



THE ROLE OF EDUCATION SECTOR IN THE DEVELOPMENT OF MALAYSIA

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ABSTRACT

Education system was the first system which was amended by the Malaysian society soon after the independence for the purpose of building a strong ideological nation. The most initial but an important change they made was by changing the medium of education from English to local language to cultivate their youth on their cultural and ideological values. In this article, I would like to highlight the changes that are starting from schools and then developed in all aspects of life today, turning Malaysia into a developed country and later into a technology-based economy in a decade. The research emphasizes on the development process and the application of a dialect schooling strategy in Malaysia.

KEYWORDS: Education, Malaysia, Malay, Chinese, School, Development

INTRODUCTION

Source of education at the Malaysian school means that the policy under Malaysia's duties is to familiarize the majority language of Malaysian people "Malay" in the schools of Malaysia. From school this have been used as a tool to learn basic skills in school students. Malaysia is a multi-ethnic society where different types of languages are used in different societies. Local language used in school level in the most populated areas served as great encouragement. Malaysia's educational system that has hugely changed, has been on the agenda by the government. There were a lot of changes in the educational system at the government level and there



were special measures that not only educational system change but also these changes played a very vital role in the development of whole Malaysian development. Before Malaysia's independence, British were in rule and therefore the source of education in Malaysia was also teaching the British Education System. When the Japanese took over the British Government, Japanese-style education was shifted to most schools. Even after Malaysian independence, the way the education schools were shifted but most of the schools did not change the British system education. (Waheed, 1988)

In 2003, Malaysian Education Minister announced to end the British educational system which was adopted due to the school by the policy PPSMI in 2012. Schools were told to adopt Malay language in Malaysian schools. The Malaysian system of education is counted as one of the best educational systems of Asia. Malaysian government provides primary and secondary education to residents in Malaysia. Malaysian people are given free education in their own language. Malaysia is counted as a developed country of Asia and this educational change has developed Malaysia, which is the main reason for developing any nations.

HISTORICAL BACKGROUND

The national language of Malaysia, Malay and Indonesia is just the two accents of one language. The Malaysian government has governed the entire country under government management, which provides free books and education to children till A levels. Overseas resistance also goes to these cities for educational purposes, except for most people, all the citizens have the right to study. School buildings were luxurious and spacious, the educational commission hired the best teachers which did not have any political interference.

In 1969, the whole country remained unconstitutional because of the Riots between Chinese and Malay community. The Prime Minister Tan Razak of that time led a comprehensive commission that proposed three steps. First was to count how many different species of nations are now living in the country through census and in the same manner their sections should be



determined in each sector. 60 % of Malay's, 30% of Chinese and 10% of Indians resulted in a higher education rate. The economic and social development began alongside the education sector. (Ahmed, 1998)

Since 1996, the Malaysian government targeted education of vehicles as a means to bring Malaysia closer to its development. Increasing knowledge and matters, the minister for the creation of wealth developed the Multimedia Development Corporation community that was launched as the first smart school of Malaysia. The Smart School Concept introduced by the Ministry of Education launched after a consultation with representatives of Minister of Education and Industry They prepared a blueprint of smart schools. ICT was a Malaysian government-oriented project to develop infrastructure for a national educational project and new technologies to make study easier. This project is to be implemented for all in nine thousand schools, and in which they need 87 schools across the country. The first step in Malaysia's Smart School's first class is the school classroom education and use of computers in the learning process. They introduced such kind of software's with students which are helpful for them. Due to this, Malaysia increases its development and the main thing is that the Local language of Malay people played a very vital role in its development.

