

LEVEL OF KNOWLEDGE, SKILLS, AND ATTITUDES IN THE IMPLEMENTATION OF THE THEMATIC APPROACH BY MALAY LANGUAGE TEACHERS AT SJKC TERENGGANU

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ABSTRACT

The thematic approach is an approach introduced by the Curriculum Development Division in 2021, aimed at emphasizing meaningful learning that spans a single theme across several subjects. This purpose of this study aims to explore the level of knowledge, skills and attitudes of Malays language teachers in implementing the thematic approach in Sekolah Jenis Kebangsaan Cina (SJKC). This study is a descriptive study. The sample of this study consists of 46 Malay language teachers from SJKC who teach in the state of Terengganu. Descriptive analysis was conducted to obtain the data using SPSS version 26.0. The findings of the study indicate that the level of knowledge among Malay language teacher in the implementation of the thematic approach is high (mean = 4.17, SD = 0.842). The level of skills among Malay language teachers in implementing the thematic approach is also high with (mean = 3.89, SD = 0.758), while the attitude of Malay language teachers towards the implementation of the thematic approach is similarly at a high level (mean = 4.16, SD = 0.796). The results also indicated that teachers recognize the importance of this approach in stimulating students' thinking and fostering meaningful learning. However, there are still constraints in terms of training, availability of teaching materials, and teachers' confidence to implement the approach comprehensively. These findings are expected to serve as a useful guide for school administrators, policymakers, and researchers in strengthening pedagogical practices among Malay language teachers in primary schools.

Keywords: Thematic approach, Knowledge, Skills, Attitudes, SJKC teachers

1.0 INTRODUCTION

The use of approaches in teaching and facilitation (PdPc) sessions in the classroom is crucial to ensure smooth and effective learning processes. Teaching approaches refer to the strategies or techniques used by teachers to deliver lesson content and guide students in their learning. Each approach applied in PdPc can enhance students' understanding and engagement, helping them develop critical thinking skills, problem-solving abilities, and moral values. Therefore, selecting and implementing appropriate teaching approaches is a key step for teachers to achieve learning outcomes and prepare students for future challenges.

The thematic approach is a teaching method centered on a single theme tailored to students' time, location, interests, and backgrounds (BPK, 2021). This approach can be implemented by selecting a topic that spans multiple subjects, encouraging students to achieve creative and

critical thinking. The thematic approach, which emphasizes theme-based teaching, aims not only to improve students' language comprehension and skills but also to stimulate their interest and motivation through relevant and engaging contexts. In the context of education in Malaysia, the thematic approach aligns with the National Education Philosophy, which emphasizes the holistic development of students, encompassing intellectual, spiritual, emotional, and physical aspects (KPM, 2013). This approach also supports the aspirations of the Malaysia Education Development Plan (PPPM) 2013–2025, which emphasizes student-centered learning, project-based learning, and problem-solving (KPM, 2013). By incorporating relevant and engaging themes, teachers can help students see connections between different subjects and real-life situations, thereby enhancing motivation and engagement in their learning (Yunus et al., 2019). However, the success of implementing the thematic approach largely depends on the teachers, who are the implementers. The level of knowledge, skills, and attitudes of teachers plays a crucial role in determining the effectiveness of the thematic approach in the classroom.

The implementation of the thematic approach in Malaysian schools involves various strategic steps, including the preparation of comprehensive learning modules, teacher training, and continuous support from school administrations, District Education Offices (PPD), and State Education Departments (JPN). Teachers play a vital role in planning and implementing relevant and holistic thematic activities. This includes using diverse strategies, techniques, and teaching aids to create a fun classroom environment that enhances students' interest in learning. The use of various techniques and strategies in PdPc sessions reflects teachers' skills in planning and conducting lessons. Therefore, teachers' skills in planning and implementing PdPc sessions can improve the effectiveness of knowledge delivery in the classroom. In this regard, Malay language teachers play a significant role in integrating the thematic approach into Malay language PdPc sessions. The aspects of knowledge, skills, and attitudes of Malay language teachers are key areas that need to be explored further to understand the implementation of the thematic approach among them.

