THE PROJECT FOR PROMOTING HOLISTIC EDUCATION (MAKMur)

Project Completion Report
(Phase 1)

June 2023

Registered Non-profit Organization Asia SEED

University of Tsukuba

Contents

LIST OF ANNEXES (OUTPUTS)

ANNEX Number	Output Title	Purpose/Gist	Corresponding Activities	Implementation Date
1	Interview Session with the School Leaders in 2021	To gather the basic information needed to plan MAKMur Capacity Building Toolkit and baseline and endline surveys by the long-term expert on the Japanese side	Activity1-1	09/2021
2	Report on Dialogue Session with MAKMur Pilot Schools' Preschool Teachers	To exchange views on the situation and the latest trends regarding the holistic education in elementary school and kindergarten by the pre-school education expert from the Japanese side	Activity1-1	06~07/2022
3	Report on Visits to MAKMur Pilot Schools in August 2022	For class observations, school visits, and discussions with school supervisors and elementary school teachers by the holistic education expert from the Japanese side	Activity1-1	08/2022
4E	Base-line End-line Survey Interim Report (Phase 1)	To gather evidence of MAKMur's effectiveness, materials for public awareness and advocacy activities, information for improving the educational environment, and information for toolkit development	Activity1-2	05~06/2022
5	Plan of Mid-term Survey (Draft)	A plan to identify the impact of MAKMur activities on children, teachers, and parents in comparison with baseline survey results	Activity1-2	03/2023

6	MAKMur Capacity Building Toolkit Prototype Version	Teacher's guide to planning, doing, and reflecting on activities to enhance children's holistic competence	Activity1-3	03/2022
7	MAKMur Capacity Building Toolkit Ver. 1	Ditto	Activity1-3	07/2022
8	MAKMur Capacity Building Toolkit Ver. 2	Ditto	Activity1-3	02/2023
9	Record of TOT	Training to build trainers' capacity on how to plan, do and reflect on MAKMur based on the Capacity Building Toolkit developed	Activity1-4	04/2022
10	Record of Teacher Training	Training for teachers to improve their capacity to plan MAKMur activities based on the Capacity Building Toolkit Ver. 1	Activity1-5	07~08/2022
11	Workshop "Learning through Play" May 2023 Proposal	Teacher training for making specific MAKMur activity plans in kindergartens	Activity1-5	04/2023
12	Workshop "Possibilities of MAKMur Activities including Children with Special Needs" May 2023 Proposal	Training for school administrators to incorporate elements of inclusive education into MAKMur to achieve enhanced activities	Activity1-5	04/2023
13	Report on Trial Run Implementation based on MAKMur Capacity Building Toolkit Version 1	Collection of teachers' feedback and insights on MAKMur Capacity Building Toolkit Ver. 1 and effectiveness of pilot implementation	Activity1-6	08~10/2022
14	Record of Teacher Training Attachment Program at JSKL	Observation of Japanese-style holistic education by pilot school teachers, principals, IPG lecturers, and MoE staff	Activity2-1	10~11/2022

15	Report on Training Session in Japan	Lectures, workshops and school visits arranged by Japanese experts and professors and attended by MoE and DEO personnels and teachers from the pilot schools	Activity2-1	10~11/2022
16	MAKMur Action Plan 2022 - 2025	Expansion strategy for nationwide implementation of MAKMur developed during training sessions in Japan, and organizational framework for capacity building and advocacy for that purpose	Activity2-1	11/2022
17	MAKMur Implementation Toolkit Ver. 1 (Draft)	A guide for DEO personnel drafted at a workshop attended by DEO, SIP+, SISC+ personnels, MAKMur Team and Japanese experts	Activity2-1	3/2023
18	Holistic Education Forum Video (CD-R)	A webinar to share information on Japanese-style holistic education obtained through training sessions in Japan and the attachment program at JSKL	Activity3-5	3/2023
19	SEAMEO-Tsukuba Symposium (Presentation Record)	Presentation and panel discussion on the significance of holistic education in Malaysia at SEAMEO	Activity3-5	2/2022 2/2023
20	JICA Shikoku (Presentation Record)	Explaining the background and outline of MAKMur to Japanese participants online	Activity3-5	8/2022
21	JICA Educational Cooperation Week 2022 (Presentation Record)	Explaining the background and outline of MAKMur as part of the 2nd Education Cooperation Week	Activity3-5	9/2022
22	JICA ODA Mieruka Website (Published	Project outline posted on JICA website	Activity3-5	9/2022

	Articles)			
23	JICA Project News (Published Articles)	Bimonthly posting of the project news on JICA website (from September 2022 up to May 2023)	Activity3-5	9/2022~
24	Minutes of Meeting on MAKMur Joint Coordinating Meeting (JCC)	2/2022 Minutes 3/2023 minutes (in MoE circulation)	Project Management	2/2022 3/2023
25	Record of Learning Walk	Record of school visits conducted to obtain feedback on activities using the MAKMur Capacity Building Toolkit Ver. 2	Activity1-3	4~5/2023
26	Record of Workshop "Learning through Play" May 2023	Same as 12	Activity1-5	5/2023
27	Record of Workshop "Possibilities of MAKMur Activities including Children with Special Needs" May 2023	Same as 13	Activity1-5	5/2023
28	Publicity Video (CD-R)	Publicity video of MAKMur activities in pilot schools	Activity3-5	5/2023

LIST OF TABLES, FIGURES AND PHOTOS

LIST OF ABBREVIATIONS

3M	Membaca, Menulis dan Mengira [reading, writing and arithmetic skills]
COVID-19	COronaVirus Infectious Disease, emerged in 2019
DEO	Pejabat Pendidikan Daerah [District Education Office]
EPRD	Educational Planning and Research Division
IAB	Institut Aminuddin Baki [Educational Management Institute under Ministry of Education]
IPG	Institut Pendidikan Guru [Institute of Teacher Education]
JCC	Joint Coordination Committee
JICA	Japan International Cooperation Agency
JSKL	the Japanese School of Kuala Lumpur
MAKMur	Memperkasakan Amalan Kemenjadian Murid [Fostering Students' Positive Values]
MAKMur Team of MoE	MAKMur Project Technical Team of MoE
MEB	Malaysia Education Blueprint
MoE	Ministry of Education Malaysia
PDM	Project Design Matrix
PdP [Teaching and Learning]	Pengajaran dan Pembelajaran [Teaching and Learning]
PO	Plan of Operation
R/D	Record of Discussions
RPH	Rancangan Pengajaran Harian [Daily Lesson Plan]
SEAMEO	Southeast Asian Ministers of Education organization
SED	Jabatan Pendidikan Negeri [State Education Departments]
SIP+	School Improvement Partners
SISC+	School Improvement Specialist Coaches
SJKC	Sekolah Jenis Kebangsaan Cina [Chinese National Type School]
SJKT	Sekolah Jenis Kebangsaan Tamil [Tamil National Type School]
SK	Sekolah Kebangsaan [National School]
SOP	Standard Operating Procedure
TOT	Training of Trainers

MAP
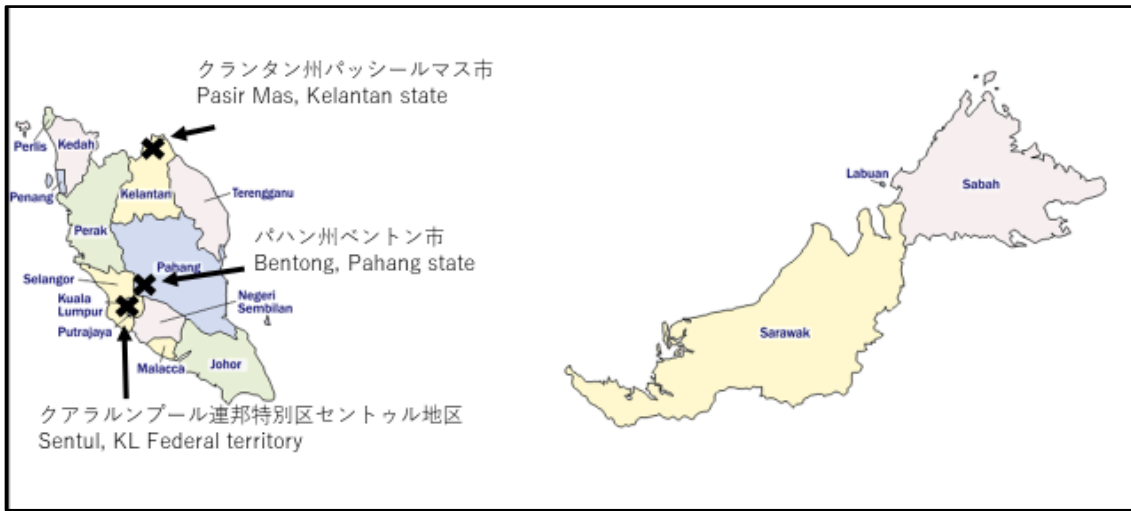
1. Executive Summary

The period of Memperkasakan Amalan Kemenjadian Murid [Fostering Students' Positive Values] (hereinafter referred to as 'MAKMur') Project comprises two phases: Phase 1 from August 2021 until June 2023 followed by Phase 2. In this report, the progress during Phase 1 will be described. In general, by the end of Phase 1, we have seen steady progress on activities such as toolkits, training, and survey. The "Capacity Building Toolkit" Ver. 2, which includes examples of various activities, has been completed, including graphic design, and a publicity video has been produced. In addition, pilot schools have begun to change not only so-called "special activities" but also their regular classes to be more child-centered. As the activities progressed, the effects of MAKMur activities were being seen as changes in the children; for example, compared to before the introduction of MAKMur, students have begun to greet each other more voluntarily and to work together to clean the school. The draft version of the "Implementation Toolkit" will take about six months to complete. Once completed, the kit will provide two important tools to promote the MAKMur project. We shall be ready for MAKMur expansion to non-pilot schools by the end of 2023 school year, that is, by the early part of Phase 2.

The outline of the project and its progress so far is as follows.

In accordance with the Malaysian National Education Philosophy that aims to create a harmonious and balanced society, MAKMur Project, a technical cooperation project initiated by Ministry of Education Malaysia (hereinafter referred to as 'MoE') and Japan International Cooperation Agency (hereinafter referred to as 'JICA') was introduced, based on Record of Discussions (hereinafter referred to as 'R/D') signed at the end of 2021, with an aim to building school ethos that promotes positive behaviour and enhances pupils' qualities and abilities so that pupils can grow into individuals that can contribute to the building of a diverse and balanced society.

In June 2021 JICA formed a Japanese expert team for the project, whose main task is to support MAKMur Project Technical Team of MoE[1] (hereinafter referred to as 'MAKMur Team of MoE') in carrying out the project purpose: "practice to strengthen children's holistic development is identified, ready for nationwide expansion."

In August 2021, under the spreading of COronaVirus Infectious Disease, emerged in 2019 (hereinafter referred to as 'COVID-19'), the first online discussions was conducted between the expert team and MAKMur Team of MoE. Subsequently, a series of online meetings were held frankly and extensively in order to listen carefully to the needs of MoE and incorporate them into the content. The concept began to be clarified, which was our starting point of the ensuing project activities. However, at this time, schools in Malaysia were closed and it was difficult to predict the length of the closure, so at the time of prototyping

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[1] To implement practices that promote the holistic development of the child, the Minister of Education established a cross-departmental Technical Committee within the Ministry

of Capacity Building Toolkit, activities that could be done non-face-to-face were also considered. This led to a detour in the development of the toolkit[2]. On the other hand, the MAKMur activities were able to take root smoothly in the schools because the toolkit was prepared over time through repeated dialogues with MoE, taking into account the needs of the Malaysian side.

The discussion has come to fruition on what MAKMur is like to be: MAKMur should be a process of adaption of Japanese-style holistic education in line with the Malaysian context, that is, a creative localisation initiative of the holistic education that is currently being practised in Japan, designed to suit the context and culture of the Malaysian society. This process is expected to strengthen the foundation for children's growth throughout their life through the combination of the three elements of thought, feelings, and behaviour.

On this basic concept have been set three main principles of MAKMur, that is, "Learning through Experience, Self-Motivation, and Equal opportunity," with reference to the underlying idea of "Tokkatsu," special activities with a long history at schools in Japan.

In order to ensure that the principles of MAKMur are constantly being practised, all MAKMur activities are required to fulfil the three criteria: "Value of mistakes, Student-driven, and Opportunities for every student."

On these bases, two key tools to propel MAKMur project have been prepared: MAKMur Capacity Building Toolkit and MAKMur Implementation Toolkit. The former is a guide for teachers to conduct MAKMur activities, drafted in June 2022[3] followed by revision based on feedback from users, that is, teachers of pilot schools. The latter, a guide mainly for officers at Pejabat Pendidikan Daerah [District Education Office] (hereinafter referred to as 'DEO') to expand MAKMur activities at schools, has been drafted through a workshop in March 2023[4].

Base-line Survey was conducted in June 2022 to collect data before intervention, which will serve as a benchmark against which the following mid-term and end-line surveys can be compared. We expect that it will provide evidence of the effectiveness of MAKMur, useful materials for building awareness and advocacy activities, information for improvement of educational environment and for development of toolkits. While some restrictions existed under COVID-19 situation, we were able to gain some important insights and they were utilised for an update of MAKMur Capacity Building Toolkit.

Regarding training sessions, the gradual relaxation of restrictions due to COVID-19 enabled face-to-

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[2] In the end, as face-to-face classes and activities were fully initiated in May 2022, it was decided not to adopt the non-face-to-face method for MAKMur activities for the immediate future. Meanwhile, at the time the school reopened, a recovery plan to follow up on the children's academic performance had begun, and the introduction of MAKMur into the field was awaited.

[3] The prototype version upon which the first version would be developed was ready in March 2022 whereas R/D estimated that it would be ready in May 2021.

[4] R/D estimated that the draft version would be ready in March 2022.

face project activities and realised Training of Trainers (hereinafter referred to as 'TOT') in April 2022 and Teacher Training sessions in each pilot area in July and August 2022 as well as the training session in Japan in October and November 2022. Also, an attachment program consisting of 5 sessions was held at the Japanese School of Kuala Lumpur (hereinafter referred to as 'JSKL') from September to November 2022.

Through the sessions, Institut Pendidikan Guru [Institute of Teacher Education] (hereinafter referred to as 'IPG') instructors, DEO officers and MAKMur coordinators at pilot schools not only learned how special activities were conducted, but also grasped how Japanese schools realise their holistic education: the essence of holistic education is embedded in each and every activity including Pengajaran dan Pembelajaran [Teaching and Learning] (hereinafter referred to as 'PdP [Teaching and Learning]').

Regarding advocacy events for expansion, firstly, the Action Plan, actions to be taken towards the promotion of holistic education in Malaysia along with a basis of expansion plan, was drafted through the training session in Japan. On 20 March 2023, a webinar, Holistic Education Forum, was held to share the information on Japanese-style holistic education gathered through the training session in Japan as well as the attachment program at JSKL among divisions at MoE and teachers in the three pilot areas. Holistic Education Fair was scheduled to be held at each of the three pilot districts to share the information with parents and communities, one of the important beneficiaries of the Project, but due to heat wave, outdoor activities at school was restricted and the fair was postponed until after September.

Through these activities, Output 1 "MAKMur Capacity Building Toolkit is developed" was achieved by the end of Phase 1[5]. Output 2 "MAKMur Implementation Toolkit is developed" was drafted. For Output 3 "MoE is ready to expand MAKMur practices beyond the pilot districts," an outline of the expansion plan beyond the pilot districts was finalized and advocacy events were initiated.

Meanwhile, we see about 8-month to one-year delay in project activities compared with the original schedule stated in R/D, which has been caused mainly by the COVID-19 situation. In fact, the mid-term survey, which was supposed to be conducted at the end of 2022 according to R/D, has not yet been conducted at the end of Phase 1, therefore we have yet not been able to statistically demonstrate the effectiveness of MAKMur activities through panel data. While R/D had planned to start the expansion of MAKMur activities to non-pilot schools in 2023, this has not yet been done. Amendment of Plan of Operation (hereinafter referred to as 'PO') was proposed at Joint Coordination Committee (hereinafter referred to as 'JCC') on 7 March 2023, which would lead to the project period extension of Phase 2 from July 2023 to March 2026 (original period: July 2023 ~ June 2025)[6].

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[5] However, minor changes are expected in Phase 2.

[6] As a result of the post-JCC discussions, an extension until December 2025 was signed on June 9, 2023.

2. Overview of the MAKMur Project

2.1 Background[7]

In response to the present and emerging challenges of the globalised world, children today need to be equipped with appropriate universal values and non-cognitive skills to become global citizens who can contribute to the development of society.

Ministry of Education Malaysia (hereinafter referred to as 'MoE') has always emphasized the importance of holistic education. The National Philosophy of Education, which serves as the basis for policy development on education and is in itself a promotion of value-driven education system clearly stipulates the importance of integrating values into the education system. Meanwhile, Malaysia Education Blueprint (hereinafter referred to as 'MEB') 2013 – 2025 aspires to equip children with six key attributes which are knowledge, thinking skills, leadership skills, bilingual proficiency, ethics and spirituality and national identity.

The MoE's efforts to provide opportunities for holistic development of children by internalizing values include curriculum reformation and various programs and initiatives that promote Pengajaran dan Pembelajaran [Teaching and Learning] (hereinafter referred to as 'PdP [Teaching and Learning]') activities which focus on the cognitive and non-cognitive development of a child. To further enhance the development of holistic education, MoE believes that there are valuable lessons to be learnt from the Japanese education system.

The delegation from MoE visited Japan in May 2019 and found that the Japanese holistic education approach through the special activities known as "Tokubetsu Katsudo" or "Tokkatsu" has the potential to contribute towards the realization of Malaysia's educational goal by localizing it based on national context.

Hence, the Government of Malaysia proposed the Project and requested the support of the Government of Japan to implement the Project.

2.2 Project Outline

The project overview as defined in the December 24, 2020 R/Dis shown in Table 1.

Table 1 Project Overview

Country	Malaysia
Title of the Project	The Project for Promoting Holistic Education (MAKMur) (hereinafter referred to as 'the Project')
Duration of the Project	From August 2021[8] to June 2025 (47 months) Phase 1: From August 2021 to June 2023

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[7] This section cited from the RECORD OF DISCUSSIONS dated on 24 December 2020.

[8] This is detailed in Section 2.3.2, Delay of Work Schedule and Necessity of Extension of the Project Period. The first meeting (online) between the MAKMur Team and Japanese experts was used as the basis for starting the project.

	Phase 2: From July 2023 to June 2025[9]	
Implementing Agency	Ministry of Education Malaysia, Educational Planning and Research Division	
Overall Goal	Practices to strengthen children's non-cognitive skills are expanded nationwide in Malaysia.	
Project Purpose	Practices to strengthen children's holistic development are identified, and ready for nationwide expansion.	
Expected Outputs	Output 1:	MAKMur Capacity Building Toolkit is developed.
	Output 2:	MAKMur Implementation Toolkit is developed.
	Output 3:	MoE is ready to expand MAKMur practices beyond the pilot districts.
Activities	Activities for Output 1	
	1-1	Gather input on Malaysian education/school system including relevant MoE programs.
	1-2	Conduct base-line survey.
	1-3	Draft MAKMur Capacity Building Toolkit for school/Pejabat Pendidikan Daerah [District Education Office] (hereinafter referred to as 'DEO') and Jabatan Pendidikan Negeri [State Education Departments] (hereinafter referred to as 'SED')/MoE.
	1-4	Implement Training of Trainers (hereinafter referred to as 'TOT').
	1-5	Implement training for teachers on the Toolkit.
	1-6	Pilot MAKMur practices using the Toolkit at schools selected by MoE.
	1-7	Evaluate and finalize the Toolkit.
	Activities for Output 2	
	2-1	Draft MAKMur Implementation Toolkit for MoE.
	2-2	Implement TOT.
	2-3	Implement training for MoE personnel including officers at SED and DEO.
	2-4	Expand MAKMur practices using the Toolkit to other schools in the pilot districts.
	2-5	Evaluate and finalize the Toolkit.
	Activities for Output 3	
	3-1	Review results of Activities 1 & 2 to identify institutional adjustments required for MAKMur to sustain, if any.
	3-2	Arrange appointment of relevant divisions for MAKMur in MoE.
	3-3	Develop MAKMur expansion plan beyond the pilot districts.
	3-4	Arrange budget allocation based on the expansion plan.
	3-5	Organize advocacy events (media campaigns, conferences, etc.).

[9] By the R/D modification, signed on June 9, 2023, the project period was extended to December 2025 (53 months). For more information, see 2.3.2, Delay of Work Schedule and Necessity of Extension of the Project Period.

		International Events
Target Areas		Sentul, Kuala Lumpur; Bentong, Pahang; Pasir Mas, Kelantan
Beneficiaries		➢ Students of primary schools and preschools in Malaysia
		➢ Headmasters, teachers and staff of primary schools and preschools in Malaysia
		➢ DEO, SED, MoE
		➢ Parents and community

2.3 Project Management

2.3.1 Joint Coordinating Committee

ANNEX 24 [Minutes of Meeting on MAKMur Joint Coordinating Meeting (JCC)]

The following is the organizational chart of Joint Coordination Committee (hereinafter referred to as 'JCC') for this project.
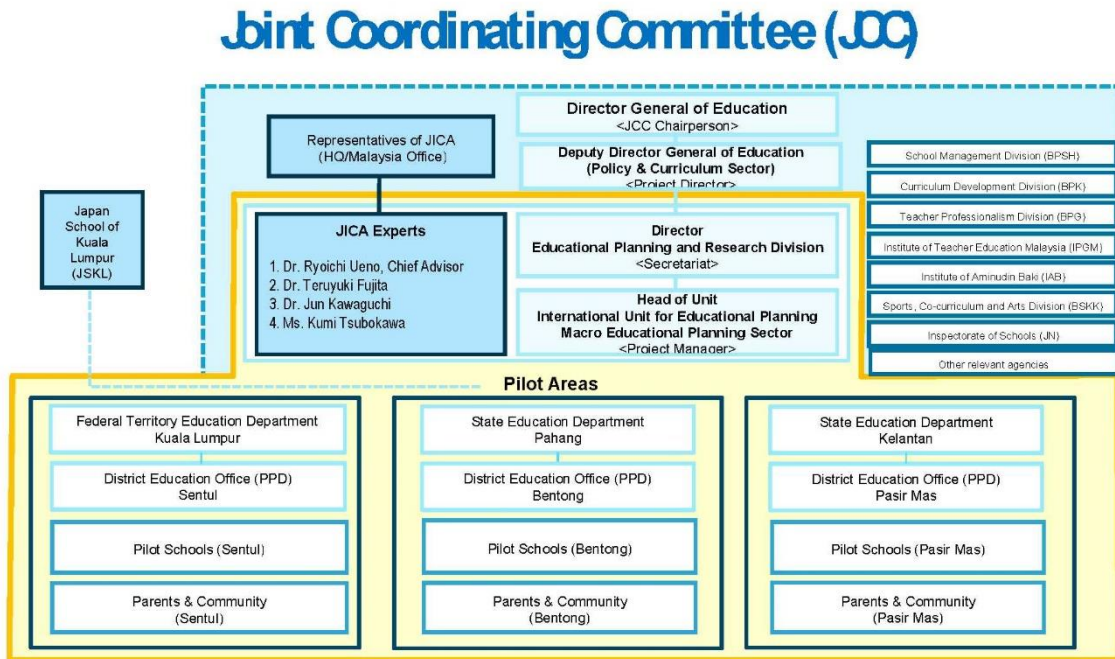
Figure 1 JCC Organization Chart

On 21 February 2022 and 7 March 2023, Joint Coordination Committee (hereinafter referred to as 'JCC') meetings were held as follows. The main topics were the project progress, achievements and plans (refer to ANNEX 24).

2.3.2 Delay of Work Schedule and Necessity of Extension of the Project Period

According to R/D agreed upon between MoE and JICA signed on 24 December 2020, the duration of the Project was supposed to start on April 2021 and end on March 2025. However, the contract between

JICA and Joint Venture formed by Registered Non-profit Organization Asia SEED and University of Tsukuba was settled in June 2021. It was 2 August 2021 when we were able to hold the 1st meeting between MAKMur Team of MoE, JICA and the Japanese expert team, which is supposed to be the starting day of our technical cooperation. Subsequently, a series of online meetings were held. After time-consuming, frank and extensive discussions to ensure that the needs of MoE were heard and incorporated into the content, the concept that would serve as the basis for subsequent project activities was clarified. However, at this point, schools in Malaysia were closed and it was difficult to predict how long they would be closed, so at the time of prototyping the Capacity Building Toolkit, we also considered activities that could be done in a non-face-to-face setting. In order to investigate the feasibility of the activities, online meetings were held with the 15 pilot schools to gather information on the classroom situation and the internet environment (see Annex 1). This led to a detour in the creation of the toolkit. On the other hand, repeated dialogues with MoE and taking time to prepare the toolkit while taking into account the needs of the Malaysian side ultimately facilitated the smooth establishment of MAKMur activities at the school sites. In addition, a baseline survey was prepared and coordinated along with the creation of a video (with Malay voice-over) for pre-training learning in order to proceed with the TOT online during this period. As the COVID-19 situation in both countries caused a delay in Malaysia side and Japan side, it was not until the end of November 2021 when the appointed long-term JICA Expert received approval to travel to Malaysia. Eventually arriving in Malaysia on 23 December 2021, he was able to start engaging himself in activities in Malaysia from January 2022 after a quarantine period. Also, the new school year in Malaysia began at the end of March 2022, originally starting in January. Until the end of April, all activities in schools had to be managed under some strict SOP. (In the end, as face-to-face classes and activities were fully initiated in May 2022, it was decided not to adopt the non-face-to-face method for MAKMur activities for the time being. Meanwhile, at the time school reopened, a recovery plan to follow up on the children's academic performance had begun, and the introduction of MAKMur into school sites was further pushed aside. This also affected the timing of the baseline survey.) Also, in the middle of Phase 1, MoE launched a new policy called "Sekolaku Sejahtera," which is similar in concept to the MAKMur project. It took time to reconcile this new policy with the compatibility of MAKMur, which was another reason for the delay in the start of TOT.

For the main activities, compared to R/D, delays in progress are recognized, such as 10 months for the draft (prototype version) of Capacity Building Toolkit, 10 months for TOT, 1 year for the teacher training, 1 year for the start of activities, and 1 year and 2 months for the baseline survey.