In 2009, organization of global performance of students in science and accountability shows the report of programmed of international student in which they ranked Malaysia at 50th position out of 74. It was cleared from survey that the downfall of education system starts when they banned the English schooling system. (Saljook, 1996), It should be clear that in 1970, Government replaced English schooling system with Malay Language system. So, this is the main reason why Malay people are unaware of English and this is the reason for educational downfall. English is now the main language of studies and if someone is weak in English, he will face difficulties in studies. (Muhammad, 2002)

EDUCATIONAL IMPOROVEMENT



Before the Second World War, the government was occupied by the British, many of the foundations were divided, but there was an agreement by British with the province. This agreement was for the protection of British people, and it was a kind of innovation. The Malaysians were called British Protectors. Up to some degree independence was given to some extent while Malaysian foreigners and military matters were in the hands of the British Government. But still they were able to give the impression to the rest of the world that Malay peoples are free and fortunate. Further the British government ruled Malay government, although they did not have the authority to rule over any level.

Therefore, the governors who were called the Sultan were not eligible to implement rules, so the education system was also handled by the British. (Milne and Muzay 1980). For some reason Malaysian people liked this system and they realized this when in 1941 Japan attacked Malaysia and emphasized their educational system on Malaysia due to which people had to face lot of trouble because they were not for this dual educational system. After the Japanese attack Malaysia was totally changed. They kicked out the British army and the changed the worlds perception for Japan.

At the time when the British army was going, and the Japanese army was occupying it. A great change in the educational system was noticed. All English schools closed during the cold war and Japanese schools opened. Since students did not gain access to Japanese, they found difficulties in learning Japanese language. Initially a few Japanese words were taught. The Japanese government does not make it harder for students who wish to learn Japanese. But Chinese people were severely tortured, most of them were killed and they had faced many problems. (Kunia, 2001)

Most of them thought that the government should be given back to the British. Initially the defeat of the Europeans by the Japanese was a positive psychology on Asian minds. Thinkers still argue that the real purpose of Japanese occupation is to rescue them from European imperialism. However, there could be some reality in this.



MALAYSIAN EDUCATIONAL SYSTEM

Several decades ago, when the British imperialism was by passed by the Malaysian educational system due to lack of uniformity. Due to which not just political system but also the social system was uncertain. Three large communities of this country Malay, Chinese and Indian languages were running schools according to their ways. In this situation, the barns report encouraged the National School System. Under this policy it was advised that primary education for 6 years should be mandatory in Malay and English. (Kazmi 1996)

This policy was presented with the hope that Chinese and Tamil language could be eliminated from the educational system. After the announcement of this policy, the Chinese community was not very positive. But all these communities accepted the Malaysian language as principal language and The Razzah report further strengthened this National School System.

According to this, the tree language pair was introduced in school. Tamil, Malay, English or Chinese, Malay, English these three languages were configured and in this way National School System Policy got a lot of publicity in the public because schools were considered for cultural, political and social development. In 1960, more attention was paid to curriculum instead of language. Curriculum remained the same in the whole country and similar curriculum was taught to children in all schools.

In 1967, the government started emphasizing on higher education. In 2000, the Malaysian government realized the need of time and started focusing on science and technology education. In the budget of 2001, it was approved to build 167 schools and 4 universities which cost 136 million dollars (Muhammad 1996). By this, we can estimate how Malaysian people are serious about education. Be clear that in 1970 the Malaysian government started a teaching program in Malay instead of English, in all public schools. The reason for the decline of standard of education was the less familiarization with English language. English was the universal language at this time and it is considered as a language of knowledge. Weakness in English, affects academic qualifications.



More than 100 languages are spoken in Malaysia. But local languages are Chinese, Tamil and Malay. They educate in these languages and English is also taught along with this. Malaysian constitution guarantees freedom of religion while official religion is Islam which is according to the census of 2010. (Muhammad 1998)

The Ministry of Federal Government and Ministry of Education in Malaysia is monitored by Kementrian pendidika. Although for education in every state and federal area is a departmental education department for managing. They made education mandatory at different levels like primary education, secondary education, after secondary education, training education system and pre-school education. In Multilingual Public School education is free for Malay people whereas, primary education is mandatory by the law. Pacific countries of Asia that are Korea, Singapore and Japan, education is mandatory and free. Malaysia also provides basic education free. Currently, there are 37 private universities and 7 international universities campuses and 414 private colleges in Malaysia. (Tan, 1997)