The implementation of the thematic approach in teaching Malay in schools is a significant effort to improve the quality of education in our country. However, its implementation and effectiveness are often influenced by factors such as teachers' knowledge, skills, attitudes, and behaviors. In terms of knowledge, Rohaida Mazlan (2017) found in her study that teachers are still unprepared to implement new teaching methods in schools. This is supported by Retnawati et al. (2017), who stated that the lack of knowledge in preparing appropriate strategies and themes is a major challenge in implementing the thematic approach during teaching sessions. Additionally, teachers' negative attitudes also impact the effectiveness of implementing the thematic approach in our education system. A study by Suhaida, Norhisham, and Abd Hadi (2022) found that the lack of seriousness among some teachers has hindered the implementation of the thematic approach. This aligns with Nor Azizah's (2020) study, which reported that some teachers do not understand the Content and Assessment Standards Document and are less aware of the latest developments in education, thereby reducing the effectiveness of the thematic approach in the education system. Furthermore, weaknesses in planning and implementing the thematic approach are also major challenges. A study by Rosmalily Salleh and Paizah Zakaria (2013) showed that many teachers struggle to achieve the objectives of the thematic approach due to a lack of skills in planning teaching and learning sessions using this approach. Therefore, improving teachers' knowledge, attitudes, and skills is

essential to ensure the thematic approach can have a positive impact on the national education system.

This study is important to explore the level of knowledge, skills, and attitudes of Malay language teachers in SJKC toward the implementation of the thematic approach. Accordingly, this study aims to help teachers understand the concept and implementation of the thematic approach more deeply, enabling them to enhance their ability to plan and conduct teaching more effectively and smoothly. This study can also assist school administrators in identifying the challenges faced by teachers during the implementation of the thematic approach and provide the necessary support and resources to address these challenges. Thus, this study is important in providing insights to the State Education Department (JPN) and District Education Offices (PPD) regarding the importance of implementing the thematic approach in PdPc sessions. This can help JPN and PPD in formulating policies and programs that are more aligned with the needs of schools and teachers, using the thematic approach to improve academic achievement and student engagement in PdPc sessions. Data from this study are also important for the Ministry of Education Malaysia (KPM) to evaluate the effectiveness of the thematic approach implementation in schools by teachers. The findings can assist KPM in formulating more accurate and effective policies and guidelines to ensure the existing curriculum remains relevant and meets current needs. Therefore, this study plays a crucial role in supporting efforts to enhance the quality of national education through a more structured and effective thematic approach. In summary, the purpose of this study is to explore the level of knowledge, skills, and attitudes of Malay language teachers in implementing the thematic approach.

2.0 LITERATURE REVIEW

The thematic approach is a method that can be used by Malay language teachers in PdPc sessions to help students connect classroom learning with their experiences, knowledge, and external contexts. This approach is implemented by integrating various skill areas or subjects into a relevant theme. To ensure the thematic approach meets the targets set by the Ministry of Education Malaysia (KPM), the level of knowledge, skills, and attitudes of teachers are key elements influencing its effectiveness. Therefore, the success of this approach heavily depends on the competence of the teachers implementing it.

Findings from Norliza et al. (2025) show that Malay language teachers implementing the thematic approach in authentic assessment focus on planning aspects such as theme selection, student ability levels, and teaching aids. This highlights the importance of teachers' knowledge and skills in planning theme-based PdP, aligning with this study's objective of evaluating teachers' proficiency in the thematic approach. In past studies on the thematic approach, Umabarathi and Muna (2024) conducted interviews with Malay language teachers, revealing that teachers have knowledge about the thematic approach and how to implement it, particularly in terms of correct understanding and classroom management. Additionally, a qualitative study by Mardziah Abdullah, Mariani Md Nor, and Fonny Dameaty Hutagalung (2021) involving interviews with four preschool teachers found that participants rarely used the thematic approach in their teaching, preferring conventional methods instead. This aligns with Diani Mardiana Mat Zin et al. (2019), who stated that most teachers lack a deep understanding of implementing the thematic approach in the classroom, leading to its

underutilization. This proves that some teachers lack knowledge in implementing the thematic approach in the classroom.

Among the main challenges in implementing the thematic teaching method, as studied by Sharida et al. (2024), is the low mastery of teaching skills among teachers. Additionally, past studies on teachers' skills in implementing the thematic approach, such as Rosmalily Salleh and Paizah Zakaria (2023), show that only 73.5% of teachers achieve the objectives of implementing the thematic approach as intended. This is due to limited knowledge and skills among teachers in implementing the thematic approach. These findings are supported by Kuinileti Lauina Viliamu's (2019) study, which explored teachers' knowledge in applying the thematic approach in their teaching. The results showed that teachers rarely applied the thematic approach due to a lack of knowledge in planning and implementation. Thus, teachers' knowledge of the thematic approach influences their skills in implementing it in the classroom. However, teachers' attitudes toward the thematic approach are also evident in Jeffery's (2018) study, which found that teachers lack confidence and have negative attitudes toward new approaches, making it difficult for them to understand and learn new knowledge effectively.

