

## METHODOLOGY FOR DEVELOPING GUIDELINES ON TEACHING NOVELS IN MALAYSIA

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<https://doi.org/10.54922/IJEHSS.2024.0690>

### ABSTRACT

This article highlights a methodology for developing teaching guidelines for Malay language teachers in Malaysia. The methodology emphasises three crucial phases: (1) the needs analysis phase, (2) the design and development phase, and (3) the usability evaluation phase. The implications of this methodology are that (1) the guidelines can contribute to the formulation of educational policies, (2) the guidelines can facilitate the design and development of products based on expert consensus, and (3) the usability of existing guidelines can be assessed and updated for implementation. Generally, this methodology does the following: (1) facilitates the process of developing instructional materials for language teaching, (2) assists other researchers in developing new products, such as modules, frameworks, and language education models, and (3) helps preserve culture and social values within communities through the incorporation of novels into teaching.

**Keywords:** Expert Consensus, Need Analysis, Design, Development, Evaluation, Teaching.

### 1. INTRODUCTION

Issues in teaching novels are persistently discussed among literary activists. Most educators use textbooks and existing references sold in the market as the primary source of teaching. Therefore, it is important to develop guidelines on teaching novels that complies with the Curriculum and Assessment Standard Document (DSKP) (KPM, 2017) that has been set by the Ministry of Education. This is important to avoid any teaching information disputes. In Malaysia, DSKP is a teaching reference that has been set by the Ministry of Education. The guidelines for teaching must be developed in compliance with the principles and information contained in the DSKP.

This guideline was derived from modified and developed based on the Design and Development Research (Saedah Siraj, et. al, 2021) in the Handbook of Research on Educational Communications and Technology (Richey & Klein, 2014). Figure 1 shows the graphical summary of the three main phases of guideline development. Before the development of guidelines, there are several protocols to be followed, as shown in Figure 2.

Figure 1. Three main phases of guideline development.

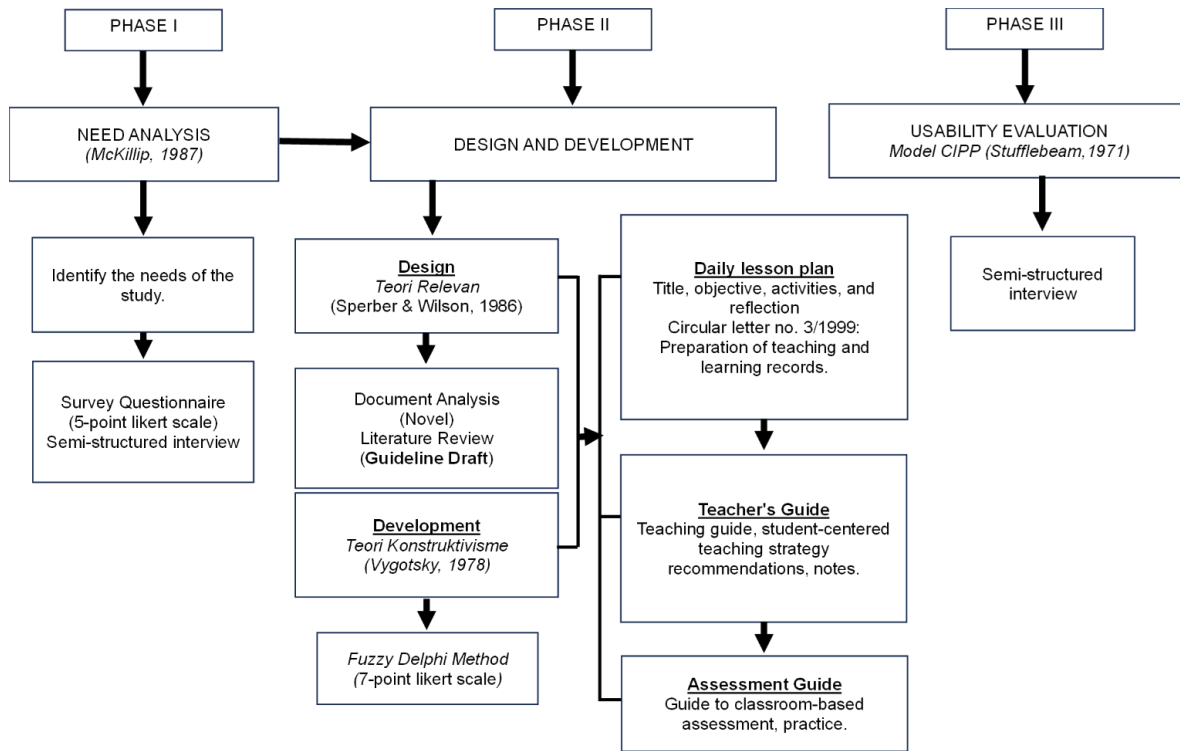
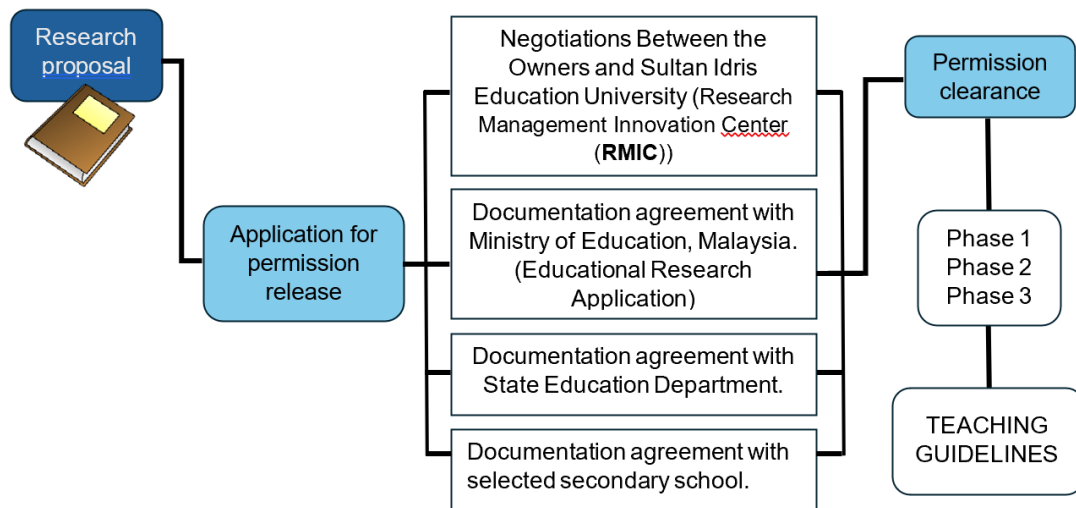