One of Malaysia's features is that if their children enter to take admission in the government primary school they have an option of three languages which are Mandarin, Tamil and Malay. Mandarin and Tamil Medium Primary School is called National School, while the Malay Medium School is called National Scoiz. This has got an official status in Indonesia Malaysia and Singapore. This was also spoken in Malacca by 214 billion people. Malaysia is one of the countries that has developed in a very short period. Malaysia is considered to be the fastest growing economic power of the world. Malaysia is stable with South Asia's third and worlds 29th position.

They gave first priority to education for Malaysian development, so the educational institutions in Malaysia made an important element of their agenda and society and spread education across the country by translating it into its local language. Malaysia University is one of the world's leading universities of revolutionary measures to bring the quality of education to international standards. Malaysia is looking forward to be at the sixth



position in Education export countries and Iran is at the top of the list of foreign students studying in Malaysia.

11th September 2012, The Deputy Prime Minister of Malaysia declared its country's educational system the best in the world (Saran, 2002). While the World Economic Forum has also added Malaysia to 15 best countries regarding better education, it further states that the system of education in the United States of America. In the British era Chinese people were governed by government positions and businesses due to being educated. While the literacy rate in Malay Community was low, due to lack of pity, they were forced to live poverty. After independence, he did two major tasks. One was the formation of the Federation and the Constitution of the People's Republic of China, the second being independence of Singapore, which was part of Malaysia in the British era and it was all done in the era of the First Prime Mister Abdul Rahman. Malaysia has more than three decades of experience on international education worldwide. Two percent of the students in the world-based international students' community is from Malaysia. Their education is economical and get an international degree. Many foreign students are affiliated with the English Language Program in Malaysia.

LANGUAGES SPOKEN IN MALAYSIA

Chinese community is a third part of the population of Malaysia, so Mandarin language which is the local language of China is also spoken in Malaysia and this language also has the national status, so it is a part of teaching medium in middle schools too. Apart from this, Tamil language is also taught. To teach Science and Mathematics in Malaysian schools, government schools have decided to abandon it. This plan was done because their aim was to create a new generation in global communication.

In 2003, Malaysian Education Minister announced to end the British educational system which was adopted due to the school by the policy PPSMI in 2012. Schools were told to adopt Malay language in Malaysian schools. But PPSMI did not work well. And English domination in curriculum concerns the grip on their own native language (Tan 2002). He



said that he would not say that he would not succeed, but the diverse goals he had to achieve was unable to achieve. Mohiuddin said in a press conference that the government should prefer to teach Science and Mathematics in their own language so that lessons could be understood, resulting in, the language of the Chinese Mandarin is the only language in the school where the Chinese population is in majority. It will not apply to all because there is a population of some people in Malaysia whose mother tongue is English, they have the option.

MULTI LINGUALISM IN MALAYSIA

Customarily, the Malay dialect has dependably had an emblematic capacity in the nation. The primary language of the Malay people, which is the bigger portion of the population in Malaysia. They have an enthusiastic connection to the dialect since it is natural for their way of life and personality. As Malaysians, alternate races grasped the Malay dialect, BM (Bahasa Malaysia), when it turned into a strategy to utilize BM as a state dialect and this expression Bahasa Jiwa Bangsa (our language is the soul of our nation) turned into the proverb of a unified country. This English dialect, then again, turned into the dialect of exchange, business and correspondence. It is additionally the dialect of legislative issues, science and innovation. The English dialect was expected to set up and keep up political relations with different nations, to assist training, construct the nation's budget and to exceed expectations in technological sciences and accomplish advance.