Therefore, past studies emphasize that the thematic approach can yield positive results in teaching. However, teachers still face challenges in implementing the thematic approach in their teaching due to a lack of knowledge, skills, and resistance to new changes in education. Hence, studies exploring teachers' competency levels in implementing the thematic approach should be conducted to understand the competency levels of Malay language teachers in implementing this approach in our country. In this regard, competency, as defined by Spencer and Spencer (1993) in the Iceberg Competency Model, refers to individual characteristics consisting of knowledge, skills, and attitudes that can influence a person's performance. Linking this theory to this study, the knowledge component in the Competency Theory refers to teachers' understanding of policies, approaches, strategies, or any knowledge in the field of education. This component aligns with the teacher professional development plan aimed at ensuring the quality of teaching and learning. Meanwhile, the skills component refers to teachers' ability to apply their knowledge to perform tasks excellently and achieve set objectives. Additionally, the attitude component relates to the personal values practiced by teachers while performing their duties.

The conceptual framework of this study is based on Spencer and Spencer's (1993) Iceberg Model. The construction of this theoretical framework is grounded in Spencer and Spencer's (1993) competency theory, which states that hidden attitudes can be revealed and combined with visible competencies such as knowledge and skills, resulting in better and more comprehensive input in implementing the thematic approach in Malay language PdP. Therefore, the researcher applies Spencer and Spencer's (1993) theory in this study because this model helps the researcher answer all research questions and provides a clear and in-depth understanding of the study. Based on the conceptual framework in Figure 1, teachers' knowledge, skills, and attitudes function as independent variables influencing the dependent variable, which is the implementation of the thematic approach. Thus, this study is designed to examine the implementation of the thematic approach by Malay language teachers in SJKC Terengganu in terms of knowledge, skills, and attitudes. In summary, Spencer and Spencer's (1993) Competency Theory serves as the foundation for this study to explore the level of

knowledge, skills, and attitudes of Malay language teachers in SJKC Terengganu in implementing the thematic approach.

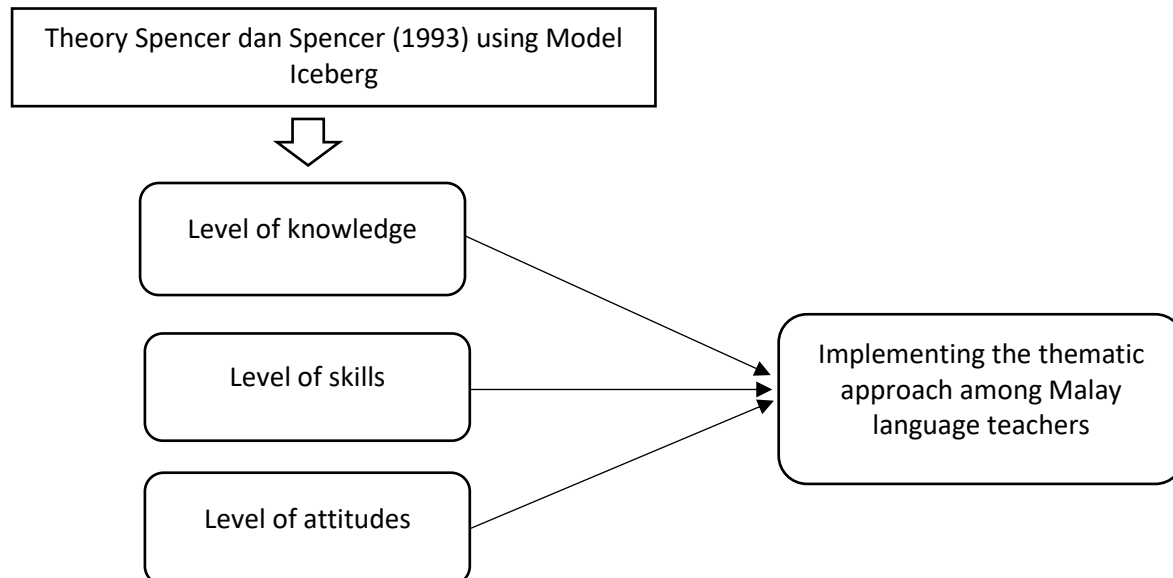


Diagram 1. Conceptual Framework based on Theory Spencer dan Spencer (1993)