These reasons related to COVID-19 together with some other reasons such as the effect of a newly introduced policy of MoE or unforeseen factors made us consider the extension of the project period until December 2025 in order to follow up all planned activities which are essential to achieve the project goal.

2.4 Executed Input

2.4.1 Outline of Input

The following table shows the outline of input as of June 2023 Completion. As described in 2.3.2 Delay

of Work Schedule and Necessity of Extension of the Project Period, we were behind the initial schedule across the board.

Table 2 Summary of Inputs (as of June 2023 Completion)

The Japanese side	The Malaysian side
1. Dispatch of experts • 37.10 PM realized (37.10 PM planned)* *some figures realised by remote operation from Japan 2. Bearing of expenses • TOT (centralized training) in April 2022/IPG lectures' accommodation, transportation fees and DSA allowance: appropriately expended • TOT (centralized training) in April 2022/MAKMur coordinators, teachers, district officers' accommodation: appropriately expended • Workshop on summarizing Capacity Building Toolkit Ver.1 in July 2022: appropriately expended • Teachers Training in Pasir Mas, Sentul and Bentong from July to August 2022: appropriately expended • Training programs (5 times) in JSKL from September to November 2022: appropriately expended • Printing, binding and delivery of the Base-Line Survey questionnaires: appropriately expended • Local persons as part-time staff members: employed for assisting in implementing the project • Webcam and other equipment costs • Video and other production expenses • Printing and other miscellaneous expenses and overhead 3. Short-term training in Japan (input on a separate contract) • Implemented in October to November 2022 and appropriately expended	1. Assignment of MAKMur Technical Committee • Project Director: assigned • Project Manager: assigned • Project Team members: assigned 2. Bearing of expenses • TOT (centralized training) in April 2022/ MAKMur coordinators, teachers, district officers' transportation fees: appropriately expended • Printing, binding and delivery of MAKMur Capacity Building Toolkit and MAKMur Implementation Toolkit: Prototype version of Toolkit was prepared by MoE. Other expenses are to be determined. • Interpreter when necessary: to be determined

As of June 2023, the following members at Educational Planning and Research Division (hereinafter

referred to as 'EPRD') and DEO personnel from each district are engaged in MAKMur project. Going forward, members are expected to join from other departments of MoE, Institut Pendidikan Guru [Institute of Teacher Education] (hereinafter referred to as 'IPG') and Institut Aminuddin Baki [Educational Management Institute under Ministry of Education] (hereinafter referred to as 'IAB')[10].

During Phase 1, the introduction of learning through play was started in preschool education. For the full-scale expansion in the future, it will be necessary to improve the classroom environment so that learning through play can be implemented smoothly. Based on the suggestion from the Japanese experts, JICA has requested MoE to add a member specialized in preschool education to the MAKMur Team of MoE in order to introduce the project in earnest and to make the activities take root.

Toward the end of the project in 2025, it is necessary to consider the establishment of a system that enables MAKMur activities (including expansion activities) to be carried out sustainably. Especially, by the end of 2024, an improvement cycle will be needed to collect feedback from schools and DEOs, revise the Capacity Building Toolkit or Implementation Toolkit based on the feedback, and autonomously promote implementation improvements while disseminating the toolkit. The training and assignment of human resources to take charge of this process should be promoted in parallel with the development of the dissemination plan.

Table 3 MAKMur Team of MoE (as of 31 May 2023)

NAME	POSITION AND AFFILIATION
Dr Nor Hisham Bin Ismail	Project Manager for MAKMur, Principal Assistant Director, EPRD, MoE (Appointed upon the retirement (March 2022) of Ms. Noor Hayati Binti Uteh, her predecessor)
Aniqah Husda Binti Abdul Latif	Principal Assistant Director, EPRD, MoE (Joined the team in June 2022)
Dr Nurharani Binti Selamat	Assistant Director, EPRD, MoE (Joined the team in June 2022)
Risharry Bin Mohd Ramli	Assistant Director, EPRD, MoE
Ahmad Zaki Bin Hussain	Deputy District Education Officer, DEO Bentong
Rofii Bin Hussein	Deputy District Education Officer, DEO Sentul
Hasbullah Bin Che Cob	Deputy District Education Officer, DEO Pasir Mas
Mohd Harith Bin Mohd Rahim Mohd Noor	Assistant Director, School Management Division, MoE
Dr. Syamsina Zahurin Binti Shamsuddin	Assistant Director, IPG (Joined in March 2023, replacing his predecessor Dr. Hajah Salma Binti Kassim)

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[10] The primary educational management institute in Malaysia whose role is to train school top management personnel.

To be appointed	Assistant Director, Curriculum Development Division, MoE
To be appointed	Sports, Co-Curriculum and Arts Division, MoE
To be appointed	Assistant Director, Teacher Professionalism Division, MoE
To be appointed	Assistant Director, IAB
To be appointed	Assistant Director, School Inspectorate, MoE
To be appointed	Assistant Director, Educational Resources and Technology Division, MoE

The following six members are Japanese expert team members who are working on MAKMur project.

Table 4 Japanese Expert Team Members (Phase 1)

NAME	POSITION AND AFFILIATION
Dr Ryoichi Ueno	Team Leader/Holistic Education 1, NPO Asia SEED
Dr Teruyuki Fujita	Holistic Education 2-1, University of Tsukuba
Dr Jun Kawaguchi	Holistic Education 2-2, University of Tsukuba
Ms Kumi Tsubokawa	Preschool Education, NPO Asia SEED
Ms Nur Hidayah Binti Mohamad	Holistic Education 3, NPO Asia SEED
Ms Chie Sakaguchi	Holistic Education 4, NPO Asia SEED

2.4.2 Staffing

The following table shows the staffing of Japanese side.

要　員　配　置

マレーシア国全人教育推進プロジェクト（第１期）

１．現地業務

担当業務	格付		2021年度渡航回数	2022年度渡航回数	2023年度渡航回数	全渡航回数	第１期契約期間			日数合計	人月合計
上野　亮一 （業務主任者／全人教育１）	2	計画	2	3		5				420	14.00
		実績	2	3		5				420	14.00
藤田　晃之 （全人教育2-1）	3	計画		1		1				9	0.30
		実績		1		1				9	0.30
川口　純 （全人教育2-2）	3	計画			1	1				12	0.40
		実績			1	1				13	0.43
坪川　紅美 （就学前教育）	3	計画		3	1	4				69	2.30
		実績		3	1	4				68	2.27
ヌル　ヒダヤ　ビンティ　モハマド （全人教育3）	5	計画		1	1	2				93	3.10
		実績		1	1	2				93	3.10
実績合計			2	8	3			現地業務小計	計画	603	20.10
									実績	603	20.10

*全人教育３（ヌル　ヒダヤ）：2022年8月の航空券は自社負担。

２．国内業務

担当業務	格付						日数合計	人月合計
上野　亮一 （業務主任者／全人教育１）	2	計画					120	6.00
		実績					120	6.00
藤田　晃之 （全人教育2-1）	3	計画					34	1.70
		実績					34	1.70
川口　純 （全人教育2-2）	3	計画					72	3.60
		実績					71	3.55
坪川　紅美 （就学前教育）	3	計画					94	4.70
		実績					95	4.75
坂口　千恵 （全人教育4）	3	計画					20	1.00
		実績					20	1.00
					国内業務小計	計画	340	17.00
						実績	340	17.00

凡例：　業務従事実績　　業務従事計画（当初）　　業務従事計画（変更後の計画）　　業務従事計画（2022年7月変更後の計画）　　業務従事計画（2022年11月変更後の計画）

合計	計画	37.10
	実績	37.10

11

2.4.3 Local Staff

The Project employed the following local consultant/staff as follow.

Table 5 Local Consultant/Staff

Name	Period	Role
Muhamad Aiman Bin Ismail	April 2022 ~ June 2023	Local Consultant
Nur Husna Binti Md Hanipah	May 2022 ~ July 2022	Base-line Survey
Atiqah Binti Alias	May 2022	Base-line Survey Preparation
Alina Amir	March 2023 ~ June 2023	Advocacy Materials including supporting materials for Toolkit
Nazme Nazim Mohd Salleh	March 2023 ~ June 2023	Graphic Design

3. Project Outputs

3.1 Definition of Expected Outputs

The Project aims at promoting further development of holistic education in Malaysia through adopting and adapting Japanese holistic educational practices such as "class meetings" based on the context and culture at each school. The objectives of this project are to identify effective methods that can enhance both pupils' cognitive and non-cognitive skills and eventually, to further expand these methods throughout Malaysia creating the environment for the development of balanced individuals. To achieve the objectives the followings have been set as expected outputs:

Output 1:	MAKMur Capacity Building Toolkit is developed.
Output 2:	MAKMur Implementation Toolkit is developed.
Output 3:	MoE is ready to expand MAKMur practices beyond the pilot districts.

Here, the "pilot districts" are the ones for feasibility study. In fact, Sentul, Kuala Lumpur; Bentong, Pahang; and Pasir Mas, Kelantan have been set as the pilot districts and the following 15 primary schools with preschools in three districts (five from each district; Sentul) were selected as "pilot schools" for the first implementation by Ministry of Education Malaysia (hereinafter referred to as 'MoE').

Table 6 The 15 Pilot Schools

School	District
SK[11] Intan Baiduri	Sentul, Kuala Lumpur
SK Sentul Utama	
SK Seri Nilam	
SK Seri Murni	
SK Batu Muda	
SK Lebu	Bentong, Pahang
SK Felda Lurah Bilut	
SK Sungai Marong	
SK Sungai Dua	
SK Sri Layang	
SK Lati	Pasir Mas, Kelantan
SK Lemal	
SK Sultan Ibrahim (1)	
SK Baroh Pial	
SK Banggol Petai	

"MAKMur Capacity Building Toolkit" in Output 1 is a reference for primary school and primary school teaches about how to create and conduct holistic-educational activities, whereas "MAKMur Implementation

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[11] Sekolah Kebangsaan [National School] (hereinafter referred to as 'SK')

Toolkit" is the one mainly for Pejabat Pendidikan Daerah [District Education Office] (hereinafter referred to as 'DEO') officers and school leaders about how to support teachers and monitor activities. A successful combination of Output 1 and Output 2 is expected to bring about Output 3.

After administrative arrangements from June and July 2021, the Japanese expert team had the first meeting with MoE on 2 August 2021, which was supposed to be the actual starting day of the Project. From the starting day until the end of 2022, the restriction due to COVID-19 forced us to only use online for consulting sessions with MAKMur Project Technical Team of MoE (hereinafter referred to as 'MAKMur Team of MoE') to discuss the concept of toolkits. After frank and extensive discussions with MoE to listen carefully to their needs and incorporate them into the content, the concept that would serve as the basis for subsequent project activities was clarified. However, at this point, schools in Malaysia were closed, and it was difficult to predict how long they would be closed, so at the time of prototyping Capacity Building Toolkit, activities that could be done a non-face-to-face setting were also considered. In order to determine the feasibility of the activities, an online meeting was held with 15 pilot schools in September 2021 to gather information on the classroom situation and the internet environment (see Annex 1). This led to a detour in the creation of the toolkit. On the other hand, repeated dialogues with MoE and taking the time to prepare the toolkit while taking into account the needs of the Malaysian side ultimately led to the smooth establishment of MAKMur activities at the school sites. During this period, we also made adjustments to the survey plan and prepared a video (with Malay voice-over) for pre-training learning in order to proceed with the TOT online. At the end of December 2021, the long-term JICA expert was allowed to come to Malaysia, which enabled us to work together with MAKMur Team of MoE face-to-face to expedite preparation for activities. We note also that from 9 until 20 May 2022, JICA advisory team for management of the Project led by Dr Tanaka visited Malaysia and gave useful advice to Japanese expert team as well as MoE.

During the first half of Phase 1, ongoing discussions among the teams led to the establishment of MAKMur principles and MAKMur activity criteria. The following clear and concise articulation of the MAKMur concept made the toolkits, especially the Capacity Building Toolkit, easier to understand, the activities easier to assemble, and the introduction of MAKMur activities into the school setting smoother.

Principles of MAKMur:
- Learning through Experience,
- Self-Motivation,
- Equal opportunity.

Criteria of MAKMur Activities:
- Value of mistakes,
- Pupil-driven,
- Opportunities for every pupil.

Principles of MAKMur

| Learning through experience | Self- Motivation | Equal opportunity |

Criteria of MAKMur activities

| Value of mistakes | Student-driven | Opportunities for every student |
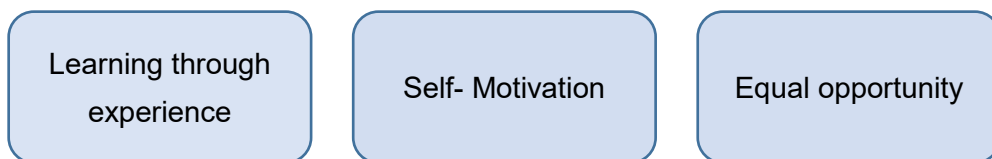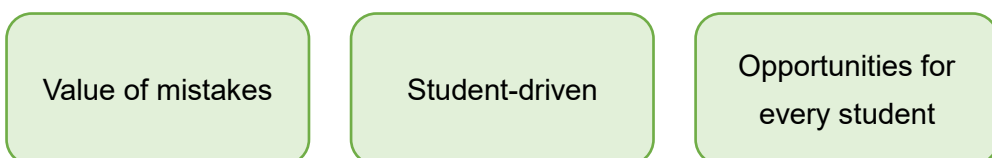
The principles and criteria play a guiding role on how to realise holistic education in Malaysia, more concretely, how to make toolkits, how to conduct training for teachers and so forth.

Based on the principles and criteria, MAKMur Capacity Building Toolkit has been developed and teacher training, as well as Training of Trainers (hereinafter referred to as 'TOT'), have been conducted, followed by trial implementation of MAKMur activities in pilot schools using the toolkit and some sessions to get feedback from teachers. Also, MAKMur Implementation Toolkit has been developed. We note that not only MAKMur Team of MoE and the Japanese expert team but also teachers and officers of DEO joined to make the toolkits. Before the trial implementation, Base-line Survey was held, from which we extracted useful implications to promote MAKMur.

3.2 Status of Expected Outputs

The table below summarizes the achievements of the expected outputs.

Outputs	Activities	Achievements	Corresponding Activity
Output 1: MAKMur Capacity Building Toolkit is developed.	1-1 Gather input on Malaysian education/school system including relevant MoE programs.	Achieved	4-1[Activity1-1] 5-4
	1-2 Conduct base-line survey.	Achieved/Partly Carried Over	4-1[Activity1-2] 5-2/5-8 6-1[Activity1-2]
	1-3 Draft MAKMur Capacity Building Toolkit for schools, DEO, SED and MoE.	Achieved	4-1[Activity1-3] 5-1
	1-4 Implement TOT.	Achieved	4-1[Activity1-4] 5-3
	1-5 Implement training for teachers on the	Achieved/To	4-1[Activity1-5]

	toolkit.	Continue	5-3
	1-6 Pilot MAKMur practices using the toolkit at schools selected by MoE.	Achieved/To Continue	4-1[Activity1-6] 5-4/5-5/5-6
	1-7 Evaluate and finalize the toolkit.	Achieved/To Continue	4-1[Activity1-7] 5-1
Output 2: MAKMur Implementation Toolkit is developed.	2-1 Draft MAKMur Implementation Toolkit for MoE.	Achieved/To Continue	4-2[Activity2-1]
	2-2 Implement TOT.	Carried Over to Phase 2	6-2[Activity2-2]
	2-3 Implement training for MoE personnel including officers at SED and DEO.	Carried Over to Phase 2	6-2[Activity2-3]
	2-4 Expand MAKMur practices using the toolkit to other schools in the pilot districts.	Carried Over to Phase 2	6-2[Activity2-4]
	2-5 Evaluate and finalize the toolkit.	Phase 2 as Planned	6-2[Activity2-5]
Output 3: MoE is ready to expand MAKMur practices beyond the pilot districts.	3-1 Review results of Activities 1 & 2 to identify institutional adjustments required for MAKMur to sustain, if any.	Phase 2 as Planned	6-3[Activity3-1]
	3-2 Arrange appointment of relevant divisions for MAKMur in MoE.	Phase 2 as Planned	6-3[Activity3-2]
	3-3 Develop MAKMur expansion plan beyond the pilot districts.	Phase 2 as Planned	6-3[Activity3-3]
	3-4 Arrange budget allocation based on the expansion plan.	Phase 2 as Planned	6-3[Activity3-4]
	3-5 Organize advocacy events (media campaigns, conferences, etc.).	Achieved/To Continue	4-3[Activity3-5]

3.3 Actual Outputs

Output 1: MAKMur Capacity Building Toolkit is developed.

(Indicator 1-1) Non-cognitive skills of students in the 15 pilot schools are enhanced through the use of the developed Toolkit.

MAKMur Capacity Building Toolkit is a guide for teachers to handle (plan-do-reflect) activities to enhance students' holistic abilities. It shows MAKMur principles and criteria of MAKMur activities as the

starting points of how to plan and conduct each educational activity. So far, we have developed three steps: Prototype, Version 1 and then Version 2 based on the feedback from the teachers and coordinators after trial usage of the toolkits (refer to ANNEX 13 [Report on Trial Run Implementation based on MAKMur Capacity Building Toolkit Version 1]). Their opinions are, in some sense, subjective but important to consider the quality of our holistic educational approach because it is given from their professional views.

More objectively or in terms of quantity, the effectiveness of the toolkit should be interpreted as a causal relationship between the usage of the toolkit and the growth of students' abilities or skills. By evaluating the growths of the abilities/skills in pilot schools (treatment group) and non-pilot schools (control group) between different timings, if we find their difference is significant, it will indicate a causal relationship between the use of the toolkit and the development of abilities or skills of children (see Figure **). In other words, it provides objective evidence of the effectiveness of the toolkit to a certain degree.

The Base-line observation to evaluate students' skills/abilities and so forth was carried out in June 2022 (refer to ANNEX 4E [Base-line End-line Survey Interim Report (Phase 1)]). We are planning Mid-term Survey in the latter half of 2023 through which we will monitor the change in students' abilities/skills and attitudes and so forth (refer to ANNEX 5 [Plan of Mid-term Survey (Draft)]).
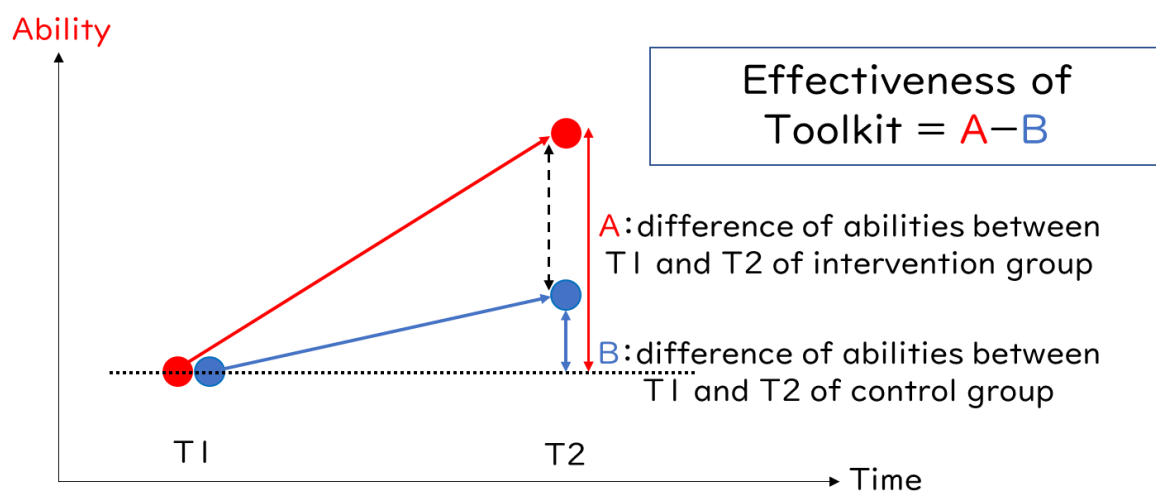
Figure 2 Conceptual Diagram of Assesment of the Effectiveness of the Toolkit

Output 2: MAKMur Implementation Toolkit is developed.
(Indicator 2-1) MAKMur practices are expanded through the use of MAKMur Implementation Toolkit beyond the 15 pilot schools.
(Indicator 2-2) Non-cognitive skills of students in the XX schools in the pilot districts are enhanced.

Regarding Indicator 2-1, as mentioned before, the 1st version of MAKMur Implementation Toolkit, which is expected as a guide for District Education Offices (hereinafter referred to as 'DEO') officers for

expansion of MAKMur to schools in their districts, was drafted through Workshop for Implementation Toolkit held from 15 March until 17 March 2023 (refer to ANNEX 17 [MAKMur Implementation Toolkit Ver. 1 (Draft)], Workshop for Implementation Toolkit). During the workshop, 20 participants consisting of DEO, School Improvement Partners (hereinafter referred to as 'SIP+') and School Improvement Specialist Coaches (hereinafter referred to as 'SISC+') officers as well as MAKMur Team of MoE and Japanese experts discussed the contents, which include how to use support and monitoring system as well as an organizational structure for support and monitoring.

The toolkit will be planned to be used as a trial for pilot expansion in 2024 after a training session for the toolkit. We note that some Sekolah Jenis Kebangsaan Cina(hereinafter referred to as 'SJKC') and Sekolah Jenis Kebangsaan Tamil(hereinafter referred to as 'SJKT') will join the pilot expansion.

Regarding Indicator 2-2, based on Action Plan (refer to ANNEX 16 [MAKMur Action Plan 2022 - 2025]), which was drafted through training sessions in 2022, MAKMur Team of MoE plans to introduce MAKMur activities, after the pilot expansion period in 2024, to all schools in pilot districts from the school year 2025. The series of surveys in 2024 and 2025 is expected to reveal the effectiveness of MAKMur activities with quantitative and qualitative data on changes in pupils' non-cognitive abilities and skills.

Output 3: MoE is ready to expand MAKMur practices beyond the pilot districts.
(Indicator 3-1) Relevant divisions for MAKMur are appointed.
(Indicator 3-2) MAKMur expansion plan is developed.
(Indicator 3-3) Understanding of stakeholders about MAKMur practices is created.

Regarding Indicator 3-1, relevant divisions have been specified in the organisational structure in MAKMur Implementation Toolkit, whereas the appointment has yet to be made.

Regarding Indicator 3-2, the outline of the expansion as well as necessary actions for the expansion was stated in Action Plan, which was drafted through a training session in Japan in 2022 (refer to ANNEX 16).

Regarding 3-3, several big-scale events were scheduled in each district from March to June 2023. Indeed, 'Holistic Education Forum', an online forum for all teachers in pilot districts, was held on 20 March 2023, and 'Holistic Education Fair', a fair introducing MAKMur to guardians and communities in Sentul on 23 May, in Bentong on 24 May and 14 June in Pasir Mas was about to be held, but as MoE put restriction on pupils' outdoor activities due to heat wave, it was postponed till after September.

Project Purpose: Practice to strengthen children's holistic development is identified, ready for nationwide expansion.
(Indicator 1) MoE is ready to expand the MAKMur practices to other schools beyond the pilot areas.

Towards achievement of the project purpose, we have been developing the MAKMur Capacity Building Toolkit as a guidebook for teachers to enhance the holistic development of Malaysian children and MAKMur Implementation Toolkit for DEO officers to expand MAKMur in their district in all states of

Malaysia, as well as conducting teacher training sessions at the Japanese School of Kuala Lumpur (hereinafter referred to as 'JSKL') and Japan.

Through discussion amongst stakeholders, rather than specifying which activity is effective, we have chosen a strategy to integrate existing activities related to children's holistic development that have been conducted in schools together with some new activities such as classroom discussion in terms of MAKMur principles and criteria. It is because, for example, even though we found some effectiveness of activity through pilot cases, it would be uncertain that it can be applied to other schools due to differences in culture. This flexible approach to the holistic development of pupils, we consider, is enough practicable to adjust and arrange activities in line with each school's context in the diversity of Malaysia.

Overall Goal: Practices to strengthen children's non-cognitive skills are expanded nationwide in Malaysia.
(Indicator 1) MoE to implement MAKMur practices in XX schools beyond the pilot areas by the year 2028.

To implement MAKMur practices in schools of whole Malaysia, it should be noted that it is crucial to establish a guide for the promotion of holistic education considering cultural diversity or multiculturism and harmonising existing activities with the introduction of new activities. For example, we must respect 'Pengawas'[12], the prefect system with a long history in Malaysia, and also the cultural diversity when introducing MAKMur to SJKC, SJKT as well as schools for ingenious people.[13] Besides, we need a support system convenient for busy teachers. As we saw above, during Phase 1, we developed MAKMur Capacity Building Toolkit aiming it as a guide on how teachers adapt the activities according to each own school culture. And during Phase 2, we plan to develop an online platform for training, monitoring and information sharing for effective, efficient and expeditious expansion and the usage of it will be included in MAKMur Implementation Toolkit. We hope that our strategy could contribute to the nationwide expansion in Malaysia. In Phase 2, online platform contents will be developed and used for information and knowledge sharing, capacity building, training, and monitoring for efficient and effective dissemination. Suggestions on how to use and utilize the platform will be included in the MAKMur Implementation Toolkit. It is assumed that these strategies will contribute to the nationwide expansion in Malaysia.

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[12] *'Pengawas'* (English: Prefects) in Malaysia are a group of elected students who has been chosen based on their good behavior, excellent academic results, co-curricular achievements and strong leadership qualities. Normally, a prefect is selected by the teachers, but they are also students who take on this position voluntarily. In Malaysia, schools uniforms have been made compulsory and were standardised for all students throughout the country since 1970, with each prefects group has special, distinct school uniform, making them distinct from the other students.

[13] SK Sungai Dua in Bentong district is a school for indigenous people. So, we have some experience in implementation of MAKmur activities in such a school.

4. Executed Activities

4.1 Executed Activities for Output 1

[Activity 1-1] Gather input on Malaysian education/school system including relevant MoE programs.