Figure 2. Protocols before the development of the guidelines



**2. METHOD DETAILS**

**Need Analysis Phase**

This phase is an important step in ensuring there is an urgent need to develop guidelines. In addition, this phase aims to identify and evaluate the appropriateness or necessity of the researched matter (Saedah Siraj, et. al, 2021). Phase 1 of this research was divided into 2 parts: (1) the questionnaire survey method (2) the expert interview method.

The questionnaire survey method aims to identify the level of need from the point of view of the implementors. They were teachers, either option teachers, non-option teachers, new teachers, or experienced teachers, who implemented this protocol in teaching the Malay language. A set of descriptive data obtained through quantitative methods was related to trends, attitudes and opinions that represented the population (McKilip,1987). Thus, the researcher analysed the data quantitatively to find out the respondents' opinions related to the need to develop guidelines for teaching novels.

Meanwhile, the expert interview involved five experts, consisting of one language lecturer, one official from the Ministry of Education, Malaysia, and three SITC+ language expert teachers. This section aims to gather crucial information and viewpoints appropriately from the expert groups to design and develop guidelines for teaching novels according to the Malaysian curriculum.

It was also expected that some results would be achieved in this phase. In this procedure, problems faced by the targeted respondents would be determined and problem-solving processes would be carried out. Table 1 shows the procedures followed to obtain data.

**Table 1. Data collection procedures.**

	Steps	Outcomes	Methods	Officers Involved
Instrument Development	The instruments were developed based on previous studies.	5-point Likert scale questionnaire 10 items – Issues found in the guidelines on teaching novels (Mohd Ridhuan & Nurulrabihah, 2020) 10 items – Guideline requirements (Noor Azizah, 2020)	Literature Review	None

