Paper ID 104 Implementation of the LINUS Program in Malaysian Primary Schools

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ABSTRACT: LINUS is a program implemented by the Ministry of Education in primary schools across the country to raise the level of literacy and numeracy skills of students in 1 to 3 since 2010. This study aimed to investigate the implementation of LINUS program since 2010. The theory of Piaget (1956) was applied in this study. Survey was conducted on 120 students from three different types of schools, namely national primary schools, Chinese schools and Tamil national-type primary schools. Research showed that the LINUS teachers taught them in interesting ways and used language that is easily understood, LINUS class allows students to master the skills of reading and writing; LINUS teachers tend to apply the group activities and games in teaching and learning; In addition, teachers prefer to use computer, pictures and video in the LINUS classroom. In other words, the implementation of the LINUS program yielded results with positive responses from the students. Therefore, LINUS program should be continued with strong support from parents and the community so that its effectiveness to be more prominent in order to produce young generation who become information literate.

Keywords: LINUS, national schools, national-type schools, ICT.

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1 INTRODUCTION

The education system in Malaysia strides rapidly over the development of the country in the present millennium. The Government, through the Ministry of Education has designed and implemented various sustainable changes towards realizing the aspirations of being a developed country by year 2020. Changes in the educational arena in the country are beginning to show the results in policies, acts, or reports such as the National Education Policy, Razak Report 1956, Rahman Talib Report 1960, the National Language Act 1967, the Cabinet Committee Report 1979, and the New Education Act 1996.

2. STATEMENT OF THE PROBLEMS

According to the Malaysia Education Blueprint 2013-2025 (2013), the numbers of students who performed below minimum score of TIMSS assessment in the skill of reading was more than double that of the OECD countries. Literacy laid the foundation for learning in primary education and beyond. Reading and writing are implicit in the basic right to education. Without these abilities, it is nearly impossible for students to attain higher education and survive in modern society. Literacy skills are crucial to a person’s ability to develop fully as an individual, to live a satisfying and rewarding life and to participate fully in our society.

In response to this demand, the transition class was conducted by remedial teachers in schools. This remedial education is a special program in the form of teaching and learning activities to help students with learning problems such as lack of basic literacy skills in the classroom.

After realizing the problems that occur cannot be resolved through remedial classes alone, the Ministry of Education has introduced the program of KIA2M or Intervention Class on Early Reading and Writing. The program is designed to help the low performing students, especially the students in Year One to master the basic skills of reading and writing. The program was implemented full-time based by the Malay language teachers at Year One nationwide in both National Primary Schools and National-type Primary Schools (Concept Paper on Implementation of Intervention Class on Early Reading and Writing, 2005). In Malaysia the National schools have Malay language as the medium of instruction while National-type schools use an ethnic group mother tongue (Chinese or Tamil) as the medium of instruction.

Data of the remedial students in the school who ‘recovered’ after the intervention program of KIA2M