ANNEX 1 [Interview Session with the School Leaders in 2021]

ANNEX 2 [Report on Dialogue Session with MAKMur Pilot Schools' Preschool Teachers]

ANNEX 3 [Report on Visits to MAKMur Pilot Schools in August 2022]

Before the long-term JICA expert arrived in Malaysia, basic necessary information was gathered through online consulting sessions with MAKMur Project Technical Team of MoE starting from August 2021 in order to draft MAKMur Capacity Building Toolkit and the planning of the base-line and end-line survey. Also to grasp the down-to-earth situation of pilot schools, an online interview session with school leaders at 15 pilot schools was conducted on 23 September 2021 to gather information about the internet environment and foreseeable challenges to implementing MAKMur activities and survey (refer to ANNEX 1).

In January 2022, visitations to the following schools were held aiming to observe ordinary activities in pilot schools from students' coming to school around 7 am until they go back home around 1 pm. The visitations provide useful information about how to improve and make MAKMur Capacity Building Toolkit more feasible.

Table 7 Visit to Pilot Schools

Date of Visit	School	District
19 January 2022	SK Intan Baiduri	Sentul, Kuala Lumpur
21 January 2022	SK Sentul Utama	
20 January 2022	SK Batu Muda	
11 January 2022	SK Lebu	Bentong, Pahang
12 January 2022	SK Sungai Dua	
24 January 2022	SK Lemal	Pasir Mas, Kelantan
23 January 2022	SK Sultan Ibrahim (1)	
25 January 2022	SK Baroh Pial	

| Preschool Class, SK Intan Baiduri, Sentul | Students arrive at school, SK Lebu, Bentong | Students buy breakfast in the Canteen, SK Lemal, Pasir Mas |

Breakfast in Preschool, SK Sentul Utama. Sentul	Preschool Students are washing hands, SK Sungai Dua, Bentong	Plants that students are taking care of, SK Baroh Pial, Pasir Mas

Primary School Class during Physical Education Class, SK Batu Muda, Sentul	Parents pick-up the students SK Sultan Ibrahim (1), Pasir Mas

Photo 1 Ordinary Activities in Pilot Schools

To consider the possibility of the toolkit coverage for Special Needs Education as well as to facilitate free-play education in preschool, we needed more information for preparation. In this context, visitations to the following schools were held as the first step, where SK Sungai Marong and SK Sentul Utama are model schools for Special Needs Education.

Table 8 Visit to Pilot Schools, April 2022

Date of Visit	School	District
18 April 2022	SK Sungai Marong SK Lebu SK Sungai Dua	Bentong
20 April 2022	SK Intan Baiduri SK Sentul Utama	Sentul

SK Sungai Marong, Bentong	SK Lebu, Bentong	SK Sungai Dua, Bentong

SK Intan Baiduri, Sentul	SK Sentul Utama, Sentul

Photo 2 Visited Pilot Schools

After the visitation, a discussion was held amongst MAKMur Team of MoE and Japanese experts about how to include students with special educational needs in MAKMur activities during the Project period.

From May 2022, SOP regarding COVID-19 has been relaxed so that we can handle face-to-face meetings with teachers without difficulty and so we planned interview or dialogue sessions to get supplementary information about holistic education at primary schools and preschools[14].

First, we were able to hold dialogue sessions with preschool teachers of each pilot district to gather the information as follows.

- Teachers have little time to prepare teaching materials due to the heavy burden of preparing lesson plans.

- Teachers are pressured by parents and school management for literacy lessons.

- Teachers have time for 'Learning Activity,' which allows them to flexibly change their teaching methods while subject lessons remain the core.

Table 9 Dialogue Sessions with Preschool Teachers

Date of Visit	Time	District	Place
29 June 2022	14:30~16:00	Bentong	DEO
30 June 2022	14:30~16:00	Sentul	DEO
4 July 2022	14:30~16:00	Pasir	DEO

Amongst representative preschool teachers from pilot schools, Ms Tsubokawa Kumi (expert for early childhood development) and others including some officers of MoE and the long-term expert, views on the circumstances and latest trends related to holistic education were exchanged. Later, a report on the sessions with the suggestion to reinforce MAKMur Project was submitted to MoE (refer to ANNEX 2).

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[14] Originally, we were planning to collect information on the current status of holistic education through a baseline survey. However, at the time the survey was submitted to MoE, SOPs prohibited the researchers from entering the schools. Therefore, in consideration of the internet environment in some of the pilot areas, it was decided to forgo interviews in the baseline survey.

| Sentul | Pasir Mas | Bentong |

Photo 3 Roundtable discussion with Preschool teachers conducted in June and July 2022

Then, in the period from 8th to 10th August 2022, the Japanese expert team visited SK Lemal (Pasir Mas), SK Batu Muda (Sentul) and SK Sungai Marong (Bentong) and conducted class observation, school tour and discussion with school leaders and primary school teachers.

The visit was led by the Japanese expert for holistic education, Professor Dr Fujita Teruyuki, University of Tsukuba, Japan. He concurrently served as the senior specialist for student guidance at the Ministry of Education, Culture, Sports, Science, and Technology for five years as well. Ms Morimoto Mio, researcher, University of Tsukuba, Ms Tsubokawa, a Japanese expert in preschool education/ Vice principal position in Seirei Hamamatsu Hospital Hibari Kindergarten in Shizuoka Prefecture, Dr Ueno Ryoichi, the team leader of Japanese experts/consultant from Asia SEED and Mr Muhamad Aiman Bin Ismail, a consultant from Asia SEED accompanied Professor Dr Fujita and assisted him during the school visit (refer to ANNEX 3).

[Activity 1-2] Conduct base-line survey.

ANNEX 4E [Base-line End-line Survey Interim Report (Phase 1)]

To achieve project outcomes, the project will conduct a baseline survey (to be conducted in 2022), an interim survey (to be conducted in 2023), an endline survey (to be conducted in 2024) and a follow-up survey (to be conducted in 2025). Through this series of surveys, we will collect evidence of MAKMur's effectiveness, materials for awareness-raising and advocacy activities, information for improving the educational environment, and information for toolkit development by performing the following 1) through 4).

Purpose of the base-line survey

1) To test the effectiveness of the activities based on the MAKMur Capacity Building Toolkit by examining and comparing changes in pupils' cognitive/non-cognitive abilities in pilot schools with those of the pupils in non-pilot schools.

2) To investigate the relationship between children's cognitive/non-cognitive abilities and their parents' engagement and attitude towards the children.

3) To identify whether Pengajaran dan Pembelajaran [Teaching and Learning] (hereinafter referred to as 'PdP [Teaching and Learning]') style is related to pupils' engagement in activities and their

cognitive and non-cognitive abilities.

4) To evaluate pupils' engagement and achievement in the MAKMur activities and to improve the toolkit.

In 2022, the Base-line Survey was conducted as stated below to collect quantitative data related to 1), 2) and 3). It was just before the trial implementation of MAKMur activities at 15 primary schools with preschools in three districts (Sentul, Bentong, and Pasir Mas) which were selected as "pilot schools" for the first run. For comparison purposes, six non-pilot schools (two from each district; Sentul, Bentong, and Pasir Mas) participated in the survey as well.

Period of the base-line survey

30 May 2022 to 24 June 2022

The original plan was to implement the survey starting in January 2022, but the survey start date was delayed not only because the new Malaysian school year, which originally started in January, was pushed back to the end of March in FY2022, but also because all activities in schools were managed under the SOPs related to COVID-19 until the end of April.

Target Primary Schools

Table 10 List of the Target Primary Schools for the MAKMur Base-line Survey in Each District

Districts	Sentul	Bentong	Pasir Mas
Pilot/Treatment	SK Sentul Utama*	SK Lebu	SK Lati*
	SK Seri Nilam*	SK Felda Lurah Bilut	SK Sultan Ibrahim (1)*
	SK Seri Murni*	SK Sungai Marong*	SK Baroh Pial
	SK Batu Muda*	SK Sungai Dua	SK Lemal*
	SK Intan Baiduri*	SK Sri Layang	SK Banggol Petai
Control	SK Segambut Makmur*	SK Janda Baik	SK Sri Kiambang*
	SK Kiaramas*	SK Tuanku Fatimah	SK Gelang Mas

Note. Schools marked with * answered the questionnaires online.

Methodology

Two types of methods were employed: questionnaire and experiment. We note that an interview survey had been initially planned also, whereas, at the time of the application, SOP did not allow for researchers to enter schools for survey purposes and so we were obliged to omit interviews from our original plan considering internet circumstances in some parts of the pilot areas.

Through the questionnaire, we gathered information about pupils' abilities mainly in non-cognitive areas,

time management at home, guardians' parenting style and family background as well as schools' PdP [Teaching and Learning] style were conducted in both online and offline forms. Twelve schools answered the questionnaires online using Google Forms, whilst the other nine schools, offline (Table 10). Offline or paper questionnaires were used to accommodate schools that have limited internet access, especially in rural areas. Five types of questionnaires were developed to measure the following:

a) Pupils' Evaluation: Target pupils in primary Year 1 to Year 5 were evaluated by their guardians, and class teachers based on 11 abilities/skills i.e., Sense of self-esteem and self-worth, Tolerance and generosity, Flexibility, Cooperation, Communication, Desire to challenge, Planning, Creativity, Leadership, Reasoning, and Motivation, using a 4-Point Likert Scale. Those in Year 4 and Year 5 also evaluated themselves using the same questions as the ones for their guardians and class teachers.

b) Guardians' Evaluation: Guardians were asked to evaluate themselves regarding their parenting styles and relationship with children at home using a 4-Point Likert Scale.

c) Pupils' Time Management: Guardians of preschools and primary Year 1 to Year 5 pupils answered how the pupils usually spend their time at home, outside of school periods.

d) Family Background: The family backgrounds of target pupils in preschools and primary Year 1 to Year 5 were asked.

e) Schools' PdP [Teaching and Learning] Style: Headmasters/headmistresses answered questions related to PdP [Teaching and Learning] at their schools.

Besides the questionnaire survey, certain experiment to gauge the acquisition level of number concept was conducted for Preschool, Year 1, Year 2, and Year 3 target pupils from each school.

Results

Regarding 2), analysis of the collected data shows guardians' engagement and attitude towards their children have a positive relationship with their evaluation of their children's abilities, especially the following:

- respect for their children's interests,
- reflection with their children on behaviours and experiences.

This result will help us to prepare material for building awareness and advocacy activities. Also, the importance of reflection has an implication about what PdP [Teaching and Learning] style would be preferable, which is related to 3).

Generally, evaluation scores of pupils' non-cognitive skills and schools' PdP [Teaching and Learning] styles came out high, which suggests some difficulties to measure improvement using only quantitative data in future (ceiling effect) but does indicate a potential for activities based on MAKMur principles and criteria. Other main findings through this base-line survey are as follows:

- In general, non-cognitive abilities of female pupils are found to be higher than those of male pupils.
- Teachers in pilot schools tend to evaluate pupils' non-cognitive abilities higher than teachers in non-pilot schools.

- In relation to cognitive abilities, pupils' learning process on the concept of numbers is accelerated in the preschool period.

The collected data in the base-line survey will serve as the starting point We will continue to consolidate the findings of this baseline study through mid-term, endline, and follow-up surveys.

[Activity 1-3] Draft MAKMur Capacity Building Toolkit for school/DEO and Jabatan Pendidikan Negeri [State Education Departments] (hereinafter referred to as 'SED')/MoE.

ANNEX 6 [MAKMur Capacity Building Toolkit Prototype Version]

ANNEX 7 [MAKMur Capacity Building Toolkit Ver. 1]

ANNEX 8 [13MAKMur Capacity Building Toolkit Ver. 2]

ANNEX 13 [Report on Trial Run Implementation based on MAKMur Capacity Building Toolkit Version 1]

ANNEX 25 [Record of Learning Walk]

Table 11 Capacity Building Toolkit

	Prototype	Ver. 1	Ver. 2
Time	March 2022	July 2022	February 2023
Number of Pages	58	17	**
Language	English	Malay	Malay
Activity Type	➢ Class level ➢ School level ➢ Home ➢ Community	➢ Class level (Classroom Discussion)	➢ Class level ➢ School level (school event) ➢ Co-curricular Activity ➢ PdP [Teaching and Learning]

(1) From Prototype to Ver. 1

After a discussion of the basic concept of MAKMur, MAKMur Team of MoE and the Japanese expert team entered to draft MAKMur Capacity Building Toolkit, which we call "Prototype" (refer to ANNEX 6).

The Prototype Version with 58 pages, which had been drafted before TOT, was used for TOT to get feedback from the participants. Amongst the comments from the participants, the request for simplification of the toolkit is conspicuous. Also, JICA advisory team led by Dr Tanaka for management of the Project pointed out that the key is to make clear the key principles, and criteria for MAKMur Activities (to show which activity can be called as MAKMur), and so forth. Intensive discussion amongst MAKMur Team of MoE and Japanese experts on revision from Prototype to Ver. 1 concluded in reducing the number of pages to about 25 pages as well as to writing expressly the concepts and criteria as follows.

Principles of MAKMur:

1) Learning through Experience

Pupils are given the opportunity to execute and experience activities with their friends. The repeating

process of these experiences will help pupils in enhancing their own skills and abilities.

    2)   Self-Motivation

All activities of MAKMur must be suggested by pupils themselves so that they are more motivated in solving problems and executing activities that have been discussed in their group.

    3)   Equal opportunity

All pupils must be given the opportunity to participate in all MAKMur activities. Providing these opportunities is crucial so that all pupils go through similar experiences, at the same time helping each other at improving their own skills and abilities.

CRITERIA for MAKMur Activities

    1)   Value of mistakes

In the process of implementing student-driven activities, mistakes may occur. All of those mistakes are a chance for the students to be guided so that they can learn to improve themselves. In the case where an activity did not result in the expected outcome, teachers are encouraged to compliment students' efforts. Every student has their own skills that they excel at, and it is crucial that teachers believe in and celebrate that diversity. More importantly, the students go through the process of making and learning from mistakes and subsequently learn to improve their own skills and abilities.

    2)   Student-driven

Students need to be encouraged so that they can develop self-motivation through all MAKMur activities. Having their own self-motivation in addition to minimal guidance from teachers can help students in achieving their goals, as well as improve their behaviour to be more positive.

    3)   Opportunities for every student

Care must be taken so that everyone can participate in an activity which students plan and carry out at their initiative. All students must be given the opportunity to participate so that each student can learn to enhance their abilities, at the same time make and learn from their mistakes.

Besides, as mentioned later in [Activity 1-6], we foresaw the feasibility of the implementation of class meetings and added details of class meetings with the assumption all pilot schools will implement class meetings.

Draft of Ver. 1 was presented to panel members (consisting of some of TOT participants) for the toolkit on 15 June to get their comments.

On 6 and 7 July 2022, the Workshop for Toolkit Ver. 1 with about 20 participants consisting of Institut Pendidikan Guru [Institute of Teacher Education] (hereinafter referred to as 'IPG') lecturers and pilot school teachers in each district as well as the Project Director, Project Manager, and officers of MoE was held at Cyberview Resort & Spa in Cyberjaya, Selangor. Based on the comments from the panel members, intensive group work and discussion were conducted to examine the contents of the draft and rewrite it in Malay. Through the process, Ver. 1 written in Malay was finalised in July 2022 (refer to ANNEX 7).

| Group discussion | Role-play of class meeting | Group work |

Photo 4 Workshop for Toolkit Ver. 1, July 2022

(2) Upgrade to Ver. 2

As mentioned later in 3.2.4, MAKMur Capacity Building Toolkit Ver. 1 went through evaluation by teachers at the pilot districts and Japanese experts gave some guiding suggestions for improvement of the toolkit. In fact, an online survey was conducted from August 15 to October 4, 2022, and "Feedback and Reflection" sessions were held on November 7 and 14, 2022, where representatives from each pilot school presented their results. Feedback from teachers included comments on changes in children, such as increased confidence and well-being and improved social and interpersonal skills, and on teacher-child relationships, such as teachers gaining more cooperation from their children. Some suggestions were made on "adding more detailed procedures to the Capacity Building Toolkit to guide classroom teachers and children," and "involving more teachers, including subject teachers." Based on the feedback and discussions, the Japanese expert team made the following recommendations to the MAKMur Team of MoE for improving the MAKMur Capacity Building Toolkit:

1) Incorporate MAKMur principles and values into existing school practices and activities, including subject lessons, school events, and co-curricular activities.
2) Make time for "reflection" at the end of discussions and subject lessons, so that after sharing opinions and ideas with their peers, students can reflect and think for themselves about how they can overcome problems and improve as individuals.

(For details, see also Annex 13 [Trial Report on MAKMur Practice with MAKMur Capacity Building Toolkit Ver. 1]). Based on these recommendations, MAKMur Team of MoE together with the Japanese expert team drafted the toolkit of MAKMur Capacity Building Toolkit Ver. 2, which was modified and finalised by some teachers of the pilot schools at Workshop for MAKMur Capacity Building Toolkit Ver. 2 at Mardhiyyah Hotel & Suites from 7 February to 9 February 2023. At the workshop, graphic design of the toolkit as well as online teacher training system was discussed among the participants (refer to ANNEX 8).

[Activity 1-4] Implement TOT.
ANNEX 9 [Record of TOT]

Training of Trainers (TOT) was conducted at DoubleTree by Hilton (a hotel in Kuala Lumpur) from 11 to 14 April 2022. Participants were 54 (30 men and 24 women) such as MAKMur Coordinators, School

Improvement Partners (hereinafter referred to as 'SIP+'), School Improvement Specialist Coaches (hereinafter referred to as 'SISC+'), IPG instructors, DEO and other officials from the Ministry of Education. Two Japanese experts and one consultant from Asia SEED participated on site, while two Japanese experts, a researcher from Tsukuba University, and several JICA advisors participated online.

The goal and expected outcomes of the participants were set as follows:

Goal:

To build the capacity of trainers on how to plan, do and reflect MAKMur based on the toolkit developed.

Expected Outcomes:

1) explain the concept of TOKKATSU and MAKMur; and

2) illustrate how to plan MAKMur activities by referring to the Toolkit.

The participants involved themselves in group work of planning using the Prototype Version of Capacity Building Toolkit and presentation of the plans by participants. Meanwhile, Japanese experts had Q & A sessions on holistic education, preschool education, and special education in Japan (Tokkatsu) based on the video contents prepared by the experts that had been sent to all participants before TOT.

Previously all activities and lectures were supposed to be conducted in English, but the working language in the course was changed to Malay with the aid of the consultant so that every participant could understand new concepts clearly and express their ideas easily.

Due to the effort of the participants and the flexible management such as language change, we saw the outcomes and the goals were achieved on the whole.

Presentation by Participants	Discussion
Online Q & A Session with Japanese Experts	Group Photo of Participants

Photo 5 TOT at DoubleTree by Hilton in April 2022

[Activity 1-5] Implement training for teachers on the toolkit.

ANNEX 10 [Record of Teacher Training]

ANNEX 11 [Workshop "Learning through Play" May 2023 Proposal]

ANNEX 12 [Workshop "Possibilities of MAKMur Activities including Children with Special Needs" May 2023 Proposal]

ANNEX 26 [Record of Workshop "Learning through Play" May 2023]

ANNEX 27 [Record of Workshop "Possibilities of MAKMur Activities including Children with Special Needs" May 2023]

To build the capacity on how to plan MAKMur activities based on Capacity Building Toolkit Ver. 1, 3-day Classroom teachers Training was conducted involving all classroom teachers especially classroom teachers in 15 MAKMur pilot schools with the following dates and venues in each pilot district (refer to ANNEX 10).

Table 12 Dates and Venues of Teacher Training

District	Sentul	Bentong	Pasir Mas
Date	2 August ~ 4 August, 2022	16 August ~ 18 August,	26 July ~ 28 July, 2022
Venue	Dewan Kolej Tingkatan Enam Desa Mahkota	DEO Bentong	Dewan Wawasan, SK Sultan Ibrahim (1), Pasir Mas
# of Participants	143 (Male: 47/Female: 96)	103 (Male: 22/Female: 81)	249 (Male: 80/Female: 169)
Time	2:30 PM -4:00 PM (each day)		

During the teacher training, members of MAKMur Team of MoE and the Japanese expert team acted as lecturers. Also, MAKMur Coordinators from each pilot school as well as IPG lecturers facilitated conducting group activities.

The objectives of this 3-day Teachers Training in the pilot districts are:

- To introduce MAKMur project to all teachers in 15 MAKMur pilot schools;
- To explain about MAKMur Capacity Building Toolkit to all teachers in 15 MAKMur pilot schools in 3 pilot districts; and
- To introduce and get teachers familiarised with *'Perbincangan Kelas'* (classroom discussion).

Holistic education practices in Japan and MAKMur Project were introduced during the first day of the training. MAKMur Capacity Building Toolkit Version 1 was also distributed to all classroom teachers in the pilot districts respectively. We note that 204 classroom teachers attended the first day of the classroom teachers training in Pasir Mas district whereas 202 classroom teachers attended in Sentul district and 103 classroom teachers attended in Bentong district. The second and third days of the training focused more on the trial run implementation where simulation for *'Perbincangan kelas'* which involved all classroom teachers was also conducted.

The classroom teachers in the 15 MAKMur pilot schools set the following outcomes after completing the training and trial run:

1) Classroom teachers can describe MAKMur project;
2) Classroom teachers can plan MAKMur activities by referring to the toolkit; and
3) Classroom teachers can reflect on their activities using the toolkit.

Teachers' Training in Pasir Mas District

Teachers' Training in Sentul District

Teachers' Training in Bentong District

Photo 6 Teacher Training Sessions

Through the Teacher Training, plans of 6-week activities including class meetings will be drawn referring to the toolkit based on participants' class or school contexts.

In May 2023, a "Learning through Play" workshop was held in the three MAKMur pilot districts, led by Expert Tsubokawa (refer to Annex 11 and Annex 26). The schedule and other details are as follows.

Date	District	# of Participants
May 9 ~ May 11	Bentong	35
May 16 ~ May 18	Sentul	31
May 22 ~ May 24	Pasir Mas	35

The workshop was meant to encourage participants to think about the meaning of learning in play while playing group games and shop-and-barrel games that are commonplace in Japanese kindergartens. Participants included not only kindergarten and early grade teachers from pilot schools but also non-pilot schools (including SJKC and SJKT) which are expected to be included in the future. IPG instructors who train kindergarten teachers and kindergarten education administrators from DEOs also participated.

The workshop consisted of lectures and practice sessions of 2.5 to 3 hours each day, with lectures on "Learning through Play" on the first day, "Developing Logical Thinking" on the second day, and "Educational Significance of Integrated Activities" on the third day, followed by group games, mock class meetings, and play in the math corner, with teachers acting as 5-year-old children. These activities, which were tailored to the actual context in each pilot district using existing resources, were well received by the teachers. On the second and third days, teachers from the pilot schools tried out what they had learned in the workshop in their own classrooms, and presented their results in a reflection session the following day. The discussion was very meaningful. Participants expressed their desire to immediately use the workshop in their own classrooms, and some schools have begun to make use of what they learned in the workshop.

Workshop Day 1	Workshop Day 2	Workshop Day 3
(One of the group games using batik, a traditional Malaysian craft)	(A game of pick-up sticks, one of the games played in the math corner)	(Preparation for playing store)

Photo 7 Workshop "Learning through Play"

From May 7 to May 9, 2023, Special Need Education workshops were conducted in the three MAKMur pilot districts, led by Expert Kawaguchi (refer to Annex 12 and Annex 27).

Date	District	# of Participants
May 7	Pasir Mas	37
May 8	Bentong	32
May 9	Sentul	34

The objectives of this three-day workshop are as follows:

- Introduce MAKMur to DEO members and non-pilot schools in each pilot district in preparation for pilot expansion of the MAKMur project in each district.

- Emphasize the importance of involving children with special needs in activities in which children without special needs participate.
- Initiate discussion on how to incorporate MAKMur into special needs education in Malaysia.

A total of 86 participants, consisting of DEO staff from the respective districts and principals from non-pilot schools (5 Pasir Mas, 7 Bentong, and 16 Sentul), participated in the lively discussion. Based on this workshop, some pilot schools are already considering implementing inclusive MAKMur activities.

Workshop Day 1	Workshop Day 2	Workshop Day 3
(Group discussion)	(Lecture by the expert)	(Presentation by a participant)

Photo 8 Workshop "Possibilities of MAKMur Activities including Children with Special Needs"

[Activity 1-6] Pilot MAKMur practices using the toolkit at schools selected by MoE.
[Activity 1-7] Evaluate and finalize the toolkit.
ANNEX 13 [Report on Trial Run Implementation based on MAKMur Capacity Building Toolkit Version 1]

(1) Pilot MAKMur practices using Prototype and evaluation

After TOT (held from 11 April to 14 April), the participants conducted Trial Run using the Prototype of Capacity Building Toolkit at each school by the end of April 2022, which was a trial implementation of MAKMur activities planned through TOT. From 10 to 12 May 2022, Reflection on Trial Run was held online as a follow-up training session. In fact, schools in Bentong tried to introduce class meeting, an advanced initiative by which we were able to confirm that class meeting in pilot schools is doable.

(2) Pilot MAKMur practices using Ver. 1 and evaluation

Following the 3-day teacher training (held during July-August 2022 at each pilot district), all 15 pilot schools from the three pilot districts conducted a trial run of 'Perbincangan Kelas' (Classroom Discussion) that spanned from four to six weeks based on the discussions with all the Headmasters and Headmistress in each pilot district. With the following aims 1), 2) and 3), all classroom teachers from 15 MAKMur pilot schools were asked to conduct the trial run in the allocated time in their respective schools that follows MAKMur's spiral process of 'plan, do, reflect'.

1) To test the usability and effectiveness of MAKMur Capacity Building Toolkit;
2) To determine whether MAKMur Capacity Building Toolkit Version 1 is easily comprehensible;
3) To gain feedback and suggestions from the teachers for the improvement of MAKMur Capacity

Building Toolkit.

Then, feedback and insights from all classroom teachers about the effectiveness of the MAKMur Capacity Building Toolkit Ver. 1 and the trial run implementation were collected through a questionnaire conducted online from the 15th of August to the 4th of October 2022 (refer to ANNEX 13).

There was a lot of positive feedback from teachers such as "it (classroom discussion) boosts pupils' confidence and increases happiness helping pupils to be more optimistic and highly-motivated," "it improves pupils' social and interpersonal skills," "pupils showed potentiality in conducting the Classroom Discussion with minimal guidance from a classroom teacher," "teachers are getting more cooperation from the children' and 'teachers are getting to know the children better." Meanwhile, some challenges were pointed out, especially about lower-primary pupils and time for the activity such as "lower primary students especially Year 1 & Year 2 find it difficult to carry out the classroom discussion,". "they require more time to understand classroom discussion and to be able to take notes, discuss and reach consensus," and "absence and late attendance issue make it difficult to conduct the classroom discussion within the allocated time." The classroom teachers also gave suggestions such as "to add detailed steps in the toolkit to guide the classroom teachers and pupils" or "to involve more teachers such as subject teachers."

