though effectiveness levels vary significantly: "For language skills, I assess that the implemented curriculum is very suitable because it fulfills aspects needed to enhance language skills" (R4). Language skills assessment encompasses various dimensions, with primary focus on students' ability to apply language in daily life contexts: "Good for assessment, we can see their application in daily life and even in class itself when we give a question, they can answer correctly" (R5).

However, in-depth analysis reveals significant challenges in enhancing oral skills, particularly listening and speaking aspects. Compared to reading and writing skills that can be maintained at acceptable levels, oral skills present the most challenging development domain: "In terms of reading and writing, I think there's no problem, but what becomes problematic now is oral skills" (R3). Primary factors contributing to these challenges include lack of student interest, limited exposure to active communication activities, and individual differences in language confidence levels.

The complexity of language skills assessment is further influenced by student demographic transformation and constantly changing educational contexts. Teachers acknowledge difficulty in making generalizations about effectiveness due to changing student populations: "For me, it's difficult to make conclusions because my students change. My students from past until now are not the same. So if I use examples, maybe if I want to say that method is effective, maybe it's lacking because the children are different, maybe it's suitable for some children but maybe not suitable for others" (R2). Despite challenges, teachers maintain optimism about language skills improvement potential, seeing positive indicators in students' ability to apply language skills, particularly in formative assessment and assignment contexts.

Moral Values and Character Development

The cultivation of moral values and character formation through Malay Language curriculum presents complex paradigms in current educational contexts, with varied teacher perspectives on implementation effectiveness. Some teachers report success in implementing positive values through curricular integration: "In my opinion, for the latest curriculum that has been implemented, it succeeds in enhancing moral values with aspects and content that have been implemented and applied in the Malay Language curriculum" (R4). Others express more reserved views about effectiveness levels: "Maybe not so much" (R1), indicating inconsistent implementation outcomes across different educational contexts. Cross-curricular value integration emerges as a strategic approach in character formation efforts, with teachers utilizing connections between Malay Language and other subjects such as Moral Education and Islamic Education. This integrated approach enables more comprehensive value development: "For moral values and character formation of students, they learn knowledge that crosses curricular elements and integration in language, for example Malay Language subject, at the same time we also teach moral values contained in Moral Education or Islamic Education" (R5). The integration strategy recognizes that character development cannot be confined to single subjects but requires holistic educational approaches.

Teaching activities focusing on Malay Language themes and modules show potential for cultivating moral values, though implementation requires strengthening through more systematic approaches. Teachers emphasize the importance of specific strategies such as language etiquette emphasis, community element implementation, and cooperative learning activity planning: "We need to emphasize etiquette, language etiquette with politeness" (R2). The focus on practical value application includes developing family and community values: "This can be achieved by emphasizing moral values like family and community values. So teachers need to teach according to these units so that values can be applied to students" (R4).

Character formation through Malay Language curriculum requires more integrated, contextual, and continuous approaches that balance academic achievement with moral value development. The challenge lies in moving beyond incidental value integration to systematic character development that explicitly addresses moral education within language learning contexts. Teachers recognize that effective character formation demands structured approaches that connect language learning with practical value application, ensuring that moral development becomes an integral component of language education rather than an additional requirement.

Discussion

Impact on Student Interest

The comprehensive analysis of all four sub-themes reveals that the Malay Language curriculum demonstrates significant potential for enhancing student interest through innovative pedagogical approaches, though implementation challenges require systematic addressing. Student interest and engagement show positive responses to edutainment approaches, with technology integration and interactive learning methods effectively capturing student attention. This aligns with Nurul Hasna Hassan et al. (2019) findings that interactive teaching approaches can stimulate interest and active student engagement.

However, the generational shift from self-directed to teacher-directed learning reflects broader educational transformation needs requiring adaptive pedagogical strategies.