3.0 METHODOLOGY

This study uses a descriptive survey design to assess the level of knowledge, skills, and attitudes of Malay language teachers in SJKC in implementing the thematic approach. The descriptive approach is used to explore and analyze the level of knowledge, skills, and attitudes of Malay language teachers. Through descriptive statistics, this study provides a detailed overview of how well teachers understand the thematic approach, their mastery of its implementation, and their attitudes toward this approach. This design involves data collection through structured questionnaire instruments. The questionnaire is used in this study because it allows effective data collection from a large sample in a short time. The strength of this research design is its ability to provide a comprehensive picture of the phenomenon under study, enabling the researcher to generalize findings based on the population of Malay language teachers in SJKC Terengganu.

According to Gay et al. (2009), the population refers to the target group of the researcher, the group of individuals to whom the study results will be generalized. In the context of this study, the identified population consists of Malay language teachers in SJKC in the state of Terengganu. Based on data, the total number of Malay language teachers in SJKC Terengganu is 50. Following Gay and Airasian's (2003) suggestion, when the population size is small (less than 100), it is more appropriate to involve the entire population in the study. This approach allows the study to yield more accurate and comprehensive results while avoiding biases that may arise from sampling. Therefore, this study uses a full population approach, involving all 50 Malay language teachers in Terengganu as the study sample. However, not all respondents from this population provided feedback. As shown in Table 1, 46 out of 50 Malay language teachers responded to the questionnaire, with a response rate of 90.2%, which is considered

sufficient to obtain meaningful and valid findings. The responding teachers represent various districts in Terengganu, ensuring the study's representativeness of the Malay language teacher population in SJKC Terengganu. This approach ensures that every Malay language teacher in SJKC Terengganu has the opportunity to share their views and experiences, providing more comprehensive findings.

Table 1: List of Chinese National-Type Schools (SJKC) in Terengganu

School Name	District	Number of Malay Language Teachers	Respondents
SJK (C) Chee Mong	Dungun	3	3
SJK (C) Chong Hwa, Wakaf Tapai	Kuala Nerus	3	3
SJK (C) Chukai	Kemaman	7	6
SJK (C) Chung Hwa Wei Sin	Kuala Terengganu	16	16
SJK (C) Chung Hwa, Jerteh	Besut	6	5
SJK (C) Jabor	Kemaman	2	1
SJK (C) Kuala Kemaman	Kemaman	3	2
SJK (C) Kwang Hwa	Dungun	4	4
SJK (C) Lok Khoon	Kemaman	3	3
SJK (C) Sin Chone	Dungun	3	3
Total		50	46 (90.2%)

The research instrument used in this study consists of questionnaire items adapted from the instruments of Ain Nur Atika Agus (2021) and Nur Shahirah and Zamri Mahamod (2021). The questionnaire comprises four sections. Section A covers demographic or background information of respondents, including school, gender, teaching experience in Malay, years of teaching, and experience attending thematic approach courses. Section B is a questionnaire on the level of knowledge of Malay language teachers in implementing the thematic approach, containing 9 items. Section C is a questionnaire on the level of skills of Malay language teachers in implementing the thematic approach, containing 10 items, and Section D is a questionnaire on the attitudes of Malay language teachers toward implementing the thematic approach, containing 9 items. The questionnaire items in Sections B, C, and D use a 5-point Likert scale with five response options, as shown in Table 2.

Table 2. 5-Point Likert Scale

Variable	Score
Strongly Disagree	1

Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

To ensure the validity and reliability of the questionnaire, the researcher conducted a pilot test on respondents from another state with similar characteristics to the actual study respondents. Cronbach's Alpha was calculated to determine the reliability of the questionnaire items. According to Taber (2018), a Cronbach's Alpha value exceeding 0.9 indicates excellent reliability and can be used in the constructed questionnaire. The pilot test results, conducted with Malay language teachers in SJKC not involved in this study via a Google Form link, yielded an average Cronbach's Alpha value of 0.914 for the knowledge variable, 0.908 for the skills variable, and 0.914 for the attitude variable. With all three variables exceeding 0.9, as shown in Table 3, the questionnaire items can be used in the actual study.