Besides, on the 7th and 14th of November, 2022A two Feedback and Reflection Sessions were held at which representatives from each pilot school presented their findings. During these sessions, the school representative presented their findings which mainly focused on the strength they have found, the challenges they have faced and the suggestions to further improve the Classroom Discussion implementation.

Both reflection sessions were attended online by more than 100 participants for each session from all 15 MAKMur pilot schools, MAKMur Technical Committee Team and JICA Experts Team. There was similar feedback to the online questionnaires from the participants and the experts suggested as follows.

[Regarding Pupils]

- In the early stage, classroom teachers can start by making suggestions to the pupils to pick a Classroom Discussion topic that is relatable, fun and can interest all pupils, such as planning a birthday party, playing games/sports etc.
- To put more importance on letting the pupils 'learn through experiences' rather than ensuring the smoothness of the implementation of the Classroom Discussion.
- The teacher's role as a facilitator is essential to intervene and support pupils to some extent. As the pupils are at completely different development stages, the amount of intervention and facilitation is different.
- Being passive in and of itself is not necessarily a negative trait. Each person has their own strengths and weaknesses. It is important for classroom teachers to look at the pupils from different perspectives to find each pupil's strengths, and accept and highlight those strengths. This will also help create a conducive class environment where pupils are not afraid to make mistakes.
- There are numerous ways how to conduct classroom discussions. Therefore, Malaysian teachers are encouraged to try and experiment with ways that suit to his/her pupils. Malaysian teachers can take

these examples from Japan into consideration, or perhaps innovate them into something that is more appropriate and suitable to the local context, if necessary.

[Regarding Time]

- Understandably, the time constraint can be constricting, classroom teachers are recommended to encourage pupils that were not able to express their opinions within the time limit, to speak up and give their opinions in the next Classroom Discussion sessions. MAKMur activities, including the Classroom Discussion, are a repeated process. Pupils will have plenty of opportunities to speak and give their opinions.
- When dealing with the late arrival of pupils, it is recommended for the teachers to:
  - ➢ Let the pupils discuss among themselves through classroom discussion.
  - ➢ Allocate time for individual self-reflection at the end of the discussion or in the PdP [Teaching and Learning] session.

[Regarding Budget]

- In order to ensure the sustainability of MAKMur activities, classroom teachers are recommended to guide pupils in using whatever is available in their surroundings that require minimal to no budget.

[Regarding Reward]

- The act of rewarding pupils in and of itself is not particularly a bad thing. However, depending on the application, this can be very risky. Instead of classroom teachers evaluating the pupils, it is more advisable to let pupils themselves evaluate among themselves. For example, in Japan, there is an activity called "Kirakira Sagashi (Finding the Shining Stars)," which is an activity where children find good things in each other.

Based on the feedback and discussion, the Japanese expert team recommended MAKMur Project Technical Team of MoE on the improvement of MAKMur Capacity Building Toolkit as follows.

1) To embed MAKMur principles and values into existing school practices and activities including PdP [Teaching and Learning] sessions, school events and co-curricular activities.

2) To allocate time for individual 'self-reflection' at the end of any discussions or in PdP [Teaching and Learning] to allow the pupils to reflect and think within themselves on how they can overcome their issues and improve individually after collectively discussing and exchanging opinions and ideas with their peers.

4.2 Executed Activities for Output 2

[Activity 2-1] Draft MAKMur Implementation Toolkit for MoE.

ANNEX 14 [Record of Teacher Training Attachment Program at JSKL]

ANNEX 15 [Report on Training Session in Japan]

ANNEX 16 [MAKMur Action Plan 2022 - 2025]

ANNEX 17 [MAKMur Implementation Toolkit Ver. 1 (Draft)]

Until the trial run of MAKMur Capacity Building Toolkit at pilot schools, which started in August 2022, we had been concentrating our effort on the implementation of MAKMur activities at the teacher level rather than on management at the school leader or DEO level. After the trial run, continuing improvement of MAKMur Capacity Building Toolkit, we started information collection to draft MAKMur Implementation Toolkit utilising two types of activities: attachment program at the Japanese School of Kuala Lumpur (hereinafter referred to as 'JSKL') (refer to ANNEX 14) and a training session in Japan (refer to ANNEX 15).

The attachment program at JSKL was conducted to observe practices of Japanese style of holistic education from September to November 2022: five times of sessions were held with totally 70 participants consisting of teachers and headmasters/headmistresses of the pilot schools, lecturers of IPG and MoE staff. The training session in Japan was conducted from 20 October to 2 November 2022.

The information on Japanese-style holistic education gathered through the training session in Japan as well as the attachment program at JSKL formed an intuitive understanding of among participants how Japanese schools realise their holistic education: the essence of holistic education is embedded in each and every activity including PdP [Teaching and Learning].

In fact, 15 members consisting of officers of MoE, DEO and teachers in the pilot schools joined the training session. At the beginning of the training, a workshop was conducted where themes of the Action Plan to be drafted through the training session were discussed. During the training, the 15 members attended lectures and workshops given by Japanese experts and professors and visited two primary schools to observe activities including class meetings and to exchange questions and answers with the school principals and teachers. They also visited The Tokyo Toy Museum to get information about communication skills, creativity and so forth that can be brought up through creating as well as playing with toys.

Based on the input gained through the activities, the Action Plan, which outlined a strategy for expansion towards nationwide implementation of MAKMur as well as an organisational framework on capacity building and advocacy to realise the expansion, was mapped out and on 2 November, the last day of the training session, Action Plan was presented to JICA (refer to ANNEX 16), which was a foundation for the contents of MAKMur Implementation Toolkit.

After the preparatory work, the 1st version of MAKMur Implementation Toolkit, which is expected as a guide for DEO officers for expansion of MAKMur to schools in their districts, was drafted through Workshop for Implementation Toolkit held from 15 March until 17 March 2023 (refer to ANNEX 17). During the workshop, 20 participants consisting of DEO, SIP+ and SISC+ officers as well as MAKMur Team of MoE and Japanese experts discussed the contents, including the use and application of the online platform and the organizational structure for support and monitoring. While discussing the expansion plan during the training sessions in Japan held in October-November 2022, it became clear that a system for exchanging information, introducing case studies, and monitoring implementation status among teachers on a nationwide scale was needed, and it was later recognized that an online platform would be an efficient and effective means of doing so. We are planning to add content related to MAKMur to the platform already owned by the Ministry of Education. For details on the assumptions made for this platform, please refer to

the measures to be taken for the training and support system in Section 5.3. The MAKMur Implementation Toolkit Ver. 1 together with the online platform is expected to be completed by the end of December 2023.

| Group work | Presentation of Draft | Q & A Session |

Photo 9 Workshop held at Hatten Hotel, Melaka in March 2023

4.3 Executed Activities for Output 3

[Activity 3-5] Organize advocacy events (media campaigns, conferences, etc.).

ANNEX 18 [Holistic Education Forum Video (CD-R)]

ANNEX 19 [Holistic Education Fair]

ANNEX 20 [JICA Shikoku]

ANNEX 21 [JICA Educational Cooperation Week 2022]

ANNEX 22 [JICA ODA Mieruka Website]

ANNEX 23 [JICA Project News]

ANNEX 28 [Publicity Video (CD-R)]

Events in Malaysia

• Holistic Education Forum

On 20 March, 2023, a webinar, Holistic Education Forum, was held to share the information on Japanese-style holistic education gathered through the training session in Japan as well as the attachment program at JSKL among divisions at MoE Malaysia and teachers in the three pilot areas. It was the first big advocacy event as an internal public-relations activity to build mutual understanding of MAKMur amongst teachers and MoE (refer to ANNEX 18).

• Publicity Video

In order to create a video to be used to publicize MAKMur, professional filming was conducted at pilot schools and other locations (refer to Annex 28). Three videos (one for events, one for SNS, and one for TV stations) are currently being made, and a video for teachers is being considered. They will be put to use in Phase 2.

Events in Japan

• JICA Shikoku Center

On 23 August 2022, the background and outline of MAKMur were presented to Japanese participants online at one of a series of seminars (refer to ANNEX 20).

- JICA Education Cooperation Week

On 9 September 2022, the background and outline of MAKMur were presented online followed by a panel discussion on features of the Japanese style of holistic education and how to introduce it systematically in line with the local context at one of a session as a part of '2nd Education Cooperation Week' (refer to ANNEX 21).

- JICA ODA Mieruka Website
- JICA Project News

The project outline was described on JICA's website, and news about the project was disseminated bimonthly from September 2022, also on JICA's website (refer to ANNEX22 and ANNEX23).

International Events

➢ SEAMEO – University of Tsukuba Symposium

In February 2022 and February 2023, a presentation on the Significance of Holistic Education in Malaysia was held online followed by a panel discussion on the possibilities of holistic education and how to educate children holistically at one of a session as a part of '10th Southeast Asian Ministers of Education Organization (hereinafter referred to as 'SEAMEO') – University of Tsukuba Symposium' (refer to Annex 19).

5. Challenges and Action Plans

To date, through the project activities, we have faced or are facing certain challenges for achieving the project outputs: some are being settled; some have to be overcome during Phase 2.

5.1 Toolkits

[Being Settled]

There is a variety of existing activities in education to build abilities/skills related to non-cognitive ones such as co-curricular activities in Malaysia and so a clear message about what is MAKMur is essential in the Capacity Building Toolkit for teachers, who are the main users, to harmonize the existing activities with the newly introduced MAKMur activities such as classroom discussion. The principles of MAKMur and the criteria of MAKMur activities that we have set could be the message. Under the principles and criteria, existing activities can be modified and rearranged to promote holistic education, which is nothing but our aim.

[To Be Overcome]

We also have found that an easy-to-understand style is imperatively needed for busy teachers. On the other hand, feedback on Trial Run says that some teachers prefer detailed step-by-step explanations of each activity. Lengthy explanations or formal appearances might discourage teachers from reading or lead teachers into a mistaken impression by forcing them to make "new lesson plans." Reducing written explanations to make the toolkit as user-friendly as possible with keeping the contents will be one of the keys to the nationwide expansion of MAKMur. However, the balance between simplification and detailed explanation will be important.

[Action Plans]

Regarding Capacity Building Toolkit, the importance of principles on MAKMur and criteria of MAKMur activities in making harmony amongst activities related to holistic education in Malaysian cannot be overemphasised. We have to continue giving a clear message through the toolkits and training.

To a certain extent, a detailed step-by-step explanation should be included. But if it looks like Rancangan Pengajaran Harian [Daily Lesson Plan] (hereinafter referred to as 'RPH'), it will be mistaken as a new syllabus that will burden the teachers excessively. It is required to figure out a suitable attractive graphic design without the appearance of lesson plans. We need to make toolkits more easy-to-understand with simple explanations and visualisation of the contents so that it gives no burden but fun feelings to stimulate the teachers' creativity emphasising the importance of the process towards improvement.

The toolkit may include short videos illustrating examples of MAKMur activities as part of toolkits together with attractive graphic designs. The video contents will give a brief look at real activities that are conducted in pilot schools in Malaysia for users to grasp 'Plan, Do and Reflect' cycle of the activities and adjust them based on their local school context.

5. 2 Surveys

[To Be Overcome]

As was stated in 3.1.2 in this report, data collection for Base-line Survey was held from the end of May until June 2022 but it took　time for data cleaning and analysis until November 2022, which was later thanits' expectations. This was mainly due to the fact that the division of roles among the project team was not adequate, resulting in a lack of manpower for data cleaning and statistical analysis. We need to secure sufficient human resources bracing for surveys during Phase 2.

[Action Plan]

It is important to show supportive evidence as the effectiveness of MAKMur activities for expansion beginning in 2024. Sufficient human resources are needed　to process the data and the results need to be derived in a short period of time. It is being discussed that MoE may undertake data collection and organization.

5. 3 Training/Support System

[Being Settled]

The materials for the sessions of Training of Trainers (hereinafter referred to as 'TOT') had been prepared using English. But at the beginning of the series of sessions, there were found some difficulties among the participants to intuitively grasp the contents that were new to the participants. We changed the language for lectures into Malay and got to know the participants' well understanding of MAKMur. It implies the significance of the mother tongue for an explanation. Then we decided to use Malay for all training sessions.

However, through the TOT, even though we had changed the language, we found it not an easy task to get an understanding of underlying concepts in the Japanese style of holistic education. For example, it took a long time for the inculcation of deeper concepts such that "a class or a school can be regarded as a small community" even among the members of MoE. So, for the teacher training after TOT, we chose to give a very simple explanation about Japanese holistic education for easy understanding.[15]

Regarding the conduct of teacher training at each pilot district, we found the simplification of the contents successful. Together with emphasising that MAKMur is "not the direct import of Japanese educational method," we delivered our message: "MAKMur is a process of enhancing the learning to bring up children as a balanced individual depending on the context and existing practices in each respective school," which seemed to have brought understanding amongst the teachers.

[To Be Overcome]

The time for the teacher training cannot be put during school holidays to follow the convention of Pejabat Pendidikan Daerah [District Education Office] (hereinafter referred to as 'DEO'). The time has to be set after school time, whereas it is difficult to arrange a suitable time for the teachers busy working. Therefore, during the expansion period, the intensive training should be targeted to core teachers in each school, such as MAKMur coordinators, and methods other than intensive training should be chosen for general

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[15] Of course, it would be better for the teachers to understand deep concepts in Japanese holistic education and then to adapt the practice in local context. But if we had used such a strategy, it might have caused confusion among the teachers.

elementary school teachers in order to reduce their burden.

[Action Plans]

Common to Both Primary School and Preschool Teachers

For example, we recommend in-person workshops for MAKMur coordinators by School Improvement Partners (hereinafter referred to as 'SIP+') and School Improvement Specialist Coaches (hereinafter referred to as 'SISC+') who are affiliated with DEO, as well as an online system to carry out the training, monitoring and information exchange for teachers in general. In particular, seeing images and videos of activities in other schools can be a great help in organizing MAKMur activities for the first time. For example, consider an activity to display children's artwork. In some schools, it is not possible to install large bulletin boards in the classrooms. In this case, knowing how other schools in similar environments have devised such a system can provide a great deal of insight.

Regarding post-implementation support, it is essential to provide a place (real or virtual) where teachers can share and reflect on their practices in a relaxed atmosphere in order to deepen and expand MAKMur activities. In addition, if teachers have questions regarding the content of the training, follow-up should be provided by the MAKMur coordinator in the school. In addition, peer-to-peer support for sharing practices, experiences, and tips among teachers involved in MAKMur activities on the online system mentioned above would further promote the practice. Examples include "how to encourage reluctant students" and "how to deal with absenteeism and tardiness". In addition, it will be considered hiring a staff member who is a professional in developing contents of online platform to facilitate a large-scale rollout.

Support Especially for Preschool Teachers

Most primary schools have only one or two classes for affiliated preschools and the number of teachers in charge of preschool education in a school is quite small. Even if they used the online platform, the chance to share their experiences and get support from other teachers might be less. They need to get information about 'learning through play'. Therefore, it is preferable to identify model preschool teachers from each district so that the other teachers in the same district can refer to his/her class activities from time to time.

And also it is necessary to select key persons from the Ministry side, for instance from Institut Pendidikan Guru [Institute of Teacher Education] (hereinafter referred to as 'IPG') etc., to be in charge specifically of preschool education in MAKMur project. The key persons are expected to facilitate MAKMur preschool activities as well as become a 'helpline' for the model preschool teachers, that is, persons whom the model teachers can discuss or consult in a timely manner. It is deemed necessary for the key persons to participate in the training course in Japan organised by JICA.

5.4 Curriculum

[Being Settled]

The fact that timetables of primary schools as well as preschools are too packed to add extra time to conduct MAKMur activities led us to revise the Capacity Building Toolkit as Version 2 embedding MAKMur activities to almost all time including Pengajaran dan Pembelajaran [Teaching and Learning] (hereinafter referred to as 'PdP [Teaching and Learning]'), co-curriculum and school events. It is noteworthy

that embedding elements of holistic education into all time is in line with the holistic education of the Japanese type: activities to rear holistic development start from the time of going to school until leaving school, which was pointed out during a discussion at Educational Cooperation Week 2023.[16]

[To Be Overcome]

Preparation of Rancangan Pengajaran Harian [Daily Lesson Plan] (hereinafter referred to as 'RPH') is a burden to teachers especially, preschool teachers, who teach all subjects by themselves. The teachers are required to write not only the outline of a daily plan but also a detailed plan for each subject. We must continue to heed the teachers' burden for the expansion.

Especially for preschool education, there is another challenge related to curriculum. Although preschool teachers are eager to foster abilities or skills through 'learning through play', the expectations from both inside and outside of schools on Membaca, Menulis dan Mengira [reading, writing and arithmetic skills] (hereinafter referred to as '3M') have exerted great pressure on the preschool teachers. We need to come up with a solution because learning through play is a realisation of one of the principles of MAKMur "Learning through Experience" in preschool and the key to MAKMur in preschool.

[Action Plans]

Regarding lesson plans for primary schools as well as preschools, we suggest system change of lesson plans from daily type to weekly type. The change will give teachers more time to prepare and reflect on educational content for learning through experience.

Especially for preschools, the lesson plans should be arranged so that each child can learn repeatedly through daily-life situations.

5.5 Schools' Climate

[To Be Overcome]

There is found a certain direction of ideas different from MAKMur in Malaysian schools' climate.

According to MoE, prize-giving is a frequent practice in Malaysian schools. Competition is good if the goal is to improve quality. However, if the goal is for seeking a result, it can be risky as they may have counter effects. As emphasised in one of the principles of MAKMur, it should be understood that students' motivation comes from within themselves, rather than external factors.

Also, we are concerned about the prefect system that gives authority to selected pupils to supervise other pupils. Such strong leadership of prefects could be a concern for MAKMur as it may conflict with a MAKMur principle of 'equal opportunity', aiming for giving leadership to every pupil.

Regarding classroom environment, there are many displays on the walls in classrooms, but most of them were prepared by the teachers. Displaying pupils' work enhances their self-esteem and sense of belonging to the class.

[Action Plans]

MoE is expecting the necessity to put emphasis on the process rather than achieving an outcome or

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[16] One of the features of Japanese holistic education is that cognitive and non-cognitive abilities or skills are aimed to be developed complementarity each other.

winning a competition. By sharing the outcomes from going through all the processes together with each other, which is nothing but 'reflection' shown in the Capacity Building Toolkit, it can motivate the pupils to try and improve together in the future, which means that the climate would change from competition to cooperation.

Related to the shifting climate towards cooperation in schools, we note that feedback from some teachers after Trial Run pointed out that implementation of MAKMur activities brought collegiality amongst teachers and school management. This can be seen as a sign that MAKMur started to prevail (refer to ANNEX 13).

Regarding the prefect system, exploring ways to implement MAKMur respecting the existing prefect system will be a reasonable solution. Some examples of concrete actions on this issue are to instil the MAKMur principles in pupils and their parents/guardians, and to set concrete rules in doing MAKMur activities (e.g., every role should be respected).

As for the classroom environment, displays of works made by the pupils have begun in the pilot schools since the MAKMur Capacity Building Toolkit Ver. 2. However, depending on the school's facility environment, there may not be sufficient space in the classroom for the displays. Even in such cases, some classrooms are displaying their works in an ingenious way. A mechanism to share such good practices is needed

5.6 Special Need Education
[To Be Overcome]

For the nationwide expansion of MAKMur, we need to consider the implementation of MAKMur activities in Special Need Education. MAKMur activities for children with special needs in some of the pilot schools have just started. Inclusive activities still need to be explored, and a workshop was just conducted in May 2023 by Dr. Kawaguchi for DEO.

[Action Plans]

Regarding inclusion, there needs to be an accumulation of knowledge about what activities based on the principles and criteria of MAKMur can be introduced to Special Need Education and what support should be provided to schools. Such activities and support should differ depending on the situation. The possibility has just been discussed by the above workshop, and the feasibility should be investigated in Phase 2 of the project to develop a nationwide expansion plan.

5.7 Involvement of Guardians and Community
[To Be Overcome]

For the nationwide expansion of MAKMur, an understanding of MAKMur and the involvement of guardians and the community are essential. In fact, during Phase 1, we found in the result of the Base-line Survey that guardians' engagement and attitude towards their children have a positive relationship with their evaluation of their children's abilities, especially: 'respect for their children's interests', and ' reflection with their children on behaviours and experiences.' We just started advocacy activities for the guardians and community and need to be aware of these matters.

[Action Plans]

Extensive advocacy activities are essential to get buy-in for MAKMur from various stakeholders including parents and guardians. For instance, we recommend regularly holding a holistic education fair under the support of DEO, where seminars on nurturing non-cognitive skills are offered to parents and guardians. This will eventually will develop the student's cognitive skills, rendering to balanced individuals. Especially at the initial stage of MAKMur activities, the headmaster and teachers are expected to explain the MAKMur principles to their pupils and the parents/guardians in an easy-to-understand manner and continue to emphasise its importance and effectiveness.

As for preschool education, it is important for all MAKMur stakeholders to reconsider the balance between the emphasis on Membaca, Menulis dan Mengira [reading, writing and arithmetic skills] (hereinafter referred to as '3M') as well as the 'learning through play' approach, which is the key approach of MAKMur in preschools.

There would be two ways of parental involvement in MAKMur. The first is to grasp the concepts of MAKMur which have been delivered through pupils' school life such as participating in the advocacy events held by the school and discussing with their children what they are doing in class. The second is involvement at home. For example, guardians can engage with their children in a way to develop their abilities and values at home in line with MAKMur's philosophy.

While parents' participation in morning greeting activities have been identified in some pilot schools, some of the pilot schools have introduced initiatives such as communication books and parents' commenting on the personal goals set by the pupils themselves. Such activities involving families should be shared and disseminated among schools.

5.8 Prolonged School Closure

[Being Settled]

Project Design Matrix (hereinafter referred to as 'PDM') put 'prolonged school closure' as an important assumption which is crucial to project implementation. In fact, Malaysian schools were closed until October or November 2021 and, even after resuming of schools, all activities in schools had to be managed under some strict Standard Operating Procedure (hereinafter referred to as 'SOP'). For example, the number of pupils who can go to school was restricted.

In fact, it was difficult to foresee the closure period from August to September 2021, when the project began. Therefore, at the time of prototyping the Capacity Building Toolkit, the project considered both regular face-to-face MAKMur activities as well as activities that could be conducted in a non-face-to-face setting. In order to investigate the feasibility of these activities, online meetings were held with 15 pilot schools to gather information on the classroom situation and the internet environment (see Annex 1). In addition, frank and extensive discussions were held to listen carefully to the needs of MoE and incorporate them into the content, and the concept that would serve as the basis for subsequent project activities was clarified. This resulted in the creation of a toolkit that went a long way. On the other hand, repeated dialogues with MoE and the preparation of the toolkit over time, taking into account the needs of the Malaysian side,

ultimately led to the smooth establishment of MAKMur activities at the school level. In addition, a baseline survey was prepared and coordinated along with the creation of a video (with Malay voice-over) for pre-training learning in order to proceed with the TOT online during this period.

In May 2022, as the strict restrictions were lifted and so face-to-face classes and activities commenced, we ended up not adopting a non-face-to-face method for MAKMur activities. Although we have seen the school closure slowed down the project in Phase 1, smooth implementation of MAKMur activities during Phase 2 will be prospective.

5.9 Policy hange of the Government of Malaysia
[Being Settled]

In the middle of Phase 1, MoE introduced 'Sekolaku Sejahtera,' a new policy whose concepts were similar to MAKMur project. It took some time until we could secure the compatibility of MAKMur with the new policy, which affected the progress of our project activities to some extent.

At the end of 2022, the policy was replaced with '7 Teras Utama Tumpuan' (meaning 7 main core focuses in English) ensuring a change in the Malaysian Government and the Minister of Education ensuing. Some part of 7 Teras Utama Tumpuan is related to holistic education and we have heeded to make harmony with it, but we have not seen any counter effect to the progress of our project.

6. Activity Plans for Phase 2

The following is Phase 2 activity plan summary.

Outputs	Activities	Schedule
1-2 Conduct base-line survey.	Support in planning, conducting and analysing • Mid-term survey • Endline survey • Follow-up survey	September to November 2023 September to November 2024 September to November 2025
1-3 Draft MAKMur Capacity Building Toolkit for schools, DEO, SED and MoE.	Support in revision • Ver. 3 • Final version	December 2023 December 2024
1-5 Implement training for teachers on the toolkit.	Support in planning and implementation	January to February 2024
1-6 Pilot MAKMur practices using the toolkit at schools selected by MoE.	Pilot school visits with training instructors and MAKMur Team and providing advice	From July 2023
1-7 Evaluate and finalize the toolkit.	Advisory assistance for finalization • Ver. 3 • Final version	November-December 2023 November-December 2024
2-1 Draft MAKMur Implementation Toolkit for MoE.	Support in drafting • Ver. 1 • Ver. 2	December 2023 December 2024
2-2 Implement TOT.	Support in planning and implementation • 1st time	January 2024
2-3 Implement training for MoE personnel including officers at SED and DEO.	Support in planning and implementation • 1st time	January 2024
2-4 Expand MAKMur practices using the toolkit to other schools in the pilot districts.	Support in planning and implementation	From January 2024
2-5 Evaluate and finalize the toolkit.	Providind adivce for finalization • Ver. 1 • Ver. 2	January to March 2024 January to February 2025
3-1 Review results of Activities 1 & 2 to identify	Providing advice to MoE	October-December 2023

institutional adjustments required for MAKMur to sustain, if any.		
3-2 Arrange appointment of relevant divisions for MAKMur in MoE.	Support in identifying and establishing relevant divisions	July to December 2024
3-3 Develop MAKMur expansion plan beyond the pilot districts.	Advice on expansion areas, goal setting, collaboration methods, human resource development and training methods, etc.	July to December 2024
3-4 Arrange budget allocation based on the expansion plan.	Advice on organization, budget, personnel, and policy	November 2023 November 2024
3-5 Organize advocacy events (media campaigns, conferences, etc.).	• To foster understanding of MAKMur among educators, parents/guardians and schools community in Malaysia • To participate in international research networ, etc. • To implement JICA training in Japan • To work on PR activities through JICA websites and SNS	From September 2023 To continue November 2024 To continue
Monitoring	• Supporting and reporting at Joint Coordination Committee • Monitoring Sheet	February 2024/ February 2025/ November 2025 5 times in total once every six months
Reports	• Work Plan (Phase 2) • Midterm Survey Report for Pilot and Control Schools (Phase2) • Survey Report for Pilot, Control (Phase2) • Project Completion Report	July-August 2023 January 2024 October to December 2025 October to December 2025

6.1. Activity Plans for Output 1

[Activity 1-2] Conduct base-line survey.