The attractive aspects of curriculum, particularly ICT integration and cultural language arts elements, serve as key engagement drivers supporting Kalai Selvan Arumugham (2020) research proving that technology integration can increase student interest while creating meaningful learning experiences. The effectiveness of group work and play-while-learning approaches demonstrates curriculum potential when properly implemented, though success depends heavily on teacher creativity and resource availability.

Student motivation factors reveal critical roles of teacher encouragement and appropriate challenge levels, with MOBIM introduction providing structured support for diverse learning needs. However, concerns about student resilience when facing difficult tasks highlight the need for better scaffolding strategies. The diversity of student needs presents both opportunities and challenges, with the reported 70% effectiveness rate indicating substantial improvement room, particularly for low-ability students in remote areas. The differentiated approach through MOBIM shows promise but requires more comprehensive implementation to ensure educational equity and inclusivity.

Effectiveness in Achieving Objectives

Analysis across all three sub-themes reveals comprehensive insights into curriculum implementation effectiveness, each presenting unique challenges requiring targeted interventions. Objective achievement shows mixed results with concerning standard declines compared to previous curricula, particularly in fundamental skills that should form strong learning foundations. This finding aligns with Lau, Lambri, and Kiting (2020) study in Bintulu, Sarawak, which found non-native speaker students face significant challenges in Malay Language reading skill mastery, affecting other language skills development.

The most challenging objectives - public speaking, oral skills, and literature appreciation - highlight systemic issues requiring comprehensive solutions. The disconnect between policy intentions and classroom realities, combined with teachers' calls for policymaker grassroots understanding, reflects frustration with top-down implementation approaches lacking adequate contextual consideration. Language skills enhancement demonstrates clear disparities between written and oral competencies, with oral skills lagging significantly behind despite various assessment methods providing comprehensive evaluation frameworks.

Moral values and character development through Malay Language curriculum shows promising integration potential but requires more systematic implementation approaches. The cross-curricular strategy linking with Moral Education and Islamic Education demonstrates holistic educational thinking, though emphasis on language etiquette and community values needs more explicit curriculum support and teacher training for effectiveness. The challenge lies in moving from incidental value integration to systematic character development that explicitly addresses moral education within language learning contexts.

Implications of the Study

Theoretical Implications

This study significantly contributes to curriculum evaluation theory within Malaysian educational contexts by extending the CIPP Model's Product dimension application in language education. The findings validate Stufflebeam and Shinkfield's (2007) theoretical framework while revealing additional complexities specific to primary-level Malay Language curriculum. The research supports Azizi Jaafar's (2015) assertion about the Product dimension's critical role in curriculum evaluation, while demonstrating how language curriculum evaluation requires multidimensional analysis encompassing student interest, objective achievement, and contextual factors.

The study enhances theoretical understanding of teacher perspectives in curriculum implementation, supporting Fullan's (2020) change theory while revealing nuanced challenges in Malaysian multilingual contexts. The identification of generational learning shifts from self-directed to teacher-directed approaches contributes new insights into educational transformation patterns. The 70% effectiveness rate in meeting diverse student needs provides empirical evidence for educational equity theories, suggesting universal curriculum approaches may inadequately serve heterogeneous populations.

Practical Implications

The study's practical implications span multiple educational levels, requiring fundamental shifts in teaching practices toward differentiated, technology-integrated, and student-centered approaches. The identification of oral skills as the most challenging domain provides specific instructional focus, while edutainment approach success offers concrete implementation strategies. For school administration, findings highlight critical needs for systematic curriculum monitoring, professional development programs, and localized adaptation strategies addressing geographical context variations.

At the systemic level, the study challenges current curriculum development and teacher preparation approaches. The interconnected nature of student interest, objective achievement, and teacher competency implies that isolated interventions are insufficient for sustainable improvements. Infrastructure requirements, particularly technology access, emerge as critical factors requiring strategic resource allocation and administrative attention.

