



## Readiness of Malay Language Teachers at Sekolah Menengah Kebangsaan Using a Constructivist Approach in Learning to Write Pantun

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### ABSTRACT

Needham's five-phase constructivist approach is one of the teaching strategies that is currently popular among teachers. The application of Needham's five-phase constructivist approach in learning to write pantun also provides an opportunity to make learning more adaptive and responsive to the needs of supporting students. This study aims to describe the readiness of Malay language teachers in Sekolah Menengah Kebangsaan to use Needham's five-phase constructivist model approach in learning to write pantun. The study took place at the beginning of the 2024 academic year at Sekolah Menengah Kebangsaan in Selangor. This descriptive quantitative study involved 50 Malay language teachers from 14 Sekolah Menengah Kebangsaan in the districts of Gombak, Klang, Hulu Langat, and Kuala Langat. This study employed a questionnaire with two test-style options to collect data on the readiness of Malay language teachers in national high schools to use Needham's five-phase constructivist model approach in learning to write pantun. Descriptive statistics were used to analyze data on the readiness of Malay language teachers in Sekolah Menengah Kebangsaan using Needham's five-phase constructivist model approach in learning to write pantun. The results of the study showed that Malay language teachers at Sekolah Menengah Kebangsaan in Selangor, Malaysia, have a high level of readiness to use Needham's five-phase constructivist approach in learning to write pantun.

*Keywords: readiness, Malay language teachers, constructivist approach, to write pantun*

## Kesiapan Guru Bahasa Melayu di Sekolah Menengah Kebangsaan Menggunakan Pendekatan Konstruktivisme dalam Pembelajaran Menulis Pantun

### ABSTRAK

Pendekatan konstruktivis lima fase Needham merupakan salah satu strategi pengajaran yang saat ini populer di kalangan guru. Penerapan pendekatan konstruktivis lima fase Needham dalam pembelajaran menulis pantun juga memberikan peluang untuk menjadikan pembelajaran lebih adaptif dan responsif terhadap kebutuhan siswa pendukung. Penelitian ini bertujuan untuk mendeskripsikan kesiapan guru Bahasa Melayu di Sekolah Menengah Kebangsaan menggunakan pendekatan konstruktivisme model lima fase dari Needham dalam pembelajaran menulis pantun. Penelitian berlangsung pada awal tahun pembelajaran 2024 pada beberapa Sekolah Menengah Kebangsaan di Selangor. Penelitian kuantitatif deskriptif ini melibatkan 50 guru bahasa Melayu dari 14 sekolah menengah di distrik Gombak, Klang, Hulu Langat, dan Kuala Langat. Penelitian ini menggunakan kuesioner dengan dua opsi bernuansa tes untuk tujuan pengumpulan data kesiapan guru Bahasa Melayu di Sekolah Menengah Kebangsaan menggunakan pendekatan konstruktivisme model lima fase dari Needham dalam pembelajaran menulis pantun. Statistik deskriptif digunakan untuk menganalisis data kesiapan guru Bahasa Melayu di Sekolah Menengah Kebangsaan menggunakan pendekatan konstruktivisme model lima fase dari Needham dalam pembelajaran menulis pantun. Hasil penelitian bahwa guru Bahasa Melayu di Sekolah Menengah Kebangsaan di Selangor, Malaysia memiliki kesiapan berkategori tinggi untuk menggunakan pendekatan konstruktivisme model lima fase dari Needham dalam pembelajaran menulis pantun.