English dialectal is viewed as the most utilized lingo and is the most utilized tongue. Around the globe, when individuals originate from various national dialects, they more often than not utilize English. Starting now and into the foreseeable future, the digestion of the English dialect to Malaysia has likewise turned into a need, in light of the fact that the information of the language has recommended to make ready for work prospects and employability, both inside and outside the town. In 1970, Malaysia had an example of the level of planning of various standards in the district, and this was ascribed to the English language. The nation had prepared teacher who were moderately fit in both English and Malaysian



language. A few instructors thought of them as "non-exceptional" in light of the fact that they were constantly anticipated that would shape diverse subjects in English. Regardless, the nature of the arrangement has changed from that point forward. Without a doubt, Malaysia today stays in some crossed associations; it has advanced on a very basic level, yet the bilingual capacity appears to have created as it was organized. After a couple of quarters, how about we make a stride back in our drives to learn English. Schoolchildren in provincial regions, notwithstanding their English lessons, are the superfluous contact with English language for their 11-year mentoring.

The present circumstance unmistakably talks about a condition of various difficulties and complexities, including the capacity to talk, particularly to learn English. Subsequently, a few tests have been propelled to take care of the issues with languages. These exams incorporate two fundamental inquiries on learning English in Malaysia. The first is that Bahasa Malaysia affects learning English and may have included English tension. English has a tendency to be affected by their nearby vernacular or by their first indecent dialect when they talk or communicate in English. As frequently as could be expected under the circumstances, they utilize guide understanding and verbal references to comprehend the works in English. The second issue is the solid accentuation on showing English surely. Subsequently, skills and indicators are studied in the school and in national examinations without much importance for good faith educational use. In this sense, the learning of English jargon is mechanized, which means that there are simply "consolidated" strategies for using language, dissociating it from the central illuminating use.

The manner by which the English dialect, (for example, a reasonable timetable of slang frameworks) is appeared to understudy impacts their convictions in an allegorical sense, particularly for class purposes. In this line one can battle for the way that the obscene English dialect is constantly considered as an untouchable dialect for the open talk of the understudies. Also, given its solid introduction to national assessments, our authority structure considers all understudies who cannot work freely, (Koo, 2008) "to enable understudies to perceive little holders for cleaning"



(Naginder, 2006), the teacher as an imperative wellspring of information. This approach debilitates and moderates free dialect learning. The solid fondness of trust in understudy learning is additionally decreased by the unavoidable accentuation on exams through their academic commitment (Lee King Siong, 2008, Koo et al., 2010). The abnormal state of criticality found in the non-larger than average appraisal assessments of the investigation likewise inspires the need to recall and increment the dialog on evaluation on the basis of higher learning (Ambigapathy, 2002). Revisions have demonstrated that the approach used to show English dialect instructing should be re-assessed.

A commonplace suggestion rising out of these surveys is to unite outside the classroom in learning and think about the social effect of learning English lessons. In this one of a kind case, Rosniah (2006) and Noorizah (2006) additionally asked for an energy about the investigation and learning styles of the understudies, with the particular point of giving a superior language among the understudies. Khazriyati, Maros, and Tan (2007) analyzed the ramifications of Bahasa Malaysia obstruction as a fundamental segment to keep the obtaining of English classes among the principal semester understudies of Module 1 (13 years). With mimicked exams and conflicting exams, the exam surveyed the blunders caused by 120 semesters of the main year of six common schools in Malaysia in the conditions of Pahang, Selangor and Malacca. In light of the oversights seen in the substitute articles, the review gave that the agents had issues in utilizing the right structure of the sentences in English. The three most normal blunders were not the right utilization of the articles, the acknowledgment of the subject and the verb and the sex. The examination guaranteed that, regardless of the way that not all oversights were the immediate consequence of the obstruction of basic persuasions, various hindrances to the structure of the Malay dialect were proposed.