Negotiations were carried out between the owners and Sultan Idris Education University.	An agreement between the owners and Sultan Idris Education University was written.	A meeting session was held for negotiations and agreement between the owners and Sultan Idris Education University.	Legal officers at the Sultan Idris Education University.
The agreement was reviewed by the University Legislative Board.	The consultations and agreements were reviewed and changed by the University Legislative Board.	All documentations for consultations and agreements were subject to a review process conducted by the University Legislative Board.	Legal officers at the Sultan Idris Education University.
Application for release of permission	Documentation of agreement with Ministry of Education	Submit the document. Authorising the release of the agreement.	Officers at the Ministry of Education
Application for release of permission	Documentation of agreement with State Education Department.	Submit the document. Authorising the release of the agreement.	Officers at the State Education Department
Application for release of permission	Documentation of agreement with selected secondary school and selected respondents	Agreement. (owner, principal, and teachers)	Principal Teachers

Pilot Test (questionnaire)	Instrument Validity	Validity - The instrument was reviewed and validated by the experts.	Content validity, Language validity.	Lecturers with 10 years of experience in the field of language and literature..
	Instrument Reliability	Reliability – Cronbach alpha > 0.85	SPSS Analysis ver. 26.0 Cronbach alpha	Implementor – Teachers
Interview Instrument [3]	Instrument Validity	Validity - The instrument was reviewed and validated by the experts.	Content validity, Language validity.	Expert - Lecturers with 10 years of experience in the field of language and literature..
Real Study	Application for release of permission	Documentation of agreement with selected secondary school administrators and selected respondents	Agreement (owner, principal and teachers)	Principal Teachers
	Distribute questionnaires	Frequency and mean data. High mean is between 4.01 – 5.00 (Syazwani, 2020 & Muhammad Nidzam, 2016).	SPSS Analysis ver. 26.0 Frequency and mean data	Implementor – Teachers
	Interview	Transcription	Transcription. Thematic analysis. Atlas.ti.	Expert – Lecturers/SITC+ language expert teachers/officer at Ministry of educations with 10 years of experience in the field of language and literature.

**Design and Development Phase**

The researcher has divided this phase into two parts: (1) design and (2) development. Design refers to the draft development of the main components: (1) a daily lesson plan, (2) a teacher's guide and (3) student assessment guide. These three components are included in the guidelines for teaching novels. The preparation of the main draft of these guidelines involved the analysis of documents, such as novels and documented curricula from the Ministry of Education Malaysia. Then, this draft was submitted to the guideline development section.

The Fuzzy Delphi method (FDM) was applied by the researcher in the development process. A group of experts went through the drafted guidelines that had been designed. They evaluated, agreed upon, confirmed and rejected, as well as added the necessary elements to the contents. The data from the experts were obtained using the FDM based on the seven-point Likert scale questionnaire. Their consensus data were analysed using the FDM template ver. 3.0. These guidelines were developed after all experts agreed to accept the draft. A great emphasis was placed on the selection of experts because the chosen experts had a great impact on the accuracy of the research context. Lecturers who have served between five and ten years can be categorised as experts as they have undergone continuous teaching and administrative management (Berliner, 2004). In the Delphi technique, experts are knowledgeable and skilled in a particular field (Dalkey, 1972). Generally, it is agreed that the acceptable number of experts in a Fuzzy Delphi study is 10 to 15 to achieve high uniformity (Adler & Ziglio, 1996) Thus, this study involved fifteen expert panels: seven language lecturers, three language experts from the District Education Office (SITC+) and five Malay Language option teachers who have served for 15 years or more and also the implementing group. Table 2 shows the steps done in this phase. The guidelines developed were evaluated to be used by the implementing group in the following phase.

**Table 2. Steps done in design and development phase.**

	Steps	Outcomes	Methods	Officers Involved
The Development of Guidelines Draft	Document Analysis (novels for form 1 to form 3 students) and documented curricula from the Ministry of Education Malaysia.	Guidelines draft	Document analysis	Researcher
The Development of the Instruments	The instruments were developed based on previous studies The instrument validity was	seven-point Likert scale questionnaire (Fuzzy Delphi method) Validity - The instrument was	Literature Review Content validity, Language validity.	- Experts - Lecturers in the field of

	reviewed by the selected experts.	validated by the selected experts.		language and literature with 10 years of experience
Real study	Application for release of permission	Agreement of Documentation by the selected experts.	Agreement (owner and selected expert)	Lecturers
	Distribution of questionnaires	Triangular Fuzzy Number. <ul style="list-style-type: none"> <li>• Triangular Fuzzy Number.</li> <li>• Threshold value <math>d \leq 0.2</math></li> <li>• Expert consensus percentage <math>\geq 75\%</math> Fuzzy score (A), <math>\alpha</math>-cut <math>\geq 0.5</math></li> </ul>	7 fuzzy scale questionnaire. Template analysis FDM ver. 3.0	Lecturers Officers at Ministry of Educations Excellent teachers

**Usability Evaluation Phase**

The main purpose of this phase is to get feedback on how far these guidelines help teachers in teaching novels. The sample consisted of eight Malay language teachers. The selected teachers were option and non-option teachers. Their teaching experience was not emphasised because these teaching guidelines help them in their teaching task.