Mid-term Survey Plan

Following the base-line survey, the mid-term survey has been planned to identify the effects of the

implementation of MAKMur activities on pupils, teachers, and guardians by comparing it with the results gained in the base-line survey. In addition to that, two other survey methods i.e., interviews and class observations, have been employed as supporting data collection methods. However, in order to minimize the burdens on teachers, in line with the new MoE policy on reducing teachers' workload[17], we have decided to omit the Experiment on Acquisition of the Concept of Number and exclude preschool pupils from the target participants from the mid-term survey. In the meantime, the plan is to conduct interviews and classroom observations, which were missed in the base-line survey, to collect data on differences in children's strengths as a group and teachers' teaching styles between the pilot and non-pilot schools.

Period of the Mid-term survey

September 2023 (scheduled)

Target Schools

The target schools will be the same as shown in Table 10.

Methodology

The mid-term survey will track the differences with the results from the base-line survey, with the addition of two other survey methods i.e., interview and class observation, as supporting on-site data.

Specifically, five objectives will be investigated in the mid-term survey.

Table 13 Objectives of Mid-term Survey

No.	Objectives	Target Participants/Respondents
1	To identify the level of inculcation of non-cognitive abilities among the pupils in terms of: 1) Differences between base-line and mid-term among pilot and non-pilot schools 2) Differences based on demographic profiles (Male vs Female, Urban vs Non-Urban schools)	Year 5-6 Pupils in Pilot and Non-Pilot Schools that participated in the base-line survey
		Class Teachers Year 2-6 that participated in the base-line survey
		Parents/Guardians of Primary Pupils Year 2-6 that participated in the base-line survey
2	To Identify the relationship between parents/guardians' engagements, pupils' non-cognitive abilities (as identified in objective 1)	Parents/Guardians of Primary Pupils Year 2-6 that participated in the base-line survey
3	To identify the activities inside and outside of the classroom in each pilot school relating to MAKMur	All Class Teachers of Year 1-6 classes in pilot schools
4	To gain additional insights from teachers, pupils, and guardians regarding the MAKMur activities implemented in pilot schools, and the changes and challenges that may have occurred.	Interview of : 1) MAKMur Coordinators[18] 2) Lower Primary Class Teachers 3) Upper Primary Class Teachers 4) Year 6 Pupils 5) Parents/Guardians
5	To identify the differences in pupils' behaviour as a group in class, and the teachers' PdP [Teaching and Learning] styles among pilot and non-pilot schools	Class observations in pilot and non-pilot schools

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[17] New education policy was released on 17 February, 2023 after the appointment of the new minister.

[18] Teachers held responsible for MAKMur activities at each school, often mid-career teachers.

Table 14 Summary of the differences in survey methods employed between the base-line survey and mid-term survey

Survey Methods	Base-line Survey	Mid-term Survey
Questionnaires for Pupils	○	○
Questionnaires for Class Teachers	○	○
Questionnaires for Parents/Guardians of Primary Pupils	○	○
Questionnaires for Parents/Guardians of Preschool Pupils	○	×
Questionnaires for Headmaster/Headmistress	○	×
Experiment on the Acquisition of the Concept of Number	○	×
Questionnaires Regarding MAKMur Activities in School	×	○
Interview	×	○
Class Observation	×	○

Expected Output from the Mid-term Survey

- **Provide evidence of the effectiveness of MAKMur activities**

By evaluating the changes in non-cognitive abilities/skills in pilot schools and non-pilot schools, if their differences are significant, it will indicate a causal relationship between the MAKMur activities and the development of abilities/skills of children. In other words, it provides evidence of the effectiveness of MAKMur activities using the toolkit to a certain degree.

The information to be gained from class observations and interviews in pilot and non-pilot schools may also provide additional indirect evidence regarding the effectiveness of MAKMur activities. We will try to observe as many classes as possible so that objective qualitative data is collected.

- **Finalise MAKMur Toolkit**

We can check how MAKMur activities have been implemented in the pilot schools using MAKMur Capacity Building Toolkit Ver. 2 and whether the activities are contributing to pupils' abilities. This is one of the most important pieces of information to finalise MAKMur Capacity Building Toolkit.

- **Provide information for improvement of educational environment**

The internalization of values amongst pupils is nothing less than what we want through MAKMur but needs a long time to realise. On the other hand, we can still observe to what extent activities to reinforce the internalization, such as PdP [Teaching and Learning] improvement based on MAKMur principles were carried out at the initial stage of the one-year trial implementation of MAKMur activities in the pilot schools.

6.2. Activity Plans for Output 2

[Activity 2-2] Implement TOT.

[Activity 2-3] Implement training for MoE personnel including officers at SED and DEO.

As one of the key activities for the expansion of MAKMur, TOT for implementation and training for MoE personnel including officers at State Education Departments and District Education Offices will be planned in January 2024 before small-scale expansion starts in 2024. The contents are supposed to be how to use the implementation toolkit for expansion, which will focus on management matters and be familiar to the expected participants. So, there is a possibility that we will have only one session combining TOT and the training.

[Activity 2-4] Expand MAKMur practices using the toolkit to other schools in the pilot districts.

[Activity 2-5] Evaluate and finalize the toolkit.

From School Year 2024, Pilot Expansion or a small-scale expansion will be planned at the following 6 schools as well as several schools of Sekolah Jenis Kebangsaan Cina [Chinese National Type School] (hereinafter referred to as 'SJKC') and Sekolah Jenis Kebangsaan Tamil [Tamil National Type School] (hereinafter referred to as 'SJKT'), through which Implementation Toolkit Ver. 1 will be tested for workability. We note that the 6 schools are those of the control group for the Base-line Survey in 2022 and the Mid-term Survey in 2023.

Table 15 The Control Group for the Base-line Survey in 2022 and the Mid-term Survey in 2023

Districts	Schools
Sentul	SK Segambut Makmur
	SK Kiaramas
Bentong	SK Janda Baik
	SK Tuanku Fatimah
Pasir Mas	SK Sri Kiambang
	SK Gelang Mas

We shall get feedback from DEO officers about the expansion and finalise the toolkit by the end of 2024 based on the feedback.

6.3. Activity Plans for Output 3

[Activity 3-1] Review results of Activities 1 & 2 to identify institutional adjustments required for MAKMur to sustain, if any.

[Activity 3-2] Arrange appointment of relevant divisions for MAKMur in MoE.

The Action Plan stated above includes responsibilities or roles of the MAKMur Coordinators, School Leaders, IPG Trainers, IAB Lecturers, SIP+ and SIC+, DEO. The responsibilities or roles have been set for capacity building of pre-service teachers (students studying at IPGs) as well as in-service teachers and also the advocacy of holistic education for parents and communities, which will be basic points for expansion of

practices and arrangement of appointment of relevant divisions.

The review of Pilot Expansion in 2024 will enable us to identify institutional adjustments required for the sustainability of MAKMur and to arrange the appointment of relevant divisions in MoE for full-scale expansion in the pilot districts from 2025.

[Activity 3-3] Develop MAKMur expansion plan beyond the pilot districts.

[Activity 3-4] Arrange budget allocation based on the expansion plan.

The Action Plan stated above includes general plans for expansion beyond the pilot districts which are expected to be realised from School Year 2026. Our next task will be to map out the details of the expansion plan in terms of feasibility. The next task is to compile and clarify the details of the expansion plan[19] in terms of feasibility in late fiscal 2024. Regarding the budget, a preparatory discussion was held in mid-March 2023 within MAKMur Team members. Specific budget planning will be done within MoE based on the above draft expansion plan.

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[19] Includes creation of online platform content for teacher training and information exchange.

ANNEX 0

LIST OF ANNEXES (OUTPUTS)

付属資料（成果物）リスト

LIST OF ANNEXES (OUTPUTS)

ANNEX Number	Output Title	Purpose/Gist	Corresponding Activities	Implementation Date
1	Interview Session with the School Leaders in 2021	To gather the basic information needed to plan MAKMur Capacity Building Toolkit and baseline and endline surveys by the long-term expert on the Japanese side	Activity1-1	09/2021
2	Report on Dialogue Session with MAKMur Pilot Schools' Preschool Teachers	To exchange views on the situation and the latest trends regarding the holistic education in elementary school and kindergarten by the pre-school education expert from the Japanese side	Activity1-1	06~07/2022
3	Report on Visits to MAKMur Pilot Schools in August 2022	For class observations, school visits, and discussions with school supervisors and elementary school teachers by the holistic education expert from the Japanese side	Activity1-1	08/2022
4E	Base-line End-line Survey Interim Report (Phase 1)	To gather evidence of MAKMur's effectiveness, materials for public awareness and advocacy activities, information for improving the educational environment, and information for toolkit development	Activity1-2	05~06/2022
5	Plan of Mid-term Survey (Draft)	A plan to identify the impact of MAKMur activities on children, teachers, and parents in comparison with baseline survey results	Activity1-2	03/2023

6	MAKMur Capacity Building Toolkit Prototype Version	Teacher's guide to planning, doing, and reflecting on activities to enhance children's holistic competence	Activity1-3	03/2022
7	MAKMur Capacity Building Toolkit Ver. 1	Ditto	Activity1-3	07/2022
8	MAKMur Capacity Building Toolkit Ver. 2	Ditto	Activity1-3	02/2023
9	Record of TOT	Training to build trainers' capacity on how to plan, do and reflect on MAKMur based on the Capacity Building Toolkit developed	Activity1-4	04/2022
10	Record of Teacher Training	Training for teachers to improve their capacity to plan MAKMur activities based on the Capacity Building Toolkit Ver. 1	Activity1-5	07~08/2022
11	Workshop "Learning through Play" May 2023 Proposal	Teacher training for making specific MAKMur activity plans in kindergartens	Activity1-5	04/2023
12	Workshop "Possibilities of MAKMur Activities including Children with Special Needs" May 2023 Proposal	Training for school administrators to incorporate elements of inclusive education into MAKMur to achieve enhanced activities	Activity1-5	04/2023
13	Report on Trial Run Implementation based on MAKMur Capacity Building Toolkit Version 1	Collection of teachers' feedback and insights on MAKMur Capacity Building Toolkit Ver. 1 and effectiveness of pilot implementation	Activity1-6	08~10/2022
14	Record of Teacher Training Attachment Program at JSKL	Observation of Japanese-style holistic education by pilot	Activity2-1	10~11/2022

		school teachers, principals, IPG lecturers, and MoE staff		
15	Report on Training Session in Japan	Lectures, workshops and school visits arranged by Japanese experts and professors and attended by MoE and DEO personnels and teachers from the pilot schools	Activity2-1	10~11/2022
16	MAKMur Action Plan 2022 - 2025	Expansion strategy for nationwide implementation of MAKMur developed during training sessions in Japan, and organizational framework for capacity building and advocacy for that purpose	Activity2-1	11/2022
17	MAKMur Implementation Toolkit Ver. 1 (Draft)	A guide for DEO personnel drafted at a workshop attended by DEO, SIP+, SISC+ personnels, MAKMur Team and Japanese experts	Activity2-1	3/2023
18	Holistic Education Forum Video (CD-R)	A webinar to share information on Japanese-style holistic education obtained through training sessions in Japan and the attachment program at JSKL	Activity3-5	3/2023
19	SEAMEO-Tsukuba Symposium (Presentation Record)	Presentation and panel discussion on the significance of holistic education in Malaysia at SEAMEO	Activity3-5	2/2022 2/2023
20	JICA Shikoku (Presentation Record)	Explaining the background and outline of MAKMur to Japanese participants online	Activity3-5	8/2022
21	JICA Educational Cooperation Week 2022 (Presentation	Explaining the background and outline of MAKMur as part of	Activity3-5	9/2022

	Record)	the 2nd Education Cooperation Week		
22	JICA ODA Mieruka Website (Published Articles)	Project outline posted on JICA website	Activity3-5	9/2022
23	JICA Project News (Published Articles)	Bimonthly posting of the project news on JICA website (from September 2022 up to May 2023)	Activity3-5	9/2022~
24	Minutes of Meeting on MAKMur Joint Coordinating Meeting (JCC)	2/2022 Minutes 3/2023 minutes (in MoE circulation)	Project Management	2/2022 3/2023
25	Record of Learning Walk	Record of school visits conducted to obtain feedback on activities using the MAKMur Capacity Building Toolkit Ver. 2	Activity1-3	4~5/2023
26	Record of Workshop "Learning through Play" May 2023	Same as 12	Activity1-5	5/2023
27	Record of Workshop "Possibilities of MAKMur Activities including Children with Special Needs" May 2023	Same as 13	Activity1-5	5/2023
28	Publicity Video (CD-R)	Publicity video of MAKMur activities in pilot schools	Activity3-5	5/2023

付属資料（成果物）リスト

付属資料番号	成果物タイトル	趣旨・目的	対応活動	実施日
1	2021 年の校長インタビュー	日本側の長期専門家による MAKMur キャパシティビルディング・ツールキットとベースライン・エンドライン調査の計画に必要な基本情報を収集するため	活動 1-1	09/2021
2	MAKMur パイロット校の幼稚園教員との座談会報告書	日本側の就学前教育専門家による小学校と幼稚園の全人教育に関する状況や最新動向について意見交換をするため	活動 1-1	06~07/2022
3	2022 年 8 月 MAKMur パイロット校視察報告書	日本側の全人教育専門家による授業観察、学校視察、学校監督者や小学校の教員との討論のため	活動 1-1	08/2022
4J	ベースライン・エンドライン調査中間結果報告書（フェーズ 1）	MAKMur の有効性を示すエビデンス、啓蒙活動やアドボカシー活動のための資料、教育環境改善のための情報およびツールキット開発のための情報を収集するため	活動 1-2	05~06/2022
5	中間調査計画書（案）	ベースライン調査結果と比較しながら、児童、教員、保護者への MAKMur 活動の影響を明らかにするための計画書	活動 1-2	03/2023
6	MAKMur キャパシティビルディング・ツールキットプロトタイプ版	児童の全人的能力を高めるための活動「計画、実行、振り返り」を行うにあたっての教員用ガイド	活動 1-3	03/2022

7	MAKMur キャパシティビルディング・ツールキット Ver. 1	同上		活動 1-3	07/2022
8	MAKMur キャパシティビルディング・ツールキット Ver. 2	同上		活動 1-3	02/2023
9	TOT 記録	開発されたキャパシティビルディング・ツールキットに基づき、MAKMur の計画、実行、振り返りの方法についてトレーナーの能力を高める研修		活動 1-4	04/2022
10	教員研修記録	キャパシティビルディング・ツールキット Ver. 1 に基づき、MAKMur 活動の計画能力を高める教員研修		活動 1-5	07~08/2022
11	2023 年 5 月「遊びを通した学び」ワークショップ計画書	幼稚園における MAKMur 活動を具体的に組み立てるための教員研修		活動 1-5	04/2023
12	2023 年 5 月「MAKMur 活動に特別支援教育を取り入れる可能性について」ワークショップ計画書	MAKMur にインクルーシブ教育の要素を取り入れ、より充実した活動を実現していくための学校管理者研修		活動 1-5	04/2023
13	MAKMur キャパシティビルディング・ツールキット Ver. 1 による MAKMur 実践の試行報告書	MAKMur キャパシティビルディング・ツールキット Ver. 1 および試行実施の効果について教員のフィードバックと洞察を収集したもの		活動 1-6	08~10/2022
14	JSKL 教員研修アタッチメントプログラム記録	パイロット校の教員、校長、IPG の講師、教育省のスタッフによる日本式全人教育の実践を視察		活動 2-1	10~11/2022
15	本邦研修報告書	教育省と DEO の職員およびパイロット校の教員が参加した日本側の専門家や教授による講義やワークショップと学校視察		活動 2-1	10~11/2022

16	MAKMur アクションプラン 2022-2025	本邦研修中に作成された MAKMur の全国的な実施に向けた拡大戦略、およびそのためのキャパシティビルディングとアドボカシーに関する組織的枠組み	活動 2-1	11/2022
17	MAKMur 実施ツールキット Ver. 1（案）	DEO、SIP+、SISC+の担当者、教育省 MAKMur チーム、日本側の専門家が参加したワークショップでドラフトされた DEO 担当者用ガイド	活動 2-1	3/2023
18	全人教育フォーラム記録（CD-R 収録）	本邦研修や JSKL でのアタッチメントプログラムを通じて得た日本式全人教育の情報を教育省の担当部署と 3 つのパイロット地区の教員で共有するためのウェビナー	活動 3-5	3/2023
19	SEAMEO-筑波大学シンポジウム（発表記録）	「東南アジア教育大臣機構（SEAMEO）で行ったマレーシアにおける全人教育の意義についての発表およびパネル討論	活動 3-5	2/2022 2/2023
20	JICA 四国（発表記録）	MAKMur の背景と概要についてオンラインを通じて日本の参加者に説明	活動 3-5	8/2022
21	JICA 教育協力ウィーク 2022（発表記録）	「第 2 回教育協力ウィーク」の一環として MAKMur の背景や概要をオンライン上で紹介、パネルディスカッション	活動 3-5	9/2022
22	JICA 見える化サイト（掲載記事）	プロジェクト概要を JICA の HP に記載	活動 3-5	9/2022
23	JICA プロジェクトニュース（掲載記事）	2022 年 9 月より隔月でプロジェクトに関するニュースを同じく JICA の HP で発信（5 月発信分まで格納）	活動 3-5	9/2022~
24	JCC 議事録	2/2022 議事録 3/2023 議事録（教育省確認中）	プロジェクト管理	2/2022 3/2023

25	Learning Walk 記録	MAKMur キャパシティビルディング・ツールキット Ver. 2 を使用した活動に対するフィードバックを得る目的で実施した学校視察記録	活動 1-3	4~5/2023
26	2023 年 5 月「遊びを通した学び」ワークショップ記録	12 に同じ	活動 1-5	5/2023
27	2023 年 5 月「MAKMur活動に特別支援教育を取り入れる可能性について」ワークショップ記録	13 に同じ	活動 1-5	5/2023
28	広報用ビデオ（CD-R収録）	パイロット校の MAKMur 活動の様子を撮影した MAKMur の広報用のビデオ	活動 3-5	5/2023

ANNEX 1
Interview Session with the School Leaders in 2021
2021

Sesi Libat Urus Konsultan Bersama-Sama Sekolah-Sekolah Rintis Projek MAKMur

Tarikh	Masa	Pejabat Pendidikan Daerah	Sekolah
23 September 2021 (Khamis)	10:00 – 10:45	Sentul	SK Intan Baiduri
			SK Sentul Utama
			SK Seri Nilam
			SK Seri Murni
			SK Batu Muda
	10:50 – 11:35	Bentong	SK Lebu
			SK Lurah Bilut
			SK Sungai Marong
			SK Sungai Dua
			SK Sri Layang
	11:40 – 12:25	Pasir Mas	SK Lati
			SK Lemal
			SK Sultan Ibrahim (1)
			SK Baroh Pial
			SK Banggol Petai

Questions to school leaders of pilot schools

[About data collection]

1. Please let us know the number of students at your primary school and the number of children at your preschool as of September 2021.

2. Does each student have ID? We need to identify each student by ID when collecting data. It is because we are planning questionnaires for teachers, students and parents to trace each student's change of attitude and abilities at different times and its relation to school approach and family situation.

3. About what percentage of students/parents do access to internet through PC/tablet/smart phone? (We are planning to use Google Form for questionnaires.)

4. Are the data on socio-economic status of each child's family available? (for example, information on whether each individual child belongs to B40.)

5. Is it possible to conduct experimental observation of children even during school closure if we secure infection prevention measures sufficiently? For example, one teacher will meet one child to carry out experiment in an airy room.

[About implementation]

6. What do you think are main problems or hurdles when activities for student holistic development are introduced at your school? For example, parents' understanding, teachers' awareness barrier, and so on.

7. If parents' understanding for the activities are supposed to be the problems/hurdles, it is possible to carry out an awareness-raising campaign in community organisations such as mosque management committees?

8. With regard to preschools, 'free play' has been introduced into the curriculum since 2017. Has it become firmly established in preschool education? What do you think are its educational benefits?

		Number of children		Number of teachers	extra information	Does each student have ID?-> all students have ID	About what percentage of students/parents do access to internet through PC/tablet/smart phone?		Are the data on socio-economic status of each child's family available?			Is it possible to conduct experimental observation of children even during school closure if we secure infection prevention measures sufficiently?	What do you think are main problems or hurdles when activities for student holistic development are introduced at your school?
		Primary	Preschool						B40	M40	T20		
Sentul	SK Intan Baiduri	489	50	34	1 headmaster 3 vice-masters 5 staff		Possible	some students have devices with sharing siblings	80% category unemployed, own business, most of them are challenging time in the pandemic			school have no problem to experiment if we need some devices and equipment school try to assist	
	SK Sentul Utama	353	25 (2class 1 special needs (5students) other preschool)	33			100%	share the device with siblings	28%	59%	13%	during school hours are OK	Sentul: not big problem participation is maybe challenge attendance problem, online learning ensure student participation is another question
	SK Seri Nilam	779	25	57									
	SK Seri Murni	461	25 (in 1 class)	37			50%	sharing with parents google form no problem	70%			No problem	
	SK Batu Muda	908	50	57	411 Y1-Y3 491 Y4-Y6		90%	90% can answer google form and less 10 % school need assist	63%			No problem	
Bentong SK Sungai Marong has 4 students with special needs in preschool	SK Lebu	234	16	23			not so good	answering Google form is no problem, student share device with parents	60%			No problem	students participation is problem but they are ready for MAKMur project
	SK Lurah Bilut	312	43	31			problem	have problem to get responses group of Orang Asli (remote area) students and parents do not know how to answer google form use google form is challenge	50%				getting students of Orang asli to commit will be difficult. Their character are shy
	SK Sungai Marong	363	29	43			no problem	no problem town area location 5-10% of students are late response because they share devices with parents	20%				get them understand instruct to do MAKMur online will be difficult. if face to face approach is applied, thing will be a lot easier transportation is challenging. 50% use public transportation. Practining outside school hours is a challenge
	SK Sungai Dua	160	16	17	7-12 yrs live in dormitory preschool: not live in dormitory		impossible	fully Orang asli impossible family do not use internet and device problem school cannot carry online	100%				use internet is problem participation in school is not a problem incur cost to school is also problem every two weeks school provides paper materials as homework
	SK Sri Layang	142	50	19			100%	no problem 100% response google form	17%				safety is major concern in raining season due to flood occur in highland area. participation from students are good
Pasir Mas	SK Lati	821	50	59			unstable	unstable	80% parents have small businesses				financial support from parents is a problem. participation is very good
	SK Lemal	483	25	49			80%	good connection internate connection. 80% of students share the devices with parents so that they can use devices after parents comeback	80% normally students have to wait come back parent low-income and mobile data provide is limited students share devices with family				
	SK Sultan Ibrahim (1)	1105	50	80			very good	online session is OK	50%				participation of students parents are very good. Good support and commitment from parents
	SK Baroh Pial	192	50	27			school: good home: not good	rural area school ministry provides good internet connection in school, but home internet is not good and parents have difficulty to connect internet	90% mobile date purchase is also difficult				using text messages is possible for communication. They share devices at home
	SK Banggol Petai	78	15	16			moderate	located in rural area internet: moderate internet is not covered all area	90%				Students share device with parents whatever activities online can be accessed after parents back from work. most of parents work in the morning. participation from parents are good, need to care of timing (should be afternoon or evening)

Average of children number (Primary)	Average of children number (Preschool)	Average of teachers number (Primary)		Good	6	Ratio of B40 more than 50%	11
459	31	39		Moderate or around 50%	4	Ratio of B40 less than 50 %	3
				not so good	4	no answer	1
				no answer	1		

マレーシア教育省ミーティング

2021 年 9 月 23 日（木）日本時間 11 時 00 分-13 時 40 分
参加者：
マレーシア側：MAKMur チーム、パイロット校 15 校の学校長等、JICA ハフィズ氏
日本側：坪川、森本、上野、坂口

１．本日のインタビューの補足
- 全ての生徒は教育省が提供した E メールおよび ID に紐づけ可能である。
- オランアスリとのコミュニケーションが課題になりそうである。
- Sugai Dua では、教材を印刷して保護者が 2 週間ごとに引き取り・前週のものを提出しにくる形式で進めている。対面授業であれば進めやすくなる。
- どの学校も「保護者は協力的である」とは言っているが、実際に参加できる保護者は限られているのではないか。
- 生徒も、オンラインでの授業参加はハードルが高いため、教員は学校が再開するのを待っている。

２．来年度一年間予定されているハイブリッド形式
- 2022 年度は 4 月開始。
- クラスを 2 つに分け、半分は対面授業、半分はオンライン授業を受ける。1 週間ごとに交代。

３．JICA からのコメント
- Small fixture として、JICA 予算でサニタイザーの設置や衛生管理のための設備等を考えている。
- 来週日本人学校へ表敬訪問を予定している（日本人学校の校長先生が新しい方になった）。ニューノーマルでの SOP（standard operating procedure）を実行しているだろう。
- MAKMur チームにも後日訪問してもらい、プロジェクトの説明と協力を依頼。

※次回 MAKMur チームとのミーティングは 9 月 27 日（月）。
ツールキットの計画策定方法と、全体スケジュールについて。

ANNEX 2

Report on Dialogue Session with MAKMur Pilot Schools' Preschool Teachers
MAKMur

Report on Dialogue Session with MAKMur Pilot Schools' Preschool Teachers

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur)

July 2022

Prepared by:

Registered Non-profit Organization Asia SEED

University of Tsukuba

TABLE OF CONTENTS

1. EXECUTIVE SUMMARY

Since the end of June to the beginning of July 2022, dialogue sessions between Ms Tsubokawa, a Japanese expert for preschool education, and preschool teachers of 15 pilot schools of MAKMur were held to gain information as a supplemental information to the information obtained through objective survey using questionnaires and experiments. The supplemental information, which has been obtained from the voices of teachers in the field who experience firsthand the current situation of kindergartens in Malaysia, may be subjective but is essential when considering future development of MAKMur project. Through the dialogue sessions, some challenges, which would be adverse to the future development and most of which are related to burden and pressure that teachers feel, have come to light. It is important to reduce the teachers' burden or pressure and to provide enough time so that preschool teachers can prepare and reflection of educational contents that are in line with principles of MAKMur.