In a related work, he inspected morphological and grammatical contrasts amongst Malay and English language and it was imagined that phonetic contrasts were one of the principle measures that influence understudies' delicacy to satisfactorily enhance English capability. Another test directed on 315 students in the second frame found that the clearest disappointment



of understudies with etymological ability was in the structure of sentences, specifically morphology and complement. The exam demonstrated that the understudies had issues with the postfixes and the plural joints in light of the fact that these etymological factors don't exist in Malay. The exploration affirmed a similar way that the vote on syntactic structures amongst Malay and English will be added to the mishandle of connections, verbal assertion subject and relative pronouns. They additionally contended that, notwithstanding semantic prevention, social portions, for instance, impartial point of view, no part of the energy of dialect and a reality that understudies cannot have any significant bearing to language, has heightened the topic of English lingo to acquire.

In their examination and analysis 72 articles in English that had four missions in a semi-urban school in Malaysia, Kaladevi and Saadiyah (2009) found that substitutes had issues utilizing improved syntactic models in its creation. This finding was dependable with two past inquiries about the common phonetic strokes of the intermediary, in particular, the comprehension of the subject and verb abuse of particular and plural structures. Notwithstanding the abuse of verbal time, the impolite selection of words and social words was similarly steady between people. The disclosures of this investigation demonstrated that these substitutes, in the wake of learning English for a long time, step by step unwound essential master syntactic structures. These tests finished with an endeavor to discover and perceive conceivable offices for the low level of English capability among Malaysian understudies, and even prescribed a few titles to enhance English learning and, in like manner, constrain bilingual. While the nation is still tormented by these issues, constrained English abilities cannot be abridged, as there are still a few Malaysians who communicate in English well. Regardless, the general scenario is incapacitating, proposing the necessity for modification the way Malaysian understudies have and learn English dialect abilities.

The examination found that it is more shameful through a watchful language or an outer tongue that understudies get the most uncommon help similarly as they give a strong and perfect learning condition, and also a palatal and basic experience. Koo said (2008): "Instruction has



enhanced ... will keep on producing ponders that information is a supply of data that can be heaved and related without much remark and investigation" (page 57). An official approach, the decision and utilization of dialect in a multilingual society, for example, Malaysia, continues as before for social powers at work. The issues of decision and the utilization of language are uncertain and sketchy. This isn't shocking, since its utilization in the native language is joined with nostalgic affiliations, particularly when the language is inseparably connected to patriotism and individual character. These issues are clear in crafted by Ozog (2013), Nik Safiah (2003), Gill (1987) and Chan and Ain (1992). Ozog (1992) saw the bit of English in the Malay administration framework and its association with the national dialect as an issue. He examined the report as a condition for the nation's needs. Nik Safiah (1987) included that "Malaysian manikins reinforce English regulation, while the procedure is to utilize national language at all occasions specialists, and some critical informal territories. English is the favored dialect for the date" (p.5). Gill made it clear that there are no delicate and whimsical ideas in the Malay dialect. (2003) This restriction is an issue that teachers, particularly at the tertiary level expect to have books in English.

Chan and Ain (2013) noticed that the impact of financial factors in language is obviously because of the far-reaching utilization of English for the genuine issues of blue in Malaysia. These dialogs fortify the great province of English. The additional vernacular English has clear ramifications in portraying the etymological conditions of Malaysian bilingualism. In this line, a "sporadic" way can be taken with double the effectiveness. Bahasa Malaysia is the official dialect and is unmistakably alluded to as obscene, however English keeps on being educated as a subject, despite the fact that it is talked and spread especially in the business world. As to Chinese condition and the Tamil center schools, the association's affirmations continue as before. Moreover, there is extensive change in the area to keep dialects and their utilization in national schools. Be that as it may, the closeness of these schools is considered by some to be a boundary of national solidarity, specifically as respects the utilization of the national dialect in every aspect of arrangement.