Table 3. Cronbach's Alpha Analysis Results

Variable	Cronbach's Alpha Value
Level of Knowledge	0.914
Level of Skills	0.908
Level of Attitudes	0.914
Average Cronbach's Alpha	0.912

The questionnaire was distributed online via Google Form links to the heads of the Malay language panel at each school. The collected data were analyzed descriptively using SPSS version 26.0 to determine frequency, percentage, and mean values. The mean scores were interpreted based on a 5-point Likert scale adapted from Mohd Majid (2005), where a low level corresponds to a mean score of 1.00–2.36, a moderate level to 2.37–3.66, and a high level to 3.67–5.00.

4.0 FINDINGS

Table 4 details the demographic profile of the 46 Malay language teachers in SJKC Terengganu who participated in the study. In terms of gender, the majority of respondents were female teachers (33, 69.6%), while male teachers numbered 14 (30.4%). Regarding teaching experience in Malay, the largest group consisted of teachers with 1 to 5 years of experience (16, 34.8%). Teachers with 6 to 10 years of experience comprised 12 (26.1%), followed by 6 teachers (13.0%) with 11 to 15 years of experience. Additionally, 7 teachers (15.2%) had 16 to 20 years of experience, while only 5 (10.9%) had more than 20 years of experience. The findings also show that the majority of respondents (31, 67.4%) had attended courses related to the thematic approach, while 15 teachers (32.6%) had never attended any such courses.

Table 4: Demographic Findings of Respondents

	Category	Frequency (N = 46)	Percentage (%)
Gender	Male	14	30.4%
	Female	33	69.6%
Teaching Experience in Malay Language	1 – 5 Years	16	34.8%
	6 – 10 Years	12	26.1%
	11 – 15 Years	6	13.0%
	16 – 20 Years	7	15.2%
	Lebih 20 Years	5	10.9%
Attended Thematic Approach Courses	Yes	31	67.4%
	No	15	32.6%

Table 5 shows the study's findings on the level of knowledge of Malay language teachers in implementing the thematic approach, which is overall at a high level with a mean of 4.17 and a standard deviation of 0.842. Teachers' knowledge of the thematic approach concept is clear and strong, as evidenced by a mean of 4.24 and a standard deviation of 0.705. Additionally, teachers understand the content, process, and implementation aspects of the thematic approach, with a mean of 4.07 and a standard deviation of 0.879. Their understanding of students' cognitive aspects through the thematic approach has the lowest mean among knowledge items (mean = 3.89, SD = 0.849) but remains at a high level. Teachers also demonstrate a deep understanding of the importance of implementing the thematic approach in Malay language PdPc, as shown by a mean of 4.24 and a standard deviation of 0.794. Their knowledge of the function and methods of the thematic approach is also high (mean = 4.20, SD = 0.833). Teachers show high awareness of the effectiveness of the thematic approach in enhancing students' knowledge and skills (mean = 4.23, SD = 0.871). Their knowledge of how to apply the thematic approach records the highest mean (mean = 4.35, SD = 0.875), reflecting their confidence in implementing this approach. Furthermore, their knowledge of content, process, and teaching patterns based on the thematic approach records a mean of 4.07 (SD = 0.885). The last knowledge item, teachers' understanding of teaching techniques suited to students' needs through the thematic approach, is at a high level (mean = 4.13, SD = 0.885). Overall, the findings indicate that teachers possess good and comprehensive knowledge to implement the thematic approach in Malay language PdPc.

Table 5: Level of Knowledge of Malay Language Teachers in Implementing the Thematic Approach

Item Details	Mean	Standard Deviation	Level
I have a clear and deep understanding of the thematic approach concept.	4.24	0.705	High
I understand the aspects contained in the thematic approach, including content, process, and implementation.	4.07	0.879	High
I understand the cognitive level and knowledge of my students through the implementation of the thematic approach in Malay language PdPc sessions.	3.89	0.849	High