2. INTRODUCTION

The Project for Promoting Holistic Education (in Malay, *Memperkasakan Amalan Kemenjadian Murid*, hereinafter referred to as "MAKMur") is a technical cooperation project between the Ministry of Education of Malaysia and the Japan International Cooperation Agency (hereinafter referred to as "JICA"). Ministry of Education of Malaysia has been actively providing learning opportunities for students' internalisation of values and holistic development through various programmes and initiatives of curriculum reform and learning activities that focus on students' cognitive and non-cognitive development. MAKMur project is aimed at promoting further development of the holistic education in Malaysia through technical cooperation between Malaysia and Japan.

The overarching goal of the Projek MAKMur is to determine the feasibility of the process of integrating balanced-individual growth into teaching and learning paying close reference to the concepts of holistic education in Japan as well as existing practices in Malaysia. Here, 'balanced individual' is defined as a person who is equipped with the integration of Thought, Feeling (Socio-Emotional) and Behaviour.

In order to achieve the goal, MAKMur activities are expected to be introduced to 15 pilot primary schools including preschools (5 schools in Bentong, 5 schools in Sentul and 5 schools in Pasir Mas). The activities will be designed by each teacher assisted by school coordinators according to their school and class context. MAKMur principles and criteria of MAKMur activities have been set to guide the teachers in 'plan, do and reflect' of the activities as follows.

MAKMur Principles
· Learning through experience
· Self-motivation
· Equity

Criteria of MAKMur activities
· Value of mistakes
· Student-driven
· Opportunities for every student

Dialogue sessions between Ms. Tsubokawa, a Japanese expert for preschool education (accompanied by Dr. Ueno Ryoichi and Ms. Hidaya Mohamad, Japanese Technical Experts/Consultants from Asia SEED) and preschools teachers at 15 pilot schools were held in all PPD Office in three MAKMur pilot districts. It is important to note that the purpose of Ms. Tsubokawa's dialogue session was not to conduct an objective survey, but rather to listen to the voices of teachers in the field who experience on the first hand the current situation of kindergartens in Malaysia, which is essential when considering future development. Although the information is formed, to some extent, from a subjective point of view, it would be supplementary to what can be obtained through objective survey using questionnaires and experiments and would be indispensable when taking consideration to further enhance MAKMur as well as ensuring the feasibility of the process of MAKMur.

The dialogue sessions in every pilot district were led by the Japanese expert for preschool education, Ms. Tsubokawa Kumi. Ms Tsubokawa Kumi received her master degree in education from the University of Alabama at Birmingham and has been appointed as JICA Expert in Early Childhood Education field. Currently, she also holds a Vice principal position in Seirei Hamamatsu Hospital Hibari Kindergarten in Shizuoka Prefecture. Dr. Ueno Ryoichi, a Team leader of Japanese experts/ Consultant from Asia SEED and Ms. Hidaya Mohamad, a Consultant from Asia SEED accompanied Ms Tsubokawa Kumi and assisted her

during dialogue sessions. Please find the Attendees list for each pilot district as follows.

<u>BENTONG DISTRICT</u>
Date: 29th June 2022 (Wednesday)
Venue: Kamar Transformasi, Ground Floor, PPD Bentong
Time: 14:30-16:00

Name	Designation& Affiliation
Anie A/P Than II	SK SUNGAI DUA
Rohani Binti Che Kar	SK SG. MARONG
Farahatun Nailah Binti Mansor	SK SRI LAYANG
Noor Ermielia Binti Mohd Rahmad	SK LEBU
Norhafizan Binti Mat Jidin	SK FELDA LURAH BILUT
Irasuzura Binti Ibrahim	SK LEBU
Nurharani Binti Selamat	EPRD, MOE
Ahmad Zaki Bin Hussain	Pejabat Pendidikan Daerah Bentong
Norani Binti Mohd Ludin	Pejabat Pendidikan Daerah Bentong
Zulkifli Bin Awang	Pejabat Pendidikan Daerah Bentong
Kumi Tsubokawa	Asia SEED/JICA
Ueno Ryoichi	Asia SEED/JICA
Hidaya Mohamad	Asia SEED/JICA

<u>SENTUL DISTRICT</u>
Date: 30th June 2022 (Thursday)
Venue: Bilik Mesyuarat, Level 1, PPD Sentul
Time: 14:30-16:00

Name	Designation& Affiliation
Sallibiah Binti Sulong	SK BATU MUDA
Nor Azila Binti Mat Saad	SK BATU MUDA
Suhain B Ahmad Razaly	SK SERI MURNI
Jayaletchumy Verapathren	SK SERI NILAM
Nor Azian Binti Zaimal	SK INTAN BAIDURI
Noratiqah Binti Jumien	SK SENTUL UTAMA
Raid Rohaya Raja Berahim	SK SENTUL UTAMA
Vanitha Thambirajah	EPRD, MoE
Rofii Bin Hussein	Pejabat Pendidikan Daerah Sentul

Encik Adam Tan Kheng Huat	Pejabat Pendidikan Daerah Sentul
Tsubokawa Kumi	Asia SEED/JICA
Ueno Ryoichi	Asia SEED/JICA
Hidaya Mohamad	Asia SEED/JICA

<u>PASIR MAS DISTRICT</u>

Date: 4th July 2022 (Monday)

Venue: Bilik Wawasan, Level 1, PPD Pasir Mas

Time: 14:30-16:00

Name	Designation& Affiliation
Siti Aminah BT Ibrahim	SK LEMAL
Aiffah binti Mat Daud	SK BANGGOL PETAI
Siti Faziani bt Osman	SK SULTAN IBRAHIM (1)
Mahani bt Noh	SK SULTAN IBRAHIM (1)
Nor Aziah bt mamat	SK LATI
Rosmaini bt ab razak	SK LATI
Muhammad Aizat bin Ibrahim	SK BAROH PIAL
Zaimah Ab Eduman	SK GELANG MAS
Siti Aminah BT Ibrahim	SK BAROH PIAL
W. Sanioh Bt W. Husdin	SK Sri Kid
Zuraini Bt Mat Deris	SK GELANG MAS
Md Sargowi B Mohe Nor	SK SRI KIAMBANG
Nurharani Binti Selamat	EPRD, MOE
Hasbullah Bin Che Cob	Pejabat Pendidikan Daerah Pasir Mas
Ab Harith Bin Ab Hamid	Pejabat Pendidikan Daerah Pasir Mas
Rosnani Binti Mat Noor	Pejabat Pendidikan Daerah Pasir Mas
Kumi Tsubokawa	Asia SEED/JICA
Ueno Ryoichi	Asia SEED/JICA
Hidaya Mohamad	Asia SEED/JICA

3. FINDINGS AND DISCUSSION

Information obtained from the dialogue session was based on questions drafted (please refer to Appendix) by MAKMur's preschool education Japanese expert, Ms Tsubokawa Kumi. Information gathered from the dialogue sessions with the preschool teachers in MAKMur pilot schools are summarized as follows.

No	Topic/ Questions	Findings	Discussion
1	Comparison of educational environment under previous SOP due to COVID-19 with current educational environment. This question was asked to understand the situation in the pilot schools; whether it is difficult or not to implement MAKMur activities under restriction due to Covid-19. Additionally, by making comparisons between during and post Covid-19, whether a perspective	[Bentong] Teachers in Bentong stated that it was burdensome for them to prepare teaching materials for each student since the previous SOP did not allow group activities. It has become possible for four students to share the same set of teaching materials which ease the burden of the teachers in preparing the teaching materials. [Sentul] Similarly, teachers in Sentul stated that it was burdensome for them to prepare teaching materials for each student since the previous SOP did not allow group activities. Under the latest SOP, students now can work together with one another in the classroom which ease the burden of the teachers in preparing the teaching materials. In addition, the teachers highlighted that the students have become more relaxed now he/she can sit in a group, together with their friends. They further noted that that students tend to tense up when sitting in his/her table alone. [Pasir Mas] Similarly, teachers in Pasir Mas stated that it was burdensome for them to prepare teaching materials for each student since the previous SOP did not allow group activities. Currently, the students can learn things while cooperating with one another, which	Teachers in Sentul and Pasir Mas deemed to have perspective of students cooperating and working together. Meanwhile, teachers in Bentong deemed to be focusing more on smooth class management rather than putting emphasis on nurturing students' skill on cooperation.

		boosts students' self-confidence as well as letting them enjoy the class more.	
2	What abilities or skills do you deem necessary for your students?\n\nThis question was asked to understand where the teachers, as educators set their goal at.	[Bentong]\nSelf-management skills, social and communication skills with friends and teachers.\n\n[Sentul]\nSocial and communication skills and good habit.\n\n[Pasir Mas]\nSocial and communication skills. Proficiency in standard Malay will boost students' self-confidence.	All 3 pilot districts have similarities in regards to the abilities or skills for students that teachers intend to nurture where they stated that social and communication skills are important.
3	What activities have been conducted to nurture the stated abilities or the skills?\n\nThis question was asked to understand actions taken by the teachers to achieve the goals.	[Bentong]\nExcursions and festivals such as camping activities etc.\n\n[Sentul]\nDuty roster where five students in a group\n\n[Pasir Mas]\nLet students listen to one another in groups during class.	It was found that suitable special activities have been conducted in accordance with abilities or skills that deemed necessary for the students. However, teachers in Pasir Mas did not mention concretely about educational activities.

4	Whether teachers follow the planned timetable strictly or demonstrate flexibility depending on the students' mood and situation daily. This question was asked to identify whether the teachers demonstrate flexibility depending the students' situation, as stated in the national curriculum.	[Bentong] Generally, teachers follow timetable until morning recess. After the recess, teachers will rearrange timetable in accordance with student situation if necessary. For instance, in the case where the students look sleepy, the teachers will conduct more interactive lessons.) [Sentul] Teachers rearrange timetable considering the situation of the students. However, daily lesson plan and thorough contents are prepared beforehand. [Pasir Mas] In general, teachers follow lesson plans. However, they sometimes extend lesson time when students look interested.	The teachers demonstrate some flexibility in terms of timetable to some extent. For Bentong and Sentul, the teachers show flexibility through rearranging timetable based on the students' mood and situation. However, it is found that the flexibility is demonstrated from the teachers' perspective where students can learn effectively, for example, even when they are sleepy. As for Pasir Mas, instead of rearranging the timetable, the teachers extend lesson time about 5 minutes, when the students look interested.
5	Preparation to implement the national curriculum. This question was asked to understand where most	[Bentong] Teachers prepare detailed and thorough daily lesson plan (RPH). [Sentul] Teachers prepare daily lesson plan (RPH). Additional teaching materials such as flashcards/photos/videos/picture	

	of their time when preparing RPH.	books/worksheets are also being used.	
		[Pasir Mas] Teachers prepare daily lesson plan (RPH). Worksheets are being used twice or three times for all subjects in a day.	
		In all three pilot districts, the teachers prepare daily lesson plan (RPH). In addition to the daily lesson plan, teachers in Sentul and Pasir Mas also mentioned about additional teaching materials such as worksheets and others.	
		In Sentul, when the teachers were asked as to what kind of teaching materials they use, all teachers mentioned about using worksheets. However, the teachers misunderstood the concepts of worksheets. They stated that workbooks cannot be used in preschools but they use worksheets with similar contents as teaching materials.	
		In Pasir Mas, teachers believe that the students will gain a better understanding through worksheets. It was discovered that the teachers use the same lesson plan repeatedly as the previous years, which appears to be a rigid teaching style by solely targeting on the students' ability of reading and writing.	

6	Whether the students are able to understand a subject's lesson after being taught only once? This question was asked to understand whether the teachers think that they can achieve 'results' or the targeted outcome in one session. Please be noted the term 'results' used was based on one of the visitations where "goals" and "results" were written on the white board in the preschool classroom.	[Bentong, Sentul and Pasir Mas] All teachers clearly stated that the students will NOT be able to understand after being taught only once.	In the RPH shown by the teachers, there was an item called, 'Learning Outcome'. For example, in this 'Learning Outcome', the teachers stated that even though it was stated that 15 students could understand from the lesson, in reality, less than 15 students could understand.
7	How many lessons are	[Bentong]	Teachers in Bentong seems to understand

		Three times. [Sentul] Teachers will repeat the same contents from time to time. For example, teachers would use numbers when checking attendance or arranging chairs. [Pasir Mas] Through repetitions.	preschool teaching and learning on the surface based on their simple responses. Teachers in Sentul take initiative by incorporating alternative methods other than the normal teaching. Teachers in Pasir Mas emphasise on the importance of repetition but lacking in creativity to explore new ideas due to being repetitive in lessons plan.
	required to teach one topic? This question was asked as an attempt to understand how long the teachers think it takes for the students to understand one lesson.		
8	Teaching contents in Aktiviti Pembelajaran (AP) time Since AP time is a slot where MAKMur activities can be implemented, this question was asked to grasp the	[Bentong] peer (health/sociability), (cleanliness/safety) PKJR/CIVIC/tigaR. [Sentul] Science/creativity/music/health/bahasa (Between normal lesson on Malay and AP lesson, there is a methodological difference: in AP students learn Malay through physical movement.) [Pasir Mas] -All subjects except Islamic Studies.	A distinct difference was found in regards to how the teachers utilize AP time between Bentong with Sentul and Pasir Mas. In the case of Bentong, it is necessary to monitor from time to time as where do some topics that are not included in the national curriculum appeared. For example, new programs such as

			Kelab Doktor Tunas Muda and so on.
	subjects or activities done during AP time.		
9	Which strand stated in the National Prsechool Curriculum do the teachers think is the most difficult from all six strands? This question was asked to understand which strand do the teachers perceive as the most challenging in moving forward with the National Curriculum.	[Bentong, Sentul and Pasir Mas] All teachers stated that communication strand is the most difficult and challenging to incorporate.	Teachers in Bentong and Sentul stated that communication is the most difficult strand to incorporate. All the teachers strongly believe that communication is one of the most important abilities or skills for students. The teachers face great pressure coming from the administrative, the primary school teachers as well as parents due to the high expectations towards students' language literacy when they transition to primary schools. In Pasir Mas, teachers face two challenges in regards to language literacy. One is to teach the students to learn standard Malay. Another one is to teach English.

10	Others	i.	The existence of early learning preparatory and activities outside curriculum such as extracurricular activities (camping) and high standard English teaching was found.	For preschool education, in the case where the teaching style is unfit for child development stages, there will be some possibility that some children may develop aversion for the subject.
		ii.	Additionally, PPD also pointed out that it is common that the time for free-play (Main Bebas) is prone to be cut short if there is any delay in covering the syllabus.	

Challenges

There are few challenges found in our efforts to further promoting MAKMur Project in preschools such as,

i. Preparation of lesson plans (RPH) have become a burden to preschool teachers who teach all subjects by himself/herself which reduce their ime in preparing for actual teaching materials. In particular, preschool teachers in Bentong have expressed how burdensome they feel especially in planning the lesson plan as the teachers are required to write not only outline of daily plan but also detailed plan for each subject.

ii. Based on the findings gained through the dialogue sessions with preschool teachers in all pilot districts, it is found that although preschool teachers eager to foster abilities or skills through 'learning through play' approach that are in line with MAKMur principles, the expectations from both inside and outside of schools on '3M' have exerted great pressure on the preschool teachers.

4. POLICY IMPLICATIONS AND RECOMMENDATIONS

Based on the above-mentioned findings, we would like to give the following suggestions to enhance MAKMur for preschools.

i.   Lesson plans (RPH) for preschool students should be arranged so that each

student can learn repeatedly through daily-life situation. Therefore it would be desirable to consider system change on preparation of plans from daily type to weekly type. The change will give teachers much time to prepare and reflection of educational contents for learning through experience.

ii. It is necessary to ensure that each teacher conducts educational activities that are in line with the national curriculum. In particular, differences in basic understanding towards MAKMur between pilot districts may cause regional gap, hence, it is crucial to organise more practical teacher training for preschool teachers to reduce the gap. Since the number of the preschool teachers in pilot schools are less than those in primary schools, it is feasible to organise teacher training for preschool teachers, focusing on 'learning through play'.

iii. It is essential to elect one key person from the Ministry side, for instance from IPG etc., to be in-charged specifically for preschool education in MAKMur project. This key person is expected to facilitate MAKMur preschool activities as well as becoming a 'helpline' for the preschool teachers in pilot schools. It is deemed necessary for this key person to participate in the training course in Japan organised by JICA in the near future.

iv. In addition to the above-mentioned key person for preschool education in MAKMur, it is also important to identify model preschool teacher from each pilot district. One model teacher in each pilot district should be elected so that the other teachers in the same pilot district can refer to his/her class activities from time to time. These model preschool teachers can discuss or consult with the above-mentioned key person in a timely manner.

v. Extensive advocacy activities are essential to get buy-in for MAKMur from various stakeholders including parents and guardians. For instance, seminars on fostering non-cognitive skills, which also develop the students' cognitive skills that contribute in producing balanced individuals, targeted at parents and guardians in every pilot district with the support from IPG lecturers are recommendable. It is important for all MAKMur stakeholders to reconsider the balance between the emphasis on 3M as well as 'learning through play' approach.

5. CONCLUSION

Based on our observations and information obtained from the preschool teachers, it is deemed possible to introduce elements of MAKMur activity into various settings in preschools once we get buy-in from the preschool teachers and the other relevant stakeholders as the preschool class is conducted by only one teacher. This enhancement will establish solid foundation for student holistic development (for example, critical thinking skills) that will not only further promote MAKMur activities in primary schools but also cultivate students' positive attitude for learning subjects in primary schools.

6. APPENDIX

**SENARAI SOALAN UNTUK SESI DIALOG BERSAMA-SAMA
GURU PRASEKOLAH PROJEK MAKMur**

No.	質問項目（日本語）	SOALAN (BAHASA MELAYU)
1	コロナ禍の制限された教育と現在との比較について	Mengenai pengajaran dan pembelajaran (PdP) sebelum dan selepas pandemik Covid-19
2	子どもに育てたい能力について	Mengenai keupayaan/kemahiran murid yang paling penting untuk masa depan murid mereka
3	育てたい能力のために保育でどんなことを行っているか？	Apakah yang tuan/puan perlu lakukan untuk membangunkan keupayaan/kemahiran tersebut?
4	時間わり通り行われているか、子どもの状態に合わせているか？	Adakah tuan/puan melaksanakan pengajaran mengikut jadual? Atau adakah tuan/puan menyesuaikan pengajaran harian mengikut keadaan murid?
5	カリキュラムを行うための準備について	Mengenai penyediaan rancangan pengajaran harian (RPH)
6	教科指導は 1 回で子どもは理解できるか？	Berdasarkan pengalaman tuan/puan, adakah murid tuan/puan boleh memahami perkara yang diajar dalam satu kali PdP?
7	できない場合、何回ぐらい指導は必要か？	Jika tidak, berapa kali yang dirasakan perlu agar murid tuan/puan memahami sesuatu perkara yang diajar?
8	AP でどんな指導を行っているか？	Bolehkah tuan/puan kongsikan PdP

		yang dilaksanakan semasa Aktiviti Pembelajaran (AP)?
9	6領域の中で最も難しいのはどれか？	Di antara 6 tunjang utama dalam Kurikulum Standard Kebangsaan Prasekolah (KSPK), apakah tunjang utama yang paling sukar untuk dilaksanakan? ➢ komunikasi; ➢ kerohanian, sikap dan nilai; ➢ keterampilan peribadi ➢ tahap perkembangan fizikal dan estetika; ➢ sains dan teknologi; dan ➢ kemanusiaan.

PARTICIPANTS LIST
FOR DIALOGUE SESSION DIALOGUE SESSION
WITH MAKMUR PILOT SCHOOLS' PRESCHOOL TEACHERS

<u>BENTONG DISTRICT</u>

Date: 29th June 2022 (Wednesday)

Venue: Kamar Transformasi, Ground Floor, PPD Bentong

Time: 14:30-16:00

Name	Designation& Affiliation
Anie A/P Than II	SK SUNGAI DUA
Rohani Binti Che Kar	SK SG. MARONG
Farahatun Nailah Binti Mansor	SK SRI LAYANG
Noor Ermielia Binti Mohd Rahmad	SK LEBU
Norhafizan Binti Mat Jidin	SK FELDA LURAH BILUT
Irasuzura Binti Ibrahim	SK LEBU
Nurharani Binti Selamat	EPRD, MOE
Ahmad Zaki Bin Hussain	Pejabat Pendidikan Daerah Bentong
Norani Binti Mohd Ludin	Pejabat Pendidikan Daerah Bentong
Zulkifli Bin Awang	Pejabat Pendidikan Daerah Bentong
Kumi Tsubokawa	Asia SEED/JICA
Ueno Ryoichi	Asia SEED/JICA
Hidaya Mohamad	Asia SEED/JICA

<u>SENTUL DISTRICT</u>

Date: 30th June 2022 (Thursday)

Venue: Bilik Mesyuarat, Level 1, PPD Sentul

Time: 14:30-16:00

Name	Designation& Affiliation
Sallibiah Binti Sulong	SK BATU MUDA
Nor Azila Binti Mat Saad	SK BATU MUDA
Suhain B Ahmad Razaly	SK SERI MURNI
Jayaletchumy Verapathren	SK SERI NILAM
Nor Azian Binti Zaimal	SK INTAN BAIDURI
Noratiqah Binti Jumien	SK SENTUL UTAMA
Raid Rohaya Raja Berahim	SK SENTUL UTAMA
Vanitha Thambirajah	EPRD, MoE

Rofii Bin Hussein	Pejabat Pendidikan Daerah Sentul
Encik Adam Tan Kheng Huat	Pejabat Pendidikan Daerah Sentul
Tsubokawa Kumi	Asia SEED/JICA
Ueno Ryoichi	Asia SEED/JICA
Hidaya Mohamad	Asia SEED/JICA

PASIR MAS DISTRICT

Date: 4th July 2022 (Monday)

Venue: Bilik Wawasan, Level 1, PPD Pasir Mas

Time: 14:30-16:00

Name	Designation& Affiliation
Siti Aminah BT Ibrahim	SK LEMAL
Aiffah binti Mat Daud	SK BANGGOL PETAI
Siti Faziani bt Osman	SK SULTAN IBRAHIM (1)
Mahani bt Noh	SK SULTAN IBRAHIM (1)
Nor Aziah bt mamat	SK LATI
Rosmaini bt ab razak	SK LATI
Muhammad Aizat bin Ibrahim	SK BAROH PIAL
Zaimah Ab Eduman	SK GELANG MAS
Siti Aminah BT Ibrahim	SK BAROH PIAL
W. Sanioh Bt W. Husdin	SK Sri Kid
Zuraini Bt Mat Deris	SK GELANG MAS
Md Sargowi B Mohe Nor	SK SRI KIAMBANG
Nurharani Binti Selamat	EPRD, MOE
Hasbullah Bin Che Cob	Pejabat Pendidikan Daerah Pasir Mas
Ab Harith Bin Ab Hamid	Pejabat Pendidikan Daerah Pasir Mas
Rosnani Binti Mat Noor	Pejabat Pendidikan Daerah Pasir Mas
Kumi Tsubokawa	Asia SEED/JICA
Ueno Ryoichi	Asia SEED/JICA
Hidaya Mohamad	Asia SEED/JICA

ANNEX 3
Report on Visits to MAKMur Pilot Schools in August 2022
2022   8   MAKMur

Report on Visits
to MAKMur Pilot Schools in
August 2022

Projek Memperkasakan Amalan
Kemenjadian Murid (MAKMur)

January 2023

Prepared by:

Registered Non-profit Organization Asia SEED

University of Tsukuba

TABLE OF CONTENTS

EXECUTIVE SUMMARY

In accordance with the Malaysian National Education Philosophy that aims to create a harmonious and balanced society, the MAKMur Project is introduced to build school ethos that promotes positive behaviour and enhances pupils' qualities and abilities so that pupils can grow into individuals that can contribute to building a diverse and balanced society. This project is a creative localisation initiative of holistic education that is currently being practised in Japan, designed to suit the context and culture of Malaysian society. Through the combination of the three elements of cognition, feelings, and behaviour, this process will be the foundation for pupils' growth throughout their life.

Three main principles of MAKMur are being promoted to achieve the objectives above:

1. Learning Through Experience
   Pupils are given the opportunity to execute and experience activities with their friends. The repeating process of these experiences will help pupils in enhancing their own skills and abilities.

2. Self-Motivation
   All activities of MAKMur must be suggested by pupils themselves so that they are more motivated in solving problems and executing activities that have been discussed in their group.

3. Equal opportunity
   All pupils must be given the opportunity to participate in all MAKMur activities. Providing these opportunities is crucial so that all pupils go through similar experiences, at the same time helping each other at improving their own skills and abilities.

In order to ensure that the principles of MAKMur are constantly being practised, all MAKMur activities are required to fulfil the following three criteria:

1. Value of mistakes
2. Pupil-driven
3. Opportunities for every pupil

The application of various abilities and values needs to always be emphasised in all pupil-driven activities. In MAKMur, there are a total of 14 abilities and values that are deemed important, as noted below. However, teachers have the flexibility to diversify the abilities/values that will act as added value for each MAKMur activity.