*Kata kunci: kesiapan guru, pendekatan konstruktivisme, pembelajaran menulis pantun*

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## PENDAHULUAN

Readiness is a person's condition to be willing to respond, the capacity available in a person to immediately respond to their environment, and the cognitive, affective, and or cognitive potential that a person has to behave and or act (

The constructivist approach of the five-phase model by Needham is one of the methods that many teachers have recently employed in various subjects. This approach is a type of inductive learning, a learning method that does not place the primary learning material at the beginning of the learning process. First, through the orientation phase, the teacher facilitates students' ability to express ideas verbally and in writing. The idea is entirely unrelated to the learning objectives. Through image media, for example, students are motivated to express their ideas (Yamin & Faridah, 2023; Jasin & Shaari, 2012). Second, through the idea generation phase, students are facilitated to answer questions and express ideas about the learning material. In this context, the teacher has not yet conveyed the learning material to the students (Niswanti et al., 2023; Nair & Muthiah, 2005). Third, through the idea reconstruction phase, students are facilitated by the teacher to match the ideas in the second phase with the ideas or learning materials presented by the teacher either verbally or in writing in special teaching materials (Putrayasa, 2010; Wiradana, 2012; Dewiet al. 2025; Reduzan & Idris, 2013). Usually, the ideas presented in the second phase regarding learning objectives are not aligned with the available learning materials. In this condition, students are asked to mention new ideas related to the learning materials. In other words, during this phase, the teacher delivers the learning materials to the students. Fourth, during the idea application phase, students are guided by the teacher to work on questions that align with the indicators (Sukadi et al., 2009; Barlia, 2015; Wibisono & Annisah, 2023). In other materials, students practice

answering questions to apply the learning materials available in the third phase. Fifth, the reflection phase involves reviewing the ideas presented in the second phase, drawing on ideas sourced from the indicators of teaching in the idea reconstruction phase (Kertih, 2015; Darma, 2022; Jusmardi et al., 2019; Damayanti & Hamidah, 2023).

Artikel ini menggunakan pantun sebagai sebagai variabel dependen untuk aspek menulis. Maksudnya, kesiapan guru dalam suatu pembelajaran di sekolah menengah untuk materi manulis pantun.

How is the readiness of high school teachers to use the constructivist approach in learning to write pantun through Google form? This is the formulation of a single problem in this article.

The constructivist approach referred to in this article is the five-phase model from Needham. This model is described in the early part of the introductory section of this article.

In line with the formulation of the problem, this article also presents a single research objective. The objective is to describe the readiness of high school teachers to use the constructivist approach in learning to write pantun through Google Forms.

From the perspective of a constructivist approach, relevant articles on teacher readiness were found in several scientific articles published in online journals. The articles in question include:

- 1) Rani, N. U. A. M., Roslan, N. H., & Wahid, N. S. A. (2025). Kesiapan Guru Bahasa Melayu Mengimplementasikan Kecerdasan Buatan dalam Pengajaran dan Pembelajaran. *Jurnal Pendidikan Bahasa Melayu*, 15(1), 1-14
- 2) Agus, A. N. A. (2021). The Level of Knowledge and Readiness Malay Language Teachers' to Implementation Different Approach in Home Teaching and Learning during Movement Control Order). *Jurnal Pendidikan Bahasa Melayu*, 11(1), 75-87.



- 3) Yusoff, A. A. M., Ruslan, F. N. F., Aziz, M. S. A., & Zipri, N. I. (2023). Readiness of Malay Language Teachers in Chinese National Type Schools in Implementing Lesson Study). *Jurnal Pendidikan Bahasa Melayu*, 13(1), 25-37

## METHOD

This descriptive quantitative research involved Malay language teachers in the Gombak, Klang, Hulu Langat, and Kuala Langat districts. Each district oversees several schools, and each school typically has two or three teachers.

The subjects of this research were Malay language teachers who submitted questionnaires on Google Forms. There were 50 of them who were determined using snowball sampling techniques. This number is divided into 14 National High Schools in Selangor, Malaysia, namely:

- 1) SMK Ideal Height, Jalan Bukit Idaman, 68100 Batu Caves, Selangor
- 2) SMK Bukit Indah, Taman Bukit Indah, 68000 Ampang, Selangor
- 3) SMK Gombak Setia, Jalan Seri Setia, Gombak Setia, 53100 Kuala Lumpur, Selangor
- 4) SMK Tun Perak, Taman Tun Perak, 48000 Rawang, Selangor
- 5) SMK Seri Gombak, Jalan 2, Taman Greenwood, 68100 Batu Caves, Selangor
- 6) SMK Seri Selayang, Jalan Sungai Tua, 68100 Batu Caves, Selangor
- 7) SMK Sungai Kertas. Kp. Sungai Kertas, 68100 Batu Caves, Selangor
- 8) SMK Sungai Pusu, Km 11, Jalan Gombak, 53100, Kuala Lumpur, Selangor
- 9) SMK Darul Ehsan, Kepong, Kuala Lumpur,
- 10) SMK Seri Garing, Jalan Kuala Garing, Kuala Garing, 48000 Rawang, Selangor
- 11) SMK Taman Desa 2, Jalan Desa Jaya, 48000 Rawang, Selangor

- 12) SMK Khir Johari, Jalan Semenyih, 43700 Beranang, Hulu Langat, Selangor
- 13) SMK Jalan Reko, Jalan Reko, 43000 Kajang, Selangor
- 14) SMK Jalan Bukit, Jalan Bukit, 43000 Kajang, Selangor

To collect data on teacher readiness to use the constructivist approach in learning to write pantun, a non-test instrument in the form of a questionnaire is used, which is included in the second section. This questionnaire contains 45 questionnaire items on teacher readiness to use the constructivist approach. Each questionnaire item consists of two options: true-false for both positive and negative statements. This questionnaire is valid because it is compiled using systematic and objective steps.

Thirty-eight questionnaire items on teacher readiness to use the constructivist approach in learning to write pantun are divided into:

- 1) five questionnaire items for the orientation phase
- 2) eight questionnaire items for the idea generation phase
- 3) ten questionnaire items for the idea reconstruction phase
- 4) six questionnaire items for the idea application phase
- 5) three questionnaire items for the reflection phase
- 6) six questionnaire items about Google Form

The study also utilized a questionnaire via Google Forms in the third section to collect data on the main factors influencing teachers' willingness to adopt a constructivist approach in teaching writing pantun. This questionnaire is integrated with the questionnaire for data on teachers' willingness to adopt a constructivist approach in teaching writing pantun.

Descriptive statistics were used to analyze data on teachers' willingness to adopt a constructivist approach in teaching writing pantun. This data comes from the activity of scoring the questionnaire in the second section. Each positive

statement is given a score of 1 if the selected option is the correct option and a score of 0 if the chosen option is the wrong option. Each negative statement is given a score of 1 if the selected option is the bad option and a score of 0 if the chosen option is the correct option.

The raw scores above are converted into standard percentage scores. For example, a raw score of 36 becomes a standard percentage score of 80.00. The result is obtained from the calculation process: 36 divided by 45, which is then multiplied by 100.

The level of teacher willingness to use the constructivist approach in learning to write pantun is divided into four levels: very low, low, high, and very high. The levels are:

- 1) very low level : < 55,00
- 2) low level : 55,00 - 70,00
- 3) high level : 70,00 - 85,00
- 4) very high level : > 85,00

## RESULTS

### 1. Teachers' Willingness to Use a Constructivist Approach in Learning to Write Pantun in the Orientation Phase

Based on a test-based questionnaire, data were obtained on the willingness of Malay language teachers at National High Schools in Selangor, Malaysia, to use a constructivist approach in learning to write pantun during the orientation phase. The willingness of teachers to the five indicators of the orientation phase resulted in a sharp score of 40.4, or a standard score of 80.80 percent, which falls within the high category. The lowest raw score was 32.00 for the fourth indicator. The highest raw score was 50, which is the total score for the third indicator of the orientation phase. Complete data is presented in the table below.