The study in this phase involved a semi-structured interview instrument that was adapted and modified based on the literature review and the CIPP assessment model that has been developed by Stufflebeam et al. in 1971. The CIPP model is a comprehensive framework to assist in formative or summative assessment. The CIPP model consists of four dimensions: (1) context evaluation, (2) input evaluation, (3) process evaluation and (4) product evaluation (Stufflebeam, 1971). The instrument in this phase was reviewed by three expert panels. Interview validity involves internal validity which includes criterion validity and cross checking. Table 3 shows the steps involved in usability evaluation phase.

**Table 3. Steps involved in usability evaluation phase.**

	Steps	Outcomes	Methods	Officers Involved
Instrument Development	Instrument development based on previous studies	Semi structured Interview Instrument (Amnah, 2021).	Literature Review	-
	Instrument Validity	Validity - The instrument was reviewed and validated by experts.	Content validity, Language validity.	Experts - Lecturers in the field of language and literature with 10 years of experience
Real Study	Application for release of permission	Documentation agreement with selected expert.	Agreement (owner, principal, and teachers)	Principal Teachers
	Interview	Transcription	Transcription. Thematic analysis. Atlas.ti.	Teachers

**Sampling**

Table 4 below shows the sampling technique used in the three phases of the study.

**Table 4. Sampling technique used for the three phases of the study.**

Phase	Steps	Outcomes	Method	Instrument
Need analysis (pilot test)	Sampling	30 respondents (implementor-teachers)	Random sampling	Questionnaires
Need analysis	Sampling	360 respondents [15] from 5500 population (implementor-teachers)	Stratified random sampling.	Questionnaires
		5 experts	Purposive sampling	Semi-structured interview



Design	Sampling	3 novels	Document analysis	-
Development	Sampling	15 experts (Krejcie & Morgan, 1970).	Purposive sampling	Questionnaires - Fuzzy Delphi technique
Evaluation	Sampling	8 respondents (implementor-teachers)	Purposive sampling	Semi-structured interview

### 3. CONCLUSION

This paper presents and shares the three phases of the methodology protocol for the guidelines on teaching novels. This protocol involves three core phases of designing and developing the guidelines. In addition, five steps of sampling are highlighted to ensure the owner understands how this product can be used for research purposes. The procedures and protocol designed can be used by other researchers to develop other teaching materials.

#### Method validation

*Results and Discussion are **not** part of a methods article.*

#### Limitations

This study involves respondent (teachers) who teach in government secondary schools in Malaysia only.

#### Ethics statements

The work did not involve data collected from social media platforms and the use of animal experiments.

The work only involved data collected from human. The respondents involved are teachers and lecturers.

#### Credit author statement

Norulwidad Zakaria: Writing - Original draft preparation; Abdul Rasid Jamian: Conceptualisation, Writing - Reviewing and Editing; Ariff Mohamad: Conceptualisation, Writing - Reviewing and Editing

#### Acknowledgments

This research was conducted under the Federal Training Grant Program (HLP) (Reference No.: KPM.BT.700-30/22/86(5)) provided by the Ministry of Education Malaysia. The author would like to express his gratitude to the Malaysian Ministry of Education for awarding this scheme. This article was conducted as a partial fulfilment of the requirements for a doctoral thesis (PHD) at Universiti Pendidikan Sultan Idris.

Sultan Idris Education University: Research Management Innovation Centre (**RMIC**), Faculty of Malay Languages and Education and Institute of Postgraduate Studies.

### Declaration of interests

Please **tick** the appropriate statement below (please do not delete either statement) and declare any financial interests/personal relationships which may affect your work in the box below.

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

The authors declare the following financial interests/personal relationships which may be considered as potential competing interests:

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