IMPORTANCE OF EDUCATION IN MALAY LANGUAGE

According to education, Malaysia is at 45th number from 132 countries. Malaysia focused on education of small areas also where even basic needs of life were not provided. Islam is promoted by Malay Education because it is a Muslim country. And they live their lives according to the rules of Islam and the citizens of Malaysia are so fond of their religion. The secondary examination system of Malaysia is of similar style as of examination system of Cambridge of Britain. Keeping Islamic education in consideration while giving education in Malay language that was taught to them in school, gives better result as compared to education which is given in English which is based on Quran and hadith.

Now they had translated the classical books of Quran and hadith, Islamic history, philosophy, law from Arabic to Malay so students get better chance of understanding because only making tall buildings and providing other necessities had not meant cutting edge development instead providing good education and training, and improving the quality of teaching , increasing education budget , making primary education free either of government schools or private schools had also become the reason of modern development. Because British education system only had secularism, it did not contain any part of religion while living in an Islamic country. Awareness about our religion is necessary. It had also been important to represent religion in syllabus because British system could not be the cause of its own country's development.

Therefore, this style of education is being eliminated and focusing more on Islamic education in their schools. (Ministry of Education 2001) Especially in primary and secondary school's Islamic education had been considered as a compulsory subject. Malaysian University has a separate faculty to get complete Islamic education. It's aimed those both religious and secular subjects at the national and secondary level, both academics and religious fall under the same roof which could highlight the importance of Islam more.



MAHATHIR'S PLAN FOR EDUCATIONAL DEVELOPMENT:

Malaysian former Prime Minister Dr. Mahathir Bin Muhammad (1980 to 2003), during his 22-year era he appeared as a hardcore nationalist. All this time English has been a political issue, he ended this English issue which was burning since 70 decades. He argued that due to this system economy was facing downfall. English education did jihad to capture its competitors in Southeast Asia, there was a malignancy of skilled labor force in the country because the development was not as estimated. And in order to develop these individual strengths, education was also necessary in Malaysia's own language in many schools.

To promote future economic benefits to the parents of students living in urban areas, for their children's future policies the Government is trying to maintain their determination clear government to improve the quality of students' education. Experts of the big cities were invited to work on the development of the team that could improve the quality of education and hire professional teachers. The process of recruiting quality teachers that they presented made them achieve great success in teaching standards. Second problem regarding education was the difference between urban and rural education in Malaysia, it was able to ignore it with great skill.

Opposition of the government claimed that in comparison to education in the PPSMI which was a medium of English language. This Education is going towards nationalism. Rejecting the system started teaching in its local language and Malaysia had achieved success because apart from Malay community, Tamil and Chinese also lived there. Therefore, the three languages were declared national. And Malaysia's efforts have been made to maintain the educational process in the same language in schools

Malaysia was looking forward to development and has succeeded in stabilizing its economy. Looking at this economic development, Western media called Malaysia as the Economic Tiger Dragons. Malaysian issues were presented by developing countries. European and American expert economists and politicians called this rapid development of Malaysia East



Asian Miracle and their quality of life was seen by other Asian countries in the form of jealousy because Malaysia had become a stable country.

CONCLUSION

The history of the world is witness that one nation has not developed the language of another nation. If our nation will not read the story of Mir Taqi Mir, Mirza Ghalib and Iqbal, how will they know their history. As long as the relationship is not left, nationalism cannot be created in the nation. Your dress and your language is the medium of relationship. Customs and local traditions can only give you identity. The true language is national language. Malaysians strongly believe that the mother tongue should be part of education. But they also gave importance to English and added it in their curriculum and by this the concept of rich and poor ended and by this everyone could get ready for higher education. The mother tongue for the country's development was reversed, and English was made permanent so that the rest of the countries could compete, and by introducing this, the concept of upper middle class ended. English is most important in the universal world. Everyone is using English but it does not mean that we have backed our native language. The most important thing is that you could be able to speak any language but English should be an essential article. An example is Malaysia, where different languages are spoken but education is one of all, curriculum is one of all. I think it is the solution to the problem that the English language should be given an essential article with the mother tongue. Children would be able to engage in English as well as with their national language. So, by this we will be able to compete internationally.



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