Table 1

Teachers' Willingness to Use a Constructivist Approach in Learning to Write Pantun for the Orientation Phase

No.	Indicators of Orientation Phase	Row Score	Percent
1	Using images as a basis for students to express themselves	40	80,00
2	The existence of learning materials for pantun	44	88,00
3	It is more important to use special teaching materials	50	100,00
4	Use of animal pictures for learning rhymes	32	64,00
5	Use of animal images for students to freely express themselves	36	72,00
	Mean	40,4	80,80
	Level of Category		high

### 2. Teachers' Willingness to Use a Constructivist Approach in Learning to Write Pantun in the Idea Generation Phase

Based on the test-based questionnaire, data was obtained on the willingness of Malay language teachers at the National High School in Selangor to use the constructivist approach in learning to write pantun for the idea generation phase. The willingness of teachers to the five orientation phase indicators resulted in a score of 80.80 percent, which falls within the high category. The lowest score, namely 24 (48.00 percent), occurred in the Some of the questions for practice may not be appropriate for the purpose indicator. The highest score happened in the indicator 'It is more important to use special teaching materials.' Complete data is presented in the table below.



Table 2  
 Teachers' Willingness to Use a Constructivist Approach in Learning to Write Pantun for the Idea Generation Phase

No.	Indicators of Idea Generation Phase	Row Score	Percent
1	A set of practice questions is available for students to answer	41	82,00
2	Teachers are not allowed to facilitate students in working on practice questions	43	86,00
3	Some of the questions for practice may not be appropriate for the purpose	24	48,00
4	Teachers must ensure that all students answer the practice questions	44	88,00
5	Students work on practice questions based on their own knowledge	40	80,00
6	It is more important to use special teaching materials	47	94,00
7	All practice questions must be labeled as exam questions	45	90,00
8	Practice questions may not come from orientation phase material	36	72,00
	Mean	40,00	80,00
	Level of Category		high

### 3. Teachers' Willingness to Use a Constructivist Approach in Learning to Write Pantun in the Idea Reconstruction Phase

The willingness of Malay language teachers in National High Schools in Selangor to use the constructivist approach in learning to write pantun for the idea reconstruction phase is very high. The

mean score is 88.00. The lowest score is 40 or 80.00 percent for the seventh and eighth indicators.

Table 3  
 Teachers' Willingness to Use the Constructivist Approach in Learning to Write Pantun for the Idea Reconstruction Phase

No.	Indicators of Reconstruction of Ideas Phase	Row Score	Percent
1	Availability of a description of the objective principles of a pantun	42	84,00
2	Availability of an objective description of the structure of the pantun	43	86,00
3	The availability of examples of pantun whose rhymes have objective requirements	45	90,00
4	The availability of examples of pantun with standard sampiran lines	46	92,00
5	There are examples of pantuns with cause-effect rhymes available	40	80,00
6	Availability of examples of pantun whose contents meet objective requirements	40	80,00
7	Availability of examples of pantun that meet the requirements of end rhyme	44	88,00
8	The availability of examples of pantun that meet the requirements of middle rhyme in the first line	44	88,00
9	The availability of examples of pantun that meet the requirements of middle rhyme in the second line	48	96,00
10	The availability of examples of pantun that meet the requirements of middle rhyme in the sampiran lines	48	96,00
	Mean	44,00	88,00
	Level of Category		very high

#### 4. Teachers' Willingness to Use a Constructivist Approach in Learning to Write Pantun in the Idea Application Phase

Based on a test-based questionnaire, data was obtained on the willingness of Malay language teachers at National High Schools in Selangor, Malaysia, to use a constructivist approach in learning to write pantun for the idea generation phase. The willingness of teachers for the six indicators of this phase resulted in a score of 80.00 percent (very high category). The lowest score was 38 (76.00 percent) for the indicator 'the idea application phase is a continuation of the idea reconstruction phase.' The complete data is presented in the table below.

Table 4  
Teachers' Willingness to Use a Constructivist Approach in Learning to Write Pantun for the Idea Application Phase

No.	Indicators of Application of Ideas Phase	Row Score	Percent
1	Availability of a set of tests according to indicators for practice application of ideas	42	84,00
2	Teachers may facilitate students when working on practice questions	40	80,00
3	Teachers may use the idea reconstruction phase data when facilitating students	40	80,00
4	The idea application phase is a continuation of the idea reconstruction phase	38	76,00
5	The teacher believes that all students are involved in the application of ideas activities	40	80,00
6	Application of ideas must use written instruments	40	80,00
	Mean	40,00	80,00
	Level of Category		very high