I understand the importance of implementing the thematic approach in Malay language PdPc.	4.24	0.749	High
I understand the function and implementation methods of the thematic approach in Malay language PdPc.	4.20	0.833	High
I understand that implementing the thematic approach can help students improve their Malay language knowledge and mastery	4.33	0.871	High
I understand how to apply the thematic approach in Malay language PdPc.	4.35	0.875	High
I understand how to determine content, process, and implementation based on the thematic teaching pattern in Malay language PdPc.	4.07	0.929	High
I understand teaching techniques suited to students' needs when using the thematic approach in Malay language PdPc.	4.13	0.885	High
Overall Mean Level	4.17	0.842	High

Based on Table 6, the level of skills of Malay language teachers in implementing the thematic approach is overall at a high level with a mean of 3.89 and a standard deviation of 0.758. Teachers show high skills in preparing learning activities suitable for students based on the thematic approach, as recorded with a mean of 4.02 and a standard deviation of 0.745. Additionally, teachers are skilled in explaining the thematic approach concept introduced by KPM (mean = 3.89, SD = 0.849). Their ability to explain the importance of this approach to parents is also at a high level (mean = 3.74, SD = 0.773). Teachers' skills in planning and determining content, process, and implementation of the thematic approach also record a mean of 3.89 (SD = 0.767). They demonstrate good ability in identifying assessment methods suited to students' ability levels, in line with SKPMG2 (mean = 3.89, SD = 0.778). In preparing teaching aids (BBM) relevant to the thematic approach, teachers record a mean of 3.89 (SD = 0.737). Their skills in diversifying learning activities based on the thematic approach are also high (mean = 3.89, SD = 0.849). Teachers are also proficient in writing and documenting daily lesson plans (RPH) aligned with the thematic approach (mean = 3.89, SD = 0.760). They effectively implement the thematic approach in Malay language PdPc according to suitability and environmental conditions (mean = 4.00, SD = 0.748). Lastly, teachers' skills in reflecting and improving the implementation of the thematic approach are also at a high level (mean = 3.85, SD = 0.759). This reflects their competence in evaluating the effectiveness of the thematic approach and making necessary improvements. Overall, these findings indicate that Malay language teachers possess strong skills in implementing the thematic approach effectively, covering aspects of preparation, implementation, and continuous reflection to enhance its effectiveness in Malay language PdPc.

Table 6. Level of Skills of Malay Language Teachers in Implementing the Thematic Approach

Item Details	Mean	Standard Deviation	Level
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Skilled in preparing learning activities suitable for students using the thematic approach in Malay language PdPc sessions.	4.02	0.745	High
Skilled in explaining the thematic approach concept introduced by KPM.	3.89	0.849	High
Skilled in explaining the importance of implementing the thematic approach to students and parents.	3.74	0.773	High
Skilled in planning and determining content, process, and implementation that meet the criteria of the thematic approach during Malay language PdPc sessions.	3.89	0.767	High
Skilled in identifying assessment methods suited to students' ability levels as in SKPMG2 through the thematic approach in Malay language PdPc sessions.	3.80	0.778	High
Skilled in determining the need to prepare teaching aids (BBM) relevant to the thematic approach in Malay language PdPc sessions.	3.89	0.737	High
Skilled in diversifying activity types based on the thematic approach in Malay language PdPc sessions.	3.89	0.849	High
Skilled in writing and documenting Daily Lesson Plans (RPH) based on aspects contained in the thematic approach for Malay language PdPc sessions.	3.89	0.706	High
Skilled in implementing the thematic approach in Malay language PdPc sessions according to suitability and environmental conditions to enhance students' mastery of Malay.	4.04	0.788	High
Skilled in conducting self-reflection and teaching evaluation to improve the implementation of the thematic approach in Malay language PdPc sessions over time.	3.85	0.759	High
Overall Mean Level	3.89	0.758	High

Table 7 shows the findings on the level of attitudes of Malay language teachers toward implementing the thematic approach, which is overall at a high level with a mean of 4.16 and a standard deviation of 0.818. The evaluation of each item indicates teachers' positive attitudes toward implementing the thematic approach in Malay language PdPc. Teachers show the most positive attitude in preparing lesson plans based on the thematic approach, with the highest mean of 4.39 (SD = 0.714). Their attitude toward preparing teaching aids based on the thematic approach is also high (mean = 4.17, SD = 0.877). Additionally, teachers show a positive attitude in preparing question lists aligned with the thematic approach (mean = 4.02, SD = 0.745). They also demonstrate a positive attitude toward planning lesson content based on the thematic approach (mean = 4.33, SD = 0.762). Teachers' preparation of teaching activities using the thematic approach also reflects a positive attitude (mean = 4.26, SD = 0.801). Their attitude toward preparing remedial and enrichment activities is also high (mean = 3.83, SD = 0.797). Teachers integrate lesson content with selected themes during PdPc (mean = 4.17, SD = 0.769). They also show a good attitude in providing exercises related to selected themes (mean = 4.28, SD = 0.886). Lastly, their attitude toward preparing examples related to selected themes is high