Policy Implications

The research findings carry significant implications for educational policy, particularly regarding implementation gaps between curriculum design and classroom reality. The study suggests current top-down policy approaches require modification to incorporate grassroots feedback more systematically. The finding that 30% of students are inadequately served has profound implications for educational equity, indicating universal curriculum policies may perpetuate inequalities, particularly affecting remote area students and those with diverse learning needs.

Teacher frustration with policy implementation processes implies needs for more collaborative policy development approaches. The recommendation for policymakers to gain grassroots understanding suggests fundamental changes in policy formulation, requiring

systematic incorporation of teacher perspectives and implementation feasibility assessment during policy design phases.

Recommendations

Recommendations for the Ministry of Education Malaysia

Curriculum Enhancement: Undertake comprehensive curriculum review to achieve better balance between academic rigor and accessibility across diverse student populations. Restructure content progression ensuring strong foundational skills before advancing to complex competencies, with specific focus on oral skills development through dedicated curriculum time and specialized methodologies.

Resource and Infrastructure Development: Implement systematic resource development programs addressing technology access gaps, teaching materials, and infrastructure support, prioritizing remote and disadvantaged schools for equitable implementation. Develop contextually appropriate teaching resources acknowledging geographical and cultural diversity.

Monitoring and Assessment Systems: Establish comprehensive monitoring systems tracking implementation effectiveness across contexts and populations, measuring academic achievement, student engagement, teacher satisfaction, and long-term outcomes. Implement regular evaluation cycles informing continuous curriculum improvement.

Recommendations for Teacher Education Institutes

Professional Preparation: Restructure teacher education programs addressing identified competency gaps in differentiated instruction, technology integration, and oral language pedagogy. Include extensive practical experience with diverse populations and contexts, emphasizing adaptive teaching skills responding to changing needs and technological advancement.

Continuing Development: Establish comprehensive professional development systems addressing current implementation needs through specialized training in oral skills instruction, technology integration, and differentiated pedagogy. Implement systematic mentorship programs and professional learning communities facilitating ongoing collaboration and knowledge sharing.

Recommendations for School Administration

Implementation Support: Establish systematic curriculum monitoring and support addressing identified challenges through adequate planning time, resources, and professional development. Develop comprehensive technology integration plans addressing infrastructure and capacity building needs while ensuring equitable access.

Community Engagement: Develop systematic stakeholder engagement strategies involving parents and local communities in supporting curriculum implementation through effective communication about curriculum goals and stakeholder roles in student learning support.

Recommendations for Future Research

Expanded Research Scope: Future studies should employ longitudinal designs tracking long-term implementation effectiveness and utilize mixed methods approaches combining quantitative achievement measurements with qualitative implementation exploration. Research should expand to include multiple stakeholder perspectives, particularly student and parent viewpoints, providing more holistic curriculum impact understanding.

Comparative and Innovation Studies: Conduct comparative analyses across geographical regions, school types, and student populations informing targeted intervention strategies.

Explore innovative implementation approaches, particularly technology integration and digital literacy development, while examining teacher professional development effectiveness in curriculum implementation.

Conclusion

This study comprehensively evaluated the Malay Language curriculum product in primary schools from teachers' perspectives using the CIPP Model, focusing on curriculum impact on student interest and effectiveness in achieving objectives. The findings reveal that while the curriculum demonstrates significant potential through edutainment approaches, technology integration, and play-while-learning methods, substantial challenges persist in oral skills development, meeting diverse student needs, and achieving consistent implementation standards. The research indicates a 70% effectiveness rate in addressing varied learning requirements, with particular gaps affecting low-ability students and remote area schools. The interconnected nature of all identified factors suggests that systematic transformation addressing multiple dimensions simultaneously is essential rather than isolated improvements. This study contributes valuable insights into curriculum evaluation complexity, emphasizing the need for holistic approaches that balance academic achievement with character development, while preparing students for future linguistic challenges in Malaysia's multilingual educational landscape.

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