Self-esteem	Motivation
Leadership	Planning
Communication	Flexibility
Cooperation	Reasoning
Participation	Creativity
Facilitation	Proactive and desire to challenge
Tolerance and kindness	Critical thinking

In the period of 8th through to 10th August 2022, the Japanese expert team visited three MAKMur pilot schools (one pilot school in each pilot district: SK Lemal, Pasir Mas on the 8th, SK Batu Muda, Sentul on the 9th, and SK Sungai Marong, Bentong on the 10th) to gather information for future development of Projek MAKMur, especially related to roles of headmasters for the project and possibility of adaptation of Japanese holistic-educational activities to Malaysian context, as well as feasibility and sustainability of MAKMur activities. The purpose of the visit was to deliberate plans for further improving the MAKMur Project through listening to the voices of teachers as well as observing class activities in pilot schools. The information, which has been obtained through class observation and school tours, and discussion with school leaders and teachers, deems to be essential when considering the future development of Projek MAKMur. Based on the findings through the visit, the following nine actions are thought to be preferable to be taken as a next step.

i.   Provide on-site and off-site training opportunities to teachers on various topics (classroom layout, classroom display, etc.)
ii. Explore ways to implement Projek MAKMur respecting the existing prefect system
iii. Organise committee for Projek MAKMur in each pilot school including the headmaster
iv. Take advantage of training in Japanese School in Kuala Lumpur for headmasters to understand school administration about *Tokubestu Katsudo*

(Tokkatsu)

  v.   Consider a way to ensure time for MAKMur activities after the trial run
 vi.   Investigate the relationship between home environment and pupils' learning in Projek MAKMur
vii.   Involve parents/guardians in MAKMur activities
viii.   Promote collaboration between pilot schools
 ix.   Appoint model teachers for preschools in each pilot district

Although the nine actions were suggested based on the school visit this time, there were limitations in information gathering in terms of quantity and quality. To overcome the limitations for further promotion of Projek MAKMur, additional rounds of school visits targeting the other pilot schools as well as the ones visited this time adopting appropriate methods of information-gathering should be conducted.

LIST OF JAPANESE EXPERT TEAM AND AFFILIATION

No.	Name	Affiliation
1	Dr. Ryoichi Ueno	Team Leader, AsiaSEED/JICA
2	Prof. Teruyuki Fujita	University of Tsukuba/JICA
3	Ms. Kumi Tsubokawa	AsiaSEED/JICA
4	Ms. Mio Morimoto	University of Tsukuba
5	Mr. Muhamad Aiman bin Ismail	AsiaSEED

LIST OF ABBREVIATIONS

Abbreviation	Meaning
JICA	Japan International Cooperation Agency
Projek MAKMur	*Projek Memperkasakan Amalan Kemenjadian Murid* (Project for Promoting Holistic Education)
MOE	Ministry of Education Malaysia
Tokkatsu	*Tokubestu Katsudo* (Special Activities)

1. INTRODUCTION

Project for Promoting Holistic Education (in Malay, *Projek Memperkasakan Amalan Kemenjadian Murid*, hereinafter referred to as 'Projek MAKMur') is a technical cooperation project between the Ministry of Education Malaysia (hereinafter referred to as 'MOE') and the Japan International Cooperation Agency (hereinafter referred to as 'JICA'). MOE has been actively providing learning opportunities for pupils' internalisation of values and holistic development through various programmes and initiatives of curriculum reform and learning activities that focus on pupils' cognitive and non-cognitive development. Projek MAKMur is aimed at promoting further development of holistic education in Malaysia through technical cooperation between Malaysia and Japan.

The overarching goal of Projek MAKMur is to determine the feasibility of integrating balanced-individual growth into teaching and learning, paying close reference to a model of holistic education in Japan as well as existing practices in Malaysia. Here, a 'balanced individual' is defined as a person who is equipped with the integration of Cognitive, Feeling and Behaviour.

In order to achieve the goal, MAKMur activities have been introduced to 15 pilot primary schools including preschools (5 schools in Bentong, 5 schools in Sentul and 5 schools in Pasir Mas) officially starting in September 2022. The MAKMur Capacity Building Toolkit Version 1 which highlights the importance of integrating the cognitive, feelings, and behaviours elements pertaining to the development of balanced individuals, were created and provided to each MAKMur teacher in the hope to assist teachers in the process of 'planning, doing, and reflecting' MAKMur activities based on the principles and criteria as follows.

The Main Principles of MAKMur
· Learning through experience
· Self-motivation
· Equal opportunity

Criteria of MAKMur activities
· Value of mistakes
· Pupil-driven

- Opportunities for every pupil

With assistance from the appointed MAKMur school coordinators and the MAKMur Capacity Building Toolkit Version 1, teachers are given the flexibility to plan their own pupil-driven MAKMur activities that are deemed appropriate for the school and local context.

In the period of 8th through to 10th August 2022, the Japanese expert team visited SK Lemal (Pasir Mas), SK Batu Muda (Sentul) and SK Sungai Marong (Bentong) and conducted class observation, school tour and discussion with school leaders and teachers.

The purpose of the visit was to deliberate plans for further improving the MAKMur Project through listening to the voices of teachers as well as observing class activities in pilot schools.

The visit was led by the Japanese expert for holistic education, Professor Dr Fujita Teruyuki, University of Tsukuba, Japan. He concurrently served as the senior specialist for student guidance at the Ministry of Education, Culture, Sports, Science, and Technology for five years as well. Ms Morimoto Mio, researcher, University of Tsukuba, Ms Tsubokawa Kumi, a Japanese expert in preschool education/ Vice principal position in Seirei Hamamatsu Hospital Hibari Kindergarten in Shizuoka Prefecture, Dr Ueno Ryoichi, a Team leader of Japanese experts/Consultant from Asia SEED and Mr Muhamad Aiman Bin Ismail, a Consultant from Asia SEED accompanied Professor Dr Fujita Teruyuki and assisted him during the school visit. Please find the attendees list for each school as follows.

SK Lemal, Pasir Mas
Date: 8th August 2022
Time: 8:46 am -11:45 am
Events:
- Message from Dr. Nurharani Binti Selamat, an EPRD Officer from the Ministry of Education: She welcomed the expert team and expressed gratitude to the SK Lemal management team and Pasir Mas District Education Office for hosting the school visit

- Briefing from Mr. Norhisyam Bin Abdul Rahim, the headmaster of SK Lemal about the background and achievements of the school (school organisation, school history, school activities, achievements)
- Class observation (Year 6: Classroom discussion on cleaning at school facilitated by the MAKMur coordinator)
- Presentation by Professor Teruyuki Fujita (Title: Overview of the Special Activities in Japanese Elementary Schools)
- Q&A session
- Message from Mr. Hasbullah Bin Che Cob, the Vice Chief Officer of the District Education Office, Pasir Mas: He expressed his gratitude to the participants and showed his interest in Japanese holistic approaches to education as well as expectations of MAKMur.

Attendees:

Name	Designation & Affiliation
Norhisyam Bin Abdul Rahim	Headmaster, SK Lemal
Abdullah Bin Che Kub	Assistant Headmaster, SK Lemal
Che Abdullah Bin Noor	Assistant Headmaster, SK Lemal
Nurul Izza Binti Alias	Assistant Headmaster, SK Lemal
Che Kirani Binti Che Mohd Ramli	MAKMur Coordinator, SK Lemal
Hasbullah Bin Che Cob	Vice Chief Officer, District Education Office, Pasir Mas
Nurharani Binti Selamat	Ministry of Education
Teruyuki Fujita	Professor, University of Tsukuba/JICA
Mio Morimoto	Researcher, University of Tsukuba
Kumi Tsubokawa	Asia SEED/JICA
Ryoichi Ueno	Asia SEED/JICA
Muhamad Aiman Bin Ismail	Asia SEED

The following are the comments, questions, and answers exchanged between the Japanese expert team and the SK Lemal management team during the Q&A session. Please note that due to the lack of video/voice recording of the session, this is not the full transcription of the interactions, but rather, an overview of it.

Q: Question, A: Answer, C: Comment

Type	Remarks by	Contents
Q1	Prof. Fujita,	I was very honoured to be able to observe such a fine

	University of Tsukuba	discussion session between pupils. I believe that having this kind of time where pupils can have discussions among peers is beneficial for pupils' development. The ability to cooperate in solving problems will be crucial for the pupils in the future. I have a question. As mentioned in this slide (slide regarding the implementation process in Prof Fujita's presentation), discussion alone is not enough. Conducting the activities itself is also an important step in the process. I understand that after the role assigning today, the pupils will start with the class cleaning tomorrow. When will the pupils conduct the class cleaning tomorrow? Is it after school period?
A1	Ms. Che Kirani, MAKMur Coordinator SK Lemal	Immediately after the Zuhr prayer time. The teachers will inform the guardians regarding this matter.
Q2	Prof. Fujita, University of Tsukuba	Do the pupils not clean their classes usually?
A2	Ms. Che Kirani, MAKMur Coordinator SK Lemal	They have a Duty Roster, so the class cleaning is done frequently.
C	Prof. Fujita, University of Tsukuba	In Japan, the school decides the place that needs cleaning, and the pupils will decide on the group rotation for each task through Classroom Discussion.
Q3	Ms. Che Kirani, MAKMur Coordinator SK Lemal	What is the role of the Pupil Council in Japan?
A3	Prof. Fujita, University of	In Japan, there is Pupil Council in both primary and secondary schools. In primary schools, under the Pupil

	Tsukuba	Council, there are several committees of which the pupils are in charge. Example: Library committee, Broadcasting committee, Health committee
Q4	Ms. Che Kirani, MAKMur Coordinator SK Lemal	In Japan, do you have a special place/room to conduct activities?
A4	Prof. Fujita, University of Tsukuba	Yes. For example, the Broadcasting Committee has a broadcast room for them to have their activities.
Q5	Ms. Che Kirani, MAKMur Coordinator SK Lemal	Was there anything that you find different in our school, compared to a Japanese school?
A5	Prof. Fujita, University of Tsukuba	I found that the freedom of the classroom layout in Malaysia is quite similar to Japan. In Japan, each class can also change their seat layout depending on the needs of a particular lesson. One interesting difference is the school shop (Koperasi). Schools in Japan also have a shop, but they usually only sell stationeries. So, it's quite interesting to see there were some snacks and drinks like Yakult sold in the school shop too.
Q6	Ms. Nurul Izza, Vice Principal	Who supports the Pupil Council? Is there a teacher that manages the Pupil Council?
A6	Prof. Fujita, University of Tsukuba	Pupil Council consists of the main members, who are elected by the pupils, and under them are the committees. There usually is at least one advising teacher for the main members and each of the committees. The selection of advisors depends largely on the school.
Q7	Dr. Ueno	1. Was today the first Classroom Discussion? 2. How do you use the 'Parking Lot'?

A7	Ms. Che Kirani, MAKMur Coordinator SK Lemal	1. No, this was not the first time. 2. Pupils can write anything they want regarding the class (or anything else) and they post it in the 'Parking Lot' space. The teachers will collect them later.
C	Prof. Fujita, University of Tsukuba	My understanding is that the Classroom Discussion as we observed today was not common in Malaysia, and is only being done for MAKMur specifically.
C	Ms. Che Kirani, MAKMur Coordinator SK Lemal	For most things, usually, the teachers will decide for pupils. This is the first time that pupils decide things for themselves (role assigning for class cleaning).
C	Prof. Fujita, University of Tsukuba	That is fantastic. The difference between Malaysia and Japan is that Classroom Discussion is included in the syllabus and school schedule. Thus, the chairperson's role is done by rotation. This is to ensure that all pupils will have the chance to experience being a chairperson. The other reason is there are tendencies for pupils to only vote for the 'popular' pupils if a chairperson is elected from candidates. This would cause the pupils that are not selected to feel left out and have their self-esteem lowered. Today, in the classroom discussion, the pupil who was elected chairperson chose the pupil who was not elected chairperson to be the note-taker, which was excellent tact.
C	Ms. Tsubokawa, AsiaSEED	The teachers and pupils must have been nervous having us observe them doing the Classroom Discussion. It's not an easy task to do. However, I could see that the teacher and pupils have developed a good relationship. One particularly noteworthy evidence of this was when in the middle of the discussion, the chairperson turned to the teacher and asked 'Do you also agree with the decision, teacher?'. The teacher then smiled.

		Usually during a discussion, apart from the pupils that are talking, other pupils would barely try to speak. But I was very impressed because the pupils here today were actively trying to join in the discussion. I believe that this kind of discussion today can be applied to the T&L session. As the teacher what do you think?
C	Ms. Che Kirani, MAKMur Coordinator SK Lemal	I completely agree. It seems doable. Usually, the pupils are very talkative even during class. I was surprised that they behaved very well today.
C	Dr. Ueno, AsiaSEED	Thank you very much. We gave the teachers the capacity building toolkit two weeks ago, and I was very surprised that the teachers and pupils have done this well in this short time.
C	Ms. Morimoto, University of Tsukuba	Thank you for everything today. The Classroom Discussion was done mainly by pupils, and the teacher aptly intervene to support the pupils when necessary. Pupils were also very active in expressing their opinions during the discussion. One thing left an impression on me. After the discussion ended, the pupil who was the chairperson had a smile on his face. Then the teacher went to him and pat the pupil on the back. His smile became even bigger with that simple gesture. I believe that this experience has given him some self-confidence. This kind of gesture is crucial for MAKMur activities, and will definitely help pupils develop abilities that will be useful for them in the future.

SK Batu Muda, Sentul
Date: 9th August 2022
Time: 8:00 am - 1:00 pm
Events:
- Message from Ms. Aniqah Husda Binti Abdul Latiff, an EPRD Officer from

the Ministry of Education: She welcomed the expert team and expressed gratitude to the SK Batu Muda management team and Sentul District Education Office for hosting the school visit

· Briefing from Ms. Wan Salmiah Binti Ismail, the headmistress of SK Batu Muda about the background and achievement of the school (school organisation, school activities, achievements)

· Class observations (Preschool: Free play with blocks, Year 6: Religious education, Year 1: Malay language, Year 1: English, Year 2: English)

· School tour (Library)

· Presentation by Professor Teruyuki Fujita (Title: Overview of the Special Activities in Japanese Elementary Schools)

· Q&A session

· Message from Mr. Rofii Bin Hussain, the Vice Chief Officer, District Education Office, Sentul: He appreciated the fruitful discussion and demonstrated his willingness to support Projek MAKMur.

Attendees:

Name	Designation& Affiliation
Wan Salmiah Binti Ismail	Headmaster, SK Batu Muda
Zamzani Bin Ismail	Assistant Headmaster, SK Batu Muda
Aniqah Husda Binti Abdul Latif	Ministry of Education
Nur Shaminah Binti Mustafa Kamalu	Ministry of Education
Rofii Bin Hussain	Vice Chief Officer, District Education Office, Sentul
Faridah Hanim Binti Ariffin	School Improvement Partner+ Officer, District Education Office, Sentul
Yoshitaka Inagaki	JICA Malaysia Office
Teruyuki Fujita	Professor, University of Tsukuba/JICA
Mio Morimoto	Researcher, University of Tsukuba
Kumi Tsubokawa	Asia SEED/JICA
Ryoichi Ueno	Asia SEED/JICA
Muhamad Aiman Bin Ismail	Asia SEED

The following are the comments, questions, and answers exchanged between the Japanese expert team and the SK Batu Muda management team during the first Q&A session, after a presentation regarding the backgrounds and achievements of SK Batu Muda by Ms. Wan Salmiah Binti Ismail, Headmistress

of SK Batu Muda. Please note that due to the lack of video/voice recording of the session, this is not the full transcription of the interactions, but rather, an overview of it.

Q: Question, A: Answer, C: Comment

Type	Remarks by	Contents
Q1	Prof. Fujita, University of Tsukuba	Thank you for your presentation. I was very impressed with the achievements of the school. The school's efforts in promoting book reading amongst the pupils are also admirable. Some schools in Japan also allocate around 10 minutes every morning as reading time. I have two questions. First question, from your presentation, I had an impression that this school is very passionate about Mathematics, as there were a lot of school programs revolving around Mathematics. Is this something that is being promoted by the MOE, or is this the school's policy?
A1	Ms. Wan Salmiah, Headmistress SK Batu Muda	We are actually planning to have more programs revolving around other subjects as well, in stages. It's just that Mathematics happens to be the first.
Q2	Prof. Fujita, University of Tsukuba	What are the roles of librarians (Pengawas Perpustakaan) in Malaysian schools?
A2	Ms. Wan Salmiah, Headmistress SK Batu Muda	For the selection of librarians, pupils will apply and will then be selected through interviews. They mostly help with the management of the library and the book borrowing and returning. During NILAM time, they also help with bringing books to the activity venue. Pupils are not allowed to be both prefect and librarian at the same time. There is no requirement for the pupils to have a certain grade in exams for them to be a librarian.

Q3	Dr. Ueno, AsiaSEED	From what year can a pupil become a prefect? How many prefects are there in a class?
A3	Ms. Wan Salmiah, Headmistress SK Batu Muda	From the second year. There is no set rule for the number of prefects per class.
Q4	Prof. Fujita, University of Tsukuba	What is the total number of prefects in this school?
A4	Ms. Wan Salmiah, Headmistress SK Batu Muda	There are more or less 10 prefects per Year, and the upper primary has more prefects than the lower primary. In this school, lunch time is separated into 3 (Year 1&2, 3&4, and 5&6). During lunch, the prefects help teachers in making sure lunch time goes smoothly. Because Year 1 pupils do not have prefects, prefects in Year 2 would be in charge of keeping things in line. The class monitor also participates in the leadership camps. Prefects cannot be class monitors and vice versa.
Q5	Prof. Fujita, University of Tsukuba	Is there some sort of hierarchy, in which prefects are seen as a higher rank than a class monitor? How is the class monitor selected?
A5	Ms. Wan Salmiah, Headmistress SK Batu Muda	Yes, it does seem that way. Pupils elect their class monitor in the upper primary, while teachers decide the class monitor for the lower primary.
Q6	Dr. Ueno, AsiaSEED	Does the class monitor need to have good grades?
A6	Ms. Wan Salmiah, Headmistress SK Batu Muda	There are certain criteria for the class monitor selection. First of all, they need to have good behaviour and mannerism. Their grades are also important to a certain level. Because, if a pupil's grade is negatively affected by their role as class monitor, guardians would file a claim against the school.

		In school, prefects are seen as the highest ranking among the pupils. In the absence of teachers, prefects are expected to be the leader and keep everything in line. Thus, they need to have good grades.
Q7	Dr. Ueno, AsiaSEED	If a pupil becomes a prefect in Year 2, will they stay as a prefect until Year 6?
A7	Ms. Wan Salmiah, Headmistress SK Batu Muda	As long as they don't break school regulations, they will stay as a prefect until Year 6.

After the first session of Q&A, the expert team visited and observed various classes (Preschool: Free play with blocks, Year 6: Religious education, Year 1: Malay language, Year 1: English, Year 2: English) and school facilities (library). The second Q&A session was conducted after the class and school observation.

The following are the comments, questions, and answers exchanged between the Japanese expert team and the SK Batu Muda management team during the second Q&A session, after a presentation regarding The Overview of Special Activities in Japanese Elementary School by Prof. Teruyuki Fujita, University of Tsukuba. Please note that due to the lack of video/voice recording of the session, this is not the full transcription of the interactions, but rather, an overview of it.

Q: Question, A: Answer, C: Comment

Type	Remarks by	Contents
Q8	Ms. Wan Salmiah, Headmistress SK Batu Muda	In Japan, how many pupils are there in a class?
A8	Prof. Fujita, University of Tsukuba	For Year 1 and 2, up to 30 pupils per class. Year 3-6 has up to 35 pupils per class.
Q9	Ms. Aniqah	For the time being, it doesn't look like Malaysian pupils

	Husda, Ministry of Education	will be able to do Classroom Discussions all by themselves. What steps should we take to make the shift?
A9	Prof. Fujita, University of Tsukuba	In Japan, pupils are given around 5 minutes to have a short discussion with the class every morning and before school ends. I believe that if we make this a habit in Malaysia, they will get better at it naturally.
Q10	Ms. Wan Salmiah, Headmistress SK Batu Muda	Is there a special time allocated for Classroom Discussion in Japan?
A10	Prof. Fujita, University of Tsukuba	Yes, Classroom Discussion is done once per week, in Japan. 45 minutes in primary schools. The '*Gakkyu Katsudo* (literally means 'Classroom Activities')' program has 3 main objectives that need to be covered in a year: 1. understand the significance of various group activities while cooperating with others; 2. recognise the problems in a group or their personal life and hold discussions to form a consensus or make a decision by themselves to address the issues; and 3. form desirable human relationships, enhance their thoughts about their future lives and strive for self-actualisation. Thus, in order to improve pupils' day-to-day life, component number 1 (referring to the Three Components for the Classroom Activities slide in Prof. Fujita's presentation) is mainly being done by the pupils themselves. While components 2 and 3 are sometimes led by the teachers. In primary school, pupils are given a total of 35 time periods to implement the three components of the '*Gakkyu Katsudo*'. Of the 35 periods, 15 periods are for classroom discussion (component 1), while the

		remaining 20 periods are for components 2 and 3. Thus, pupils have the chance to lead Classroom Discussions 3-4 times per month, and there are also times when teachers would lead the discussion. In component 1, the most important point is forming a consensus through discussion. Then move on to the Do phase based on the consensus. Components 2 and 3 are about what the pupils hope for in day-to-day life, and in their future.
C	Dr. Ueno, AsiaSEED	For Toolkit version 1, we are currently focusing on component no. 1.
C	Prof. Fujita, University of Tsukuba	I have some comments regarding the classes we observed today. I will let the expert on preschool, Ms. Tsubokawa comment on more details, but there are two things that I found noteworthy during my observation of the preschool class. ① There was an incident where a pupil accidentally knocked his friend's bag off their chair while trying to go back to his seat. The pupil then immediately put down the Lego pieces he was carrying in his hand and picked up the bag he accidentally knocked off. I believe that this school has been instilling the values that MAKMur is trying to promote. ② After the pupil built their artwork using the Lego pieces, the teachers go around the groups and asked each group what they built. The teacher would then paraphrase the pupils' answers and say them loudly so that everyone could hear them. I think that having this kind of acknowledgement of what the pupils built by the teachers can help increase the pupils' self-confidence. This is my personal opinion. When the teacher asked the pupils to clean up the Lego pieces after playing,

		some pupils proactively cleaned up, but some did not move much. Perhaps the teacher can try to explain the significance of cleaning up after playing and remind the pupils to help their friends once they are done.
		I understand that our presence in the classroom today might have been a hindrance to the lesson, but next time, perhaps the teacher can also allow the pupils to go around the groups so that they can have a chance to see what other people were making.
		(Note: during the observation of the preschool class, pupils were given the task to build whatever they want using Lego pieces in a group, and after the times were up, all groups would explain what everyone in their group has built)
		The Classroom Discussion is an important part of the MAKMur activity, but the teacher's ability to implement 'learning through play' is also praiseworthy. I am very delighted to see such a high level of MAKMur activity at this early stage of the project.
C	Ms. Tsubokawa, AsiaSEED	From the class observation today, I think that Ms. Salbiah (the class teacher)'s ability as a MAKMur teacher is extremely high.
		Due to the SARS-Cov-2 pandemic, pupils had to sit separately before, and group activities like today were impossible. I think it was a huge step for the MAKMur project to finally have pupils be able to interact with each other again.
		During our MAKMur workshop, I learned that only 20 minutes were allocated for free play time in preschool. When I asked the teachers at the workshop if it was possible to integrate free play into the AP (Learning Activity), a lot of the teachers were pretty sceptical. But Ms. Salbiah were eager and willing to try, and I respect

		her for that. Today, she practised one of the examples that was provided in the toolkit prototype version. As mentioned by Prof. Fujita, this kind of attitude will be the forerunner of the MAKMur project.
		I have a request for Ms. Wan Salmiah, the Headmistress of SK Batu Muda. When learning that pupils play with Lego pieces during their AP period, some guardians may make some complaints to the school. So, I hope that the school can inform the guardians that even while playing, pupils are learning and developing multiple skills/abilities such as communication skills, understanding of numbers, imagination etc. These kinds of skills will carry on and be useful for the pupils when they go on to the primary school level and start learning more subjects such as Bahasa Malaysia and Mathematics. I hope the guardians can understand this.
		In the class, there was a new pupil with a slight disability in his grip strength. The class teacher worked for him. I believe that the gesture of paying attention to each and every pupil is very crucial to the MAKMur project.
Q11	Prof. Fujita, University of Tsukuba	MAKMur is a relatively new project. But as a school management leader, have you found any challenges in introducing and implementing MAKMur in your school? In the process of expanding this project to the national level, the role of school leaders is extremely important. Thus, we would like to hear if there are any challenges that you've found.
A11	Ms. Wan Salmiah, Headmistress SK Batu Muda	This project is fairly new. So, a lot of the teachers are still unsure about the direction this project is heading. They are worried about whether they are doing the correct thing or not.
		One huge challenge that I think need to be put into consideration is the gap that may occur between pupils

		with an unfortunate family situation or economic challenges and other pupils. I'm worried that there may be differences in values that they learn from home.
C	Prof. Fujita, University of Tsukuba	In Japan, the education policies are revised every 10 years. On average, teachers will take up to 3 years for them to familiarise themselves with a new policy. So, we hope that you can take the long view as this will be a long-term project.

Regarding pupils in unfortunate family situations, what's important is for the teachers to always acknowledge and praise even the smallest positive changes in pupils. Having acknowledgement by teachers will certainly help pupils that are in unfortunate family situations.
The teacher needs to provide a framework that fairly evaluates pupils.
During the Bahasa Malaysia lesson in the Year 1 class, the teacher acknowledged each pupil's remarks positively. I think that this kind of acknowledgement is very important. |
C	Dr. Ueno, AsiaSEED	We went to observe Classroom Discussion at a school in Pasir Mas yesterday. And today we were able to see MAKMur activity done in preschool. I am very impressed seeing the MAKMur toolkit being put into practice, despite teachers receiving the toolkit only two weeks ago. Although there is a 6 weeks trial period from now on, I am not worried about that. I believe that the teachers in our pilot schools are more than capable to carry out MAKMur activities. Next, figuring out how to support the teachers, and how to expand this project to more schools are on our agenda.
C	Ms. Aniqah Husda, Ministry of Education	The class size is also a point of concern. In Malaysia, some classes could have up to 45 pupils, which may make it hard for the pupils to have a proper discussion. Thus, we may need further recommendations regarding the difference in class size.
C	Ms.	Thank you very much for today. In the Bahasa Malaysia

	Morimoto, University of Tsukuba	class we observed today, I found it amazing that the teacher helped in amplifying each pupil's activity to the whole class. There was a pupil that was asked to read the text out loud, and the whole class applauded and praised the pupil's efforts. Through this, the pupil that was reading out loud gained confidence, while the other pupils continue to develop their communication skills. For a child, even if we can tell them the importance of having self-esteem and communication using words, it is not as easy in practice. Children need to experience this themselves. Just like what we observed in the Bahasa Malaysia class today, I believe that even simple acts can change pupils for the better, and help develop beneficial abilities for them in the future.
Q13	Ms. Nur Shaminah, Ministry of Education	During your time observing the classes, what do you think about the physical environment of the classroom (seat layout, displays on the walls, parking lot etc.)?
A13	Prof. Fujita, University of Tsukuba	First, regarding the layout of the seats, I think it's important for the pupils to seat facing towards the person that is speaking. For the lower primary pupils, they would sometimes change seat layout several times during the lesson, if necessary. So, I think it could also be good if the seat layout is more flexible.