(mean = 4.00, SD = 0.816). Overall, these findings indicate that Malay language teachers have a high level of positive attitudes toward implementing the thematic approach, reflecting their commitment to planning, preparing materials, teaching activities, and exercises related to the thematic approach, thereby supporting the effectiveness of teaching and learning processes.

Table 7. Level of Attitudes of Malay Language Teachers in Implementing the Thematic Approach

Item Details	Mean	Standard Deviation	Level
I prepare lesson plans based on the thematic approach for Malay language PdPc sessions.	4.39	0.714	High
I prepare teaching aids based on the thematic approach for Malay language PdPc sessions.	4.17	0.877	High
I prepare question lists based on the thematic approach for use during Malay language PdPc sessions.	4.02	0.745	High
I plan lesson content based on the thematic approach for Malay language PdPc sessions.	4.33	0.762	High
I prepare teaching activities based on the thematic approach for Malay language PdPc sessions.	4.26	0.801	High
I prepare remedial and enrichment activities based on the thematic approach in Malay language PdPc sessions.	3.83	0.797	High
I integrate lesson content with selected themes during Malay language PdPc sessions.	4.17	0.769	High
I provide exercises related to selected themes during Malay language PdPc sessions.	4.28	0.886	High
I provide examples related to selected themes during Malay language PdPc sessions.	4.00	0.816	High
Tahap Min Keseluruhan	4.16	0.796	High

In conclusion, the findings indicate that the level of knowledge, skills, and attitudes of SJKC Terengganu teachers in implementing the thematic approach is at a high level.

5.0 DISCUSSION

This study emphasizes that the level of knowledge, skills, and attitudes of Malay language teachers in implementing the thematic approach in SJKC Terengganu is high. These findings indicate that teachers have a clear understanding of the thematic approach concept, are skilled in planning and implementing learning activities, and exhibit positive attitudes that support the implementation of this approach. Overall, these findings reflect the significant potential of the

thematic approach to enhance the effectiveness of teaching and facilitation (PdPc) sessions when implemented well.

The study results demonstrate that teachers' level of knowledge in implementing the thematic approach is high (mean = 4.17, SD = 0.842). This reflects that teachers understand the concept of the thematic approach, its content, process, and its importance in PdPc. Teachers' knowledge encompasses an understanding of the basic concepts, objectives, and implementation strategies of the approach in PdPc sessions. Teachers demonstrate a strong ability to identify suitable themes, plan lesson content, and connect themes across multiple subjects to promote meaningful learning. These findings align with the study by Umabarathi and Muna (2024), which shows that teachers with high levels of knowledge are more likely to implement the thematic approach more effectively. Previous research by Rosmalily Salleh & Paizah Zakaria (2023) also states that a solid understanding of the thematic approach is a crucial foundation for ensuring its successful implementation. However, teachers require more training to strengthen their knowledge of applying this approach in various classroom contexts, as suggested by Retnawati et al. (2017). Additionally, teachers' knowledge of various aspects of implementing the thematic approach is essential to help students connect learning with real-life situations. For example, the Curriculum Development Division (2021) recommends that teachers understand how to select themes relevant to students' interests and backgrounds to ensure teaching effectiveness.

Teachers' skill level is high (mean = 3.89, SD = 0.758), indicating their ability to plan and conduct student-centered PdPc sessions using the thematic approach. Teachers demonstrate high skills in preparing meaningful learning activities, adapting teaching methods, and using appropriate teaching aids (BBM). This also shows that teachers have high competence in planning activities based on the thematic approach, using teaching materials aligned with the theme, and implementing student-centered teaching methods. These findings are consistent with the study by Retnawati et al. (2017), which states that teachers' skills in implementing the thematic approach play a vital role in ensuring the effectiveness of PdPc sessions. This aligns with the findings of Okoro & Okoro (2016), who state that teachers' ability to plan and implement thematic activities is a key factor in the success of this approach. The study by Rosmalily Salleh & Paizah Zakaria (2023) shows that teachers sometimes struggle to achieve lesson objectives due to a lack of skills in planning comprehensive thematic activities. Therefore, training and professional support programs must continue to help teachers improve their skills.