#### 5. Teachers' Willingness to Use a Constructivist Approach in Learning to Write Pantun in the Reflection Phase

Based on the test-based questionnaire, data was obtained on the willingness of Malay language teachers at National High Schools in Selangor to use a constructivist approach in learning to write pantun for the idea generation phase. The willingness of teachers to the three indicators of the reflection phase resulted in a standard mean score of 72.00%, which falls within the high category. The highest score was 37 (74.00 percent) for the indicator 'teachers facilitate students to understand new ideas that originate from the idea reconstruction phase.' The lowest score was 35 (70.00 percent) for the indicator 'Students are facilitated by teachers to understand the correct ideas in the idea generation phase.' The complete data is presented in the table below.

Table 4  
Teachers' Willingness to Use a Constructivist Approach in Learning to Write Pantun for the Reflection Phase

No.	Indicators of Reflection Phase	Row Score	Percent
1	Students are facilitated by teachers to understand erroneous ideas in the idea generation phase	36	72,00
2	Students are facilitated by teachers to understand the correct ideas in the idea generation phase	35	70,00
3	Teachers facilitate students to understand new ideas that originate from the idea reconstruction phase	37	74,00
	Mean	36,00	72,00
	Level of Category		high



## 6. Teachers' Willingness to Use Google Forms in Learning

The willingness of Malay language teachers in Secondary Schools in Selangor, Malaysia, to learn to write pantun using Google Forms is very high. The standard mean is 94.00 percent.

Table 6  
 Teachers' Willingness to Use Google Form Media in Learning

No.	Google Form Media	Row Score	Percent
1	Formation of Google Form Attributes for Learning Using a Constructivist Approach	35	70,00
2	Formation of Orientation Phase Section in Google Form for Learning Using Constructivism Approach	50	100,00
3	Formation of Sections Phase of Generating Ideas in Google Forms for Learning Using Constructivism Approach	50	100,00
4	Formation of the Reconstruction Phase Section of Ideas in Google Form for Learning Using the Constructivist Approach	50	100,00
5	Formation of Section Phase Application of Ideas in Google Form for Learning Using Constructivism Approach	50	100,00
6	Formation of the Reflection Phase Section of Ideas in Google Form for Learning Using the Constructivist Approach	41	82,00
	Mean	47,00	94,00
	Level of Category		very high

The level of willingness among Malay language teachers in National High Schools in Selangor, Malaysia, to adopt the constructivist approach in teaching pantun writing is high. This is indicated by the number of indicators in the high category.

Table 6  
 Teacher Willingness Mode to Use Needham's Five Phase Constructivist Approach in Learning to Write Pantun

No.	Needham's Five Phase Constructivism Approach	Category
1	Orientation Phase	high
2	Idea Generation Phase	high
3	Reconstruction Phase of Ideas	very high
4	Application Phase	high
5	Reflection Phase	high
6	Google Form Creation	very high
	Mode	high

## DISCUSSION

The high readiness of Malay language teachers in national high schools to use the constructivist approach in teaching writing pantun through Google Forms is estimated due to several factors. First, the relatively high level of education among teachers. Their lowest educational attainment is a bachelor's degree, and their highest educational attainment is a doctorate, so they possess adequate competence in the constructivist approach. Second, the seriousness of Malay language teachers as research subjects makes the constructivist approach one of the latest approaches in learning (Hamat & Embi, 2010; Mat & Halim, 2002; Bakar & Halim, 2022). Third, the use of Google Form media is indeed widely used by Malay language teachers. Therefore, they have the knowledge and skills to use electronic media. This finding aligns with the articles by Karisma



and Azizah (2023), Alfalah et al. (2022), and Hasanah and Hasanah (2024).

The subjects of this study were 50 Malay language teachers in a Basic Secondary School in Selangor, Malaysia. This number is relatively small. Therefore, for further research, the number of research subjects was increased to 100 Malay language teachers.

## CONCLUSION

Readiness of Malay language teachers at national secondary schools to adopt a constructivist approach in teaching writing pantun via Google Forms.

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