Teachers' positive attitudes toward the thematic approach (mean = 4.16, SD = 0.796) are a crucial indicator of its successful implementation. Based on the findings, teachers show positive acceptance of the thematic approach, demonstrating high commitment in planning and implementing thematic activities. This attitude aligns with the study by Suhaida, Norhisham, and Abd Hadi (2022), which states that teachers' positive attitudes influence the effectiveness of implementing the thematic approach in the classroom. Teachers exhibit strong commitment in preparing daily lesson plans, teaching aids, and learning activities aligned with selected themes. This positive attitude is consistent with the findings of Jeffery Tikok (2018), which show that teachers' attitudes influence students' motivation in learning. However, some challenges can still be identified. Teachers may require further guidance to maintain this positive attitude, especially when facing time or resource constraints. The study by Suhaida,

Norhisham, and Abd Hadi (2022) suggests that school administrators provide consistent moral and technical support to teachers to help them overcome these challenges.

The implications of this study indicate that although teachers' level of knowledge, skills, and attitudes is high, there is still room for improvement through participation in courses and additional training. Comprehensive and continuous training programs are essential to ensure teachers are always prepared to adapt to curriculum changes and new teaching approaches. The study by Bitok et al. (2014) shows that continuous training helps teachers improve their confidence and competence in implementing new approaches. For example, school administrators play an active role in providing strong support to teachers, including adequate resources such as reference materials, teaching modules, and more flexible planning time. Additionally, the State Education Department (JPN) and the Ministry of Education (KPM) must ensure that the thematic approach is emphasized in the national curriculum. Improvements can be made by integrating the thematic approach into curriculum standards and providing clearer guidelines to teachers on its implementation. The quality of teaching will suffer if teachers lack sufficient information to conduct their lessons in the classroom.

To ensure the study findings translate into effective practices, several solutions have been identified. First, teachers can participate in regular workshops and courses focusing on implementing the thematic approach in the classroom. Additionally, teachers can encourage and support their colleagues. More experienced teachers can serve as mentors to non-option teachers. Mentorship programs can include discussion sessions, sharing of teaching materials, and classroom observations, providing opportunities for teachers to learn from their colleagues' experiences and knowledge. Furthermore, teachers can form Professional Learning Communities (PLCs) specifically for the thematic approach. Through PLCs, teachers can share challenges, ideas, and teaching strategies in a collaborative environment. Therefore, the preparation of high-quality teaching aids or related modules must also be enhanced. KPM can collaborate with education experts to produce relevant and easily accessible materials for teachers. This will save teachers time in planning activities and allow them to focus more effectively on implementing the thematic approach in PdPc. KPM can also provide interactive online learning platforms for teachers. These platforms can offer online courses, webinars, and reference materials accessible anytime, enabling teachers to learn at their own convenience and access the support they need at any time.

6.0 CONCLUSION

In conclusion, this chapter has summarized the research findings based on discussions aligned with the established research objectives. This study found that the level of knowledge, skills, and attitudes of Malay Language teachers in implementing the thematic approach is generally good, although there is still room for improvement. Nonetheless, this study also supports previous literature which emphasizes the importance of teachers' knowledge, skills, and attitudes in enhancing the effectiveness of thematic approach implementation in teaching and learning sessions. Furthermore, this study highlights the need for a more systematic effort in providing training and support to teachers to ensure the effective implementation of the thematic approach during lessons. This is because the success of implementing this approach heavily depends on the competency of the teachers. Teachers play a crucial role in ensuring the smooth application of the thematic approach in teaching and learning sessions. Therefore,

teachers should be equipped with adequate knowledge, skills related to the thematic approach, and a positive attitude during its implementation. For future research, it is recommended that studies be conducted with a larger sample size involving various states across Malaysia to allow for broader generalization. Additionally, experimental studies can also be conducted to examine the effectiveness of the thematic approach on student achievement in greater depth. Overall, this study provides a clear picture of the need to strengthen teacher competencies through focused training strategies, the provision of adequate resources, and continuous support from school administrators and other stakeholders. The findings of this study are hoped to contribute to the field of education, particularly in improving the implementation of the thematic approach in schools of various streams in Malaysia.

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