Regarding the displays in the class, I had an impression that there were very few pupils' artworks being used for the displays when compared to Japanese schools. For example, in Japan, pupils would write the class objectives that were discussed together, and then post them on the board in class. I think it would be beneficial to have more displays made by pupils themselves.

Another thing, although this doesn't necessarily have a direct relation with MAKMur, it is advisable that the places surrounding the whiteboard (bulletin board etc.) have as little distraction (displays, posters etc.) as |

		possible. This is to prevent overstimulation which may prevent pupils from focusing on the lessons, especially those with learning disabilities.
C	Ms. Wan Salmiah, Headmistress SK Batu Muda	As Prof. Fujita has pointed out, we will try to minimize the distractions in the place surrounding the whiteboard. We will also keep an open mind and think out a way to incorporate 'free play' into the AP period, as mentioned by Ms. Tsubokawa. The guardians of pupils will also be made aware of the MAKMur project. However, we are still unsure of whether to have a physical meeting with the guardians or just have it online. We will also make sure our teachers understand more about MAKMur.
C	Mr. Inagaki, JICA	Thank you for giving us the golden opportunity to observe this school. I believe that the driving force of a country's economic growth is education. As a JICA officer, I have visited many countries. Today I was very honoured to be able to observe a preschool class in a Malaysian school for the first time. I feel like I have witnessed the secret to Malaysia's economic growth. With feedback from schools, I hope that this MAKMur project will lead to the growth of the Malaysian education system.
Q14	Ms. Nur Shaminah, Ministry of Education	In a long-term plan, will guardians be included in the MAKMur project in the future? In Malaysia, guardians intervene directly in the classroom.
A14	Prof. Fujita, University of Tsukuba	The presence of guardians during the activities can help facilitate it. Guardians can also support the pupils in the social-emotional sense. Thus, just like teachers, the inclusion of guardians into activities in the classroom can be taken into consideration

SK Sungai Marong, Bentong

Date: 10th August 2022

Time: 7:55 am - 0:34 pm

Events:

- Messages from Mr. Shahrum Bin Md Saud, the Chief Officer of the District Education Office, Bentong: He welcomed the expert team and expressed gratitude to the SK Sungai Marong management team for hosting the school visit at the beginning of the sessions. After the sessions, as the closing remark, he encouraged all the participants to drive MAKMur forward.
- Briefing from Mr. Hasnan Bin Ismail, the headmaster of SK Sungai Marong about the background and achievement of the school (school organisation, school activities, achievements)
- Class observations (Class 3: Classroom discussion on cleaning in school facilitated by the MAKMur coordinator, Year 4: Malay language, Preschool: School meal, Special needs class)
- School tour (Mosque, Cafeteria, Library)
- Presentation by Professor Teruyuki Fujita (Title: Overview of the Special Activities in Japanese Elementary Schools)
- Q&A session

Attendees:

Name	Designation& Affiliation
Hasnan Bin Ismail	Headmaster, SK Sungai Marong
Arina Binti Ramlan	Assistant Headmaster, SK Sungai Marong
Suzliyana Binti Sirojudin	Assistant Headmaster, SK Sungai Marong
Shamsulgafar Bin Ramli	Assistant Headmaster, SK Sungai Marong
Zarina Binti Mahyuddin	Assistant Headmaster, SK Sungai Marong
Siti Norain Binti Mohd Bahari	MAKMur Coordinator, SK Sungai Marong
Shahrum Bin Md Saud	Chief Officer, District Education Office, Bentong
Ahmad Zaki Bin Hussain	Vice Chief Officer, District Education Office, Bentong
Norani Binti Mohd Judin	School Improvement Partner+ Officer, District Education Office, Bentong

Zulkifli Bin Awang	School Improvement Specialist Coach+ Officer, District Education Office, Bentong
Muhammad Hafiz Bin Othman	JICA Malaysia Office
Nurharani Binti Selamat	Ministry of Education
Teruyuki Fujita	Professor, University of Tsukuba/JICA
Mio Morimoto	Researcher, University of Tsukuba
Kumi Tsubokawa	Asia SEED/JICA
Ryoichi Ueno	Asia SEED/JICA
Muhamad Aiman Bin Ismail	Asia SEED

The following are the comments, questions, and answers exchanged between the Japanese expert team and the SK Sungai Marong management team during the Q&A session. Please note that due to the lack of video/voice recording of the session, this is not the full transcription of the interactions, but rather, an overview of it.

Q: Question, A: Answer, C: Comment

Type	Remarks by	Contents
C	Prof. Fujita, University of Tsukuba	Thank you for inviting us and showing us the presentation about this school. Through the headmaster's presentation today, I saw some similarities between Malaysian and Japanese schools. Just like Japan, Malaysian schools seem to also be putting a lot of efforts into extracurricular activities. I was very impressed by the achievements of this school. The ratio of male and female teachers was also very similar to Japan, in which female teachers outnumbered male teachers. In addition to that, the layout of the teachers' office was very much like that of a Japanese school. I would like to comment on some points regarding our observation of the classes and school, after the Classroom Discussion.

		All the classrooms have very fascinating decorations. From my observation of the T&L session, I saw that the teachers always accepted pupils' remarks positively, and didn't forget to praise them. The design of the uniform (t-shirt) for extracurricular activities was also very interesting to me, as they are very different from Japan.
		I had an impression that the relationship between the teachers and the pupils in this school was harmonious. This might be evidence that the pupils developed their trust towards the teachers, which created a safe environment that is appropriate for education.
		Just one thing, although the efforts of the teachers in decorating the classes were impressive when compared to schools in Japan, it seems that not too many pupils' artworks were used for the displays. By using pupils' work as the displays, pupils will feel acknowledged and it will increase their self-esteem.
C	Mr. Hasnan, Headmaster SK Sungai Marong	The school is currently trying to increase pupils' involvement in the class/school displays, but it hasn't been properly implemented yet.
C & Q1	Prof. Fujita, University of Tsukuba	The Classroom Discussion displayed by the class we observed today was very well done in my opinion. In Japan, when the chairperson asked for opinions, sometimes other pupils just stay quiet for 2-3 minutes.
		I was also very impressed because the chairperson for today volunteered himself for the role. This is one of the things that MAKMur is trying to promote.
		The way the teacher handled and interfered when needed, was also praiseworthy. For example, when seeing that there were only a few pupils chose to be on duty on Monday and Tuesday, the teacher reminded the

		pupils that this unevenness would make the burden for pupils in charge on Monday and Tuesday heavier. Looking at the way the teachers interfered when needed, and how she always encouraged and acknowledged pupils' remarks positively, I think the teacher truly understood MAKMur Question: In the class we observed today, there was a duty roster posted on the board in front of the class. How will the pupils differentiate the duty roster that already existed and the new roles assigned to everyone today?
A1	Ms. Siti Norain, MAKMur Coordinator SK Sungai Marong	The topic was class cleaning. This particular class performs very well academically. The problem is, some of them have trouble following the existing duty roster and the class cleaning was done only by the same group of pupils. So, today's discussion was done to improve this problem. By letting them decide their duty roster, I hope that the pupils will feel the responsibility to follow it. Regarding your comments on the board in front of the class, as you have observed, most of the decorations and posts were done by the teachers. From now on, we will try to increase pupils' works in the classroom.
C	Prof. Fujita, University of Tsukuba	Today, after the observation of the Classroom Discussion, I was given the honour to talk to the pupils and provide some comments. At the end of a Classroom Discussion, teachers usually take a little bit of time to summarise the discussion, reflect on the discussion, or confirm the next task for the pupils before dismissing the class. But today I was given that precious time by the teacher, and I took it as a chance for co-teaching. I hope that even when I am not here, the teachers will continue to use that precious time after each Classroom Discussion effectively.

		During the discussion, the teacher listened to pupils' remarks and paraphrased them so that the whole class can hear. I think this showcased a very high-level teaching ability of the teacher. As I have also told the pupils today, I am truly glad that I came all the way from Japan
Q2	Ms. Siti Norain, MAKMur Coordinator SK Sungai Marong	Would it be acceptable if we create a plan for Classroom Discussion every week and distribute it among the class teachers?
A2	Prof. Fujita, University of Tsukuba	In the initial stage, creating this kind of model to help with the Classroom Discussion can be taken into consideration. Especially among the lower primary pupils, some may not have the ability to conduct the discussions on their own yet. They will get better at it once they move onto the upper primary. Thus, it is fine to start with this kind of initiative. However, I hope that in the future when MAKMur activities are more prevalent, pupils would be able to conduct Classroom Discussions without this model.
Q3	Ms. Siti Norain, MAKMur Coordinator SK Sungai Marong	Who decides the theme/topic of the Classroom Discussion?
A3	Prof. Fujita, University of Tsukuba	For the Year 1 and 2 pupils, teachers will usually decide/propose the topics to the pupils. In upper primary, pupils usually decide among themselves.
Q4	Ms. Siti Norain, MAKMur Coordinator SK Sungai	In today's Classroom Discussion, the results were to some degree polarised (note: The discussion was about deciding the duty roster. The number of pupils on duty for each day ended up uneven, making some days with too many pupils, and others with too few.)

	Marong	At the end of the discussion, as the teacher, I asked them to try the new uneven duty roster, and see if they can improve it later.
		Was my way of handling the situation acceptable?
		If, after the discussion ended, a pupil decided to change their decision, what should I do?
A4	Prof. Fujita, University of Tsukuba	Regarding the first question, it was not only an acceptable way of handling it, but it was also exceptionally well done. For a task that has a low risk of pupils getting injured like today (role assigning for duty roster), it is perfectly fine if they could not reach a preferable result. Teachers can ask pupils to carry out what they have discussed and see if there is any way to improve them in the next Classroom Discussion.
		Regarding the second question, there are two ways to handle this. First, teachers can ask the pupil to stick with what has been discussed in the class first. If the pupil still insists on changing, ask the pupil to speak to the whole class regarding his/her intent of changing the decision. As it is something that was agreed upon among the pupils, the class need to make the decision together. Refrain from making any changes by yourself, as it would render the Classroom Discussion meaningless.
Q5	Teacher	What should we do if pupils have differing opinions that clash with each other?
A5	Prof. Fujita, University of Tsukuba	Two types of conflict can happen. First, a clash of opinions in a constructive discussion. Second, an emotional clash of opinions. Teachers need to be able to differentiate between the two. If it was the former, in the case of upper-year pupils, teachers do not need to interfere because learning how to overcome their differences and reach a collective consensus is also an important process for pupils to experience. If pupils were not able to decide in time, they can continue their

		discussion in the next session. Teachers should not interfere too much. This is also the case in Japanese classroom discussions. For example, 'We didn't finish our discussion today, so let's think about it again next week'. In such cases, it is important to summarise the main points of the discussion and show them to the pupils. If it was the latter where pupils get emotional while discussing/arguing, teachers need to interfere. Teachers can remind pupils how they can convey their thought more appropriately. To prevent this kind of conflict in the classroom, teachers in Japan would post up a guideline of how pupils can phrase their opinions.
Q6	MAKMur Coordinator	In Japan, how old are the first-year pupils?
A6	Prof. Fujita, University of Tsukuba	6-7 years old
Q7	Ms. Siti Norain, MAKMur Coordinator SK Sungai Marong	Does the lower primary pupil take charge of writing discussion notes on the blackboard?
A7	Prof. Fujita, University of Tsukuba	For first-year pupils, the teachers are in charge of both the chairperson and note-taker roles. In the second year, pupils will be in charge of being the chairperson, and teachers help with note-taking, due to their lack of language abilities. However, this may also differ depending on the teachers and the class.
Q8	Ms. Siti Norain, MAKMur Coordinator SK Sungai Marong	Currently, we have done the Classroom Discussion 2-3 times. Even in the first-year pupils, everything was entrusted to the pupils. Because of that, some class teachers complained that pupils were not able to write notes on the whiteboard. Is it acceptable for teachers to do note-taking?

A8	Prof. Fujita, University of Tsukuba	Yes, teachers can take the role of note-taker. In Japan, Classroom discussions are mainly done by pupils, but for Year 1 and 2 pupils, teachers still take the main roles. Even if we force the Year 1 and 2 pupils to do it themselves, most of the time the pupils would just read the scripts provided by the teachers. One suggestion is to have the teacher take the role of the chairperson and note-taker so that the pupils can focus on having a discussion. Even in Japan, for Year 1 and Year 2 pupils, teachers usually take the role of the chairperson and note-taker at first. The pupils will then undergo a transition period, in which they will be taught how to do the chairperson and note-taker roles properly. During this period, teachers would prepare a script for the group in charge of conducting the Classroom Discussion. However, please be aware that if this is done from Year 1, there is a risk of the pupils becoming too reliant on the script.
Q9	Teacher, SK Sungai Marong	Is there a particular classroom layout arrangement when Classroom Discussion is done in Japan?
A9	Prof. Fujita, University of Tsukuba	No. The classroom arrangements may be rearranged as see fit for the discussion.
C	Ms. Tsubokawa, AsiaSEED	Today is the second visit for me. During my first time here, when I greeted the pupils, they didn't greet me back. But today, I was very delighted as the pupils greeted me. Even though this seems like a small thing, I believe that in MAKMur, these kinds of small changes will mount up to huge changes in the future. This morning, the headmaster expressed concern about MAKMur being a burden to the teachers. I want to reiterate that MAKMur is not about evaluating teachers' ability in conducting the activities. One of the principles of MAKMur is highlighting the Value of

		Mistakes, and this applies not only to pupils but also to teachers. We hope that teachers can go through the process of learning from mistakes, just as the pupils. What is more important is for teachers to be able to find joy in implementing MAKMur. I believe that pupils will change for the better when the teachers can find joy and meaning in implementing MAKMur.
C	Dr. Ueno, AsiaSEED	We are extremely grateful to this school and the Bentong district as a whole. In early April this year, the MAKMur project didn't have a specific activity set. When we brought up the idea of Classroom Discussion, we thought that it may be difficult to implement immediately. However, the schools in the Bentong district, including this school, gave the idea a go and reported that it was possible to implement Classroom Discussion. The contents of the toolkit were made based on feedback from the schools. The MAKMur project was able to move forward because of the contribution of the teachers in the Bentong district. We have also visited Pasir Mas and Sentul in the past two days. In both districts, we also observed their implementation of Classroom Discussion. With the appropriate conditions, we now know that implementing the core of MAKMur activities, which is the Classroom Discussion, is achievable. We hope to hear more from the teachers so that we can be better support for the teachers.
C	Ms. Morimoto, University of Tsukuba	We are very glad to be able to hear honest feedback from the teachers. I understand that the teachers have some worries while implementing the MAKMur activities. That in and of itself is not a bad thing. It's natural for some things to not be as successful as we intended. The important thing is teachers and pupils can learn from the experience, and gain new skills/abilities little by little. We hope that the teachers can keep sharing their problems in implementing MAKMur

		activities so that we can also keep improving the MAKMur project. We would really appreciate your honest opinions so that we can keep moving forward with you.
C	Mr. Muhammad Hafiz, JICA Malaysia	I have two points that are related to Prof. Fujita's comment. 1. Self-esteem is very important for children's development. 2. We hope that the teachers will not think of MAKMur as another project that will be used to evaluate our teachers. That is not the main objective of MAKMur.

2. SCOPE OF SCHOOL VISIT

The scope of the school visit was set in advance to carry out the visit smoothly and to gather necessary information to proceed with the project with limited visiting time. Upon request from MOE, three perspectives were included in the scope as follows.

i. Feasibility and Sustainability of Projek MAKMur
ii. Role of headmasters in pilot schools
iii. Adaptation of a Japanese model of holistic education to Malaysian schools

The details of the three perspectives are explained below.

i. Feasibility and Sustainability of Projek MAKMur
Special attention was paid to two points: (i) the Culture of prize-giving and (ii) the Prefect system in Malaysian schools. These are deeply rooted in Malaysian schools and there is a concern that they may hinder the advancement of the project. Therefore, the actual situation of these practices in pilot schools should be understood.

ii. Role of headmasters in pilot schools
The leadership of headmasters is critical in school activities in Malaysia. It will be also the case in Projek MAKMur. Support from headmasters will be a key element for teachers to carry out MAKMur activities. However, so far, there has not been

sufficient information-gathering regarding the role of headmasters in pilot schools. Thus, it is necessary to understand their current and expected roles in school and their opinions and attitudes towards the project.

iii. Adaptation of a Japanese model of holistic education to Malaysian schools

Projek MAKMur is in close reference to a Japanese model of holistic education, *Tokubestu Katsudo* (hereinafter referred to as *Tokkatsu*), literally 'special activity', based on existing educational practices in Malaysia. For example, classroom discussion, which is the core activity of the project, is one of the activities of *Tokkatsu*.

Importing foreign practices into Malaysian schools as it is merely a transplant of educational practices. Contextualisation of external knowledge is crucial in educational transfer. Therefore, effective ways of adopting *Tokkatsu* into the Malaysian school context should be pursued.

It is noted that some aspects other than the above-mentioned scope attracted attention during the school visit. Some noteworthy points are mentioned in this report.

3. FINDINGS AND DISCUSSION

This chapter explains findings through the school visit. In addition, the chapter discusses ideas beneficial to the project based on the findings.

i. Feasibility and Sustainability of Projek MAKMur

(i) Culture of prize-giving

Findings and Discussion	Recommendation
The team had heard that prize-giving is a frequent practice in Malaysian schools and it may be a challenge to the feasibility and sustainability of Projek MAKMur. During the visits this time, the Japanese expert team was not able to collect sufficient information about the culture of prize-giving in the pilot schools to make a recommendation for the project.	Additional information-gathering is necessary.

(ii) Prefect system

Findings and Discussion	Recommendation
The Japanese expert team found the prefect system in Malaysia is unique in terms of its role and status. The system gives authority to selected pupils to supervise other pupils. Prefects are expected to provide leadership. Major characteristics of the prefect system found in the visited pilot schools are as follows. · Prefects are selected by teachers · A major criterion of selection is academic performance · The unit of selection is the year, not class · Target years for selection are 2 to 6 · A pupil who becomes a prefect in Year 2 will stay as a prefect until Year 6 as long as he/she does not break school regulation · The uniform is differently coloured from other pupils · Prefects can get benefit from special opportunities other pupils cannot have such as leadership camp The status of the prefect may be special due to the selection process and environment mentioned above. This special status would reinforce the leadership of prefects. With such strong leadership of prefects, the	Exploring ways to implement Projek MAKMur respecting the existing prefect system will be a reasonable solution. Listed below is what the Japanese expert team suggests as concrete actions on this issue. · Instil the MAKMur principles in pupils and their parents/guardians · Set concrete rules in doing MAKMur activities (e.g., each role should be respected) Teachers are expected to explain the MAKMur principles to their pupils at the initial stage of MAKMur activities and continue to remind them to pupils afterwards. For example, teachers can display a poster about the principles in the classroom so that pupils can easily and naturally understand them at any time. It is also important for the headmaster and teachers to explain the MAKMur philosophy and principles at parent-teacher meetings and other opportunities.

Findings and Discussion	Recommendation
prefect system would be a concern for Projek MAKMur as it may conflict with a MAKMur principle of 'equal opportunity', which aims for giving leadership to every pupil. The Japanese expert team learned that there is a long history of the prefect system in Malaysia and abolishing it is very difficult.	
Other pupils have leadership roles like prefects such as class monitors.	The same above-mentioned suggestions are made about working with class monitors in MAKMur activities.

ii. Role of headmasters in pilot schools

Findings and Discussion	Recommendation
Unfortunately, in the visited pilot schools, the Japanese expert team was not able to discuss the roles of headmasters with teachers and collect sufficient information about them, especially in MAKMur-related activities.	What the Japanese expert team can suggest now based on experience in *Tokkatsu* is an organising committee for Projek MAKMur in each school including the headmaster. In doing so, the headmaster can have a team to provide leadership to teachers. In addition, a training program in a Japanese School in Kuala Lumpur will be a good opportunity for headmasters to understand school administration in a Japanese school. To give further policy recommendations, the team must continue to collect relevant information and consider what and how the leadership of headmasters can be conducive to the project.

iii. Adaptation of a Japanese model of holistic education to Malaysian schools

Findings and Discussion	Recommendation
The adaptation of *Tokkatsu* practices to Projek MAKMur in the way presented in the Toolkit Version 1.0 seems to have worked so far since classroom discussion, a core activity in *Tokkatsu*, was well-applied in the visited pilot schools in line with the MAKMur principles.	
The Japanese expert team observed two classroom discussions at the primary level at SK Lemal in Pasir Mas and SK Sungai Marong in Bentong (one session at each school) (please refer to '2. INTRODUCTION' for the details of the classroom discussions). The classroom discussions went smoothly, rather they were a bit too perfect. The team infers they may have been rehearsed. According to MOE, in the meeting with the Japanese expert team, there is a custom in Malaysia in which teachers try to show only the good side of their pupils when they have visitors in school or class. Even if the schools have rehearsed beforehand, it is not such a bad issue since they proved to have sufficient potential to conduct classroom discussions. Nevertheless, it is hoped that in the future there will be a natural flow of class discussion, for example, with conflict of pupils' opinions.	Headmasters and teachers need to understand that it is a normal and natural state for classroom discussions facilitated by pupils not to unfold as planned. Conflicting discussions and even a lack of opinions are not at all uncommon. There needs to be an accumulation of knowledge about what support teachers should provide in such situations. In addition, such supports should differ depending on the year level (and the pupil's level of development). It is necessary to consider a systematic 'scaffolding' strategy that aims to enable pupils to smoothly engage in independent and autonomous classroom discussions by the time they graduate from primary school. (For details, please refer to the Recommendation in 'g. Toolkit Version 1.0'.)
Excellent in the classroom discussions was that both schools (classes) conducted classroom discussions	

consistent with the MAKMur principles. Pupils were given the experience of holding a meeting with their peers ('Learning through experience'). Pupils were asked to voice their opinions on the topic and most of them tried to do so ('Self-motivation'). Operational roles such as chairperson and note-taker were assigned by vote ('Equal opportunity'). The Japanese expert team cannot conclude at this point, of course, without investigating all the MAKMur activity processes ('Preparation', 'Plan', 'Do' and 'Reflect'), but the observations conducted this time imply the possibility of adaptation of *Tokkatsu* to Malaysian schools.	
However, there is a challenge to consider in terms of administration. It is ensuring time for MAKMur activities. As for *Tokkatsu*, the Japanese curriculum guarantees an independent time slot. A special time allocation is made for MAKMur activities during the trial run, but it is not guaranteed beyond the trial run.	To work on MAKMur activities without hindering the progress of the curriculum, a certain amount of time is necessary for teachers and pupils. Alternatively, ways of incorporating MAKMur activities into the periods for subjects or co-curricular activities should be considered. An example is choosing topics related to the content of subject studies for MAKMur activities.

Others

Points to note out of the scope of the school visit are described here.

a. Layout in classroom

Findings and Discussion	Recommendation
During the discussions with teachers and the Ministry staff at SK Batu Muda	Opportunities to learn classroom layout in MAKMur activities may be

Findings and Discussion	Recommendation
(Sentul) and SK Sungai Marong (Bentong), questions about classroom layout were raised. They seemed to be unsure of how the classroom layout should be.	beneficial to teachers.

b. Displays in classroom

Findings and Discussion	Recommendation
There found many displays on the wall in classrooms in the visited pilot schools, but most of them were prepared by the teachers. Displaying pupils' work enhances their self-esteem and sense of belonging to the class.	Teachers should be encouraged to display what is produced by pupils. For example, posters about class goals decided by classroom discussion can be produced by pupils and displayed on the wall in the classroom.

c. MAKMur activities other than classroom discussion and discussion topics

Findings and Discussion	Recommendation
As mentioned earlier, the visited pilot schools practised classroom discussion well at this initial stage of Projek MAKMur. However, MAKMur activities are not completed with classroom discussion only. Classroom discussion is one step ('Plan') in the MAKMur activity process. This time, the team was not able to observe the two steps of 'Do' and 'Reflect' (and pre classroom discussion ['Preparation']) in the MAKMur activity process due to the timing of visit. These two steps should be certainly carried out.	As a next step, the Japanese expert team expects pilot schools to surely step their practice forwards to executing activities ('Do') and reflecting ('Reflect').
Both topics of the classroom discussions observed this time were about cleaning. Teachers and pupils are free to design MAKMur activities according to their school and class	In the future, the team expects that original and unique topics based on the needs of individual schools will be discussed in classroom discussions.

Findings and Discussion	Recommendation
context as far as they follow the MAKMur principles, criteria and Spiral Process.	

d. Home environment and parental involvement

Findings and Discussion	Recommendation
Consideration of pupils' home environment seems to be a key to promoting Projek MAKMur. There is a concern about a gap in value-learning among pupils due to their home environment as the headmistress of SK Batu Muda in Sentul showed.	For this issue, the first step is collecting data about pupils' home environment. An accurate understanding of the influence of pupils' home environment is the basis for taking an action. The Projek MAKMur team needs to collect data on parenting styles, economic/cultural/social situations, etc utilising the baseline survey or existing and future available data. Then, the team needs to analyse the data combining them with the results of MAKMur-related values/abilities. It will reveal whether/what/how the home environment is related to pupils' learning of the values/abilities. If yes and there would be challenges arising from pupils' home environment to the project, the project team will need to consider and take measures to overcome the challenges to make the project as effective as possible.

Even if there would be no relationship between the home environment and pupils' learning in MAKMur activities, the involvement of family in the project should be considered. The Japanese expert team was informed that parental involvement in class is |

| | common practice in Malaysia. It would be beneficial for the project to take advantage of the practice and involve parents/guardians in MAKMur activities.

There would be two ways of parental involvement in Projek MAKMur. The first is involvement in class. For example, Parents/guardians can be facilitators in class with teachers. The second is involvement at home. For example, parents/guardians can engage with their children in a way to develop their abilities and values at home in line with MAKMur's philosophy. The latter seems more difficult than the former since it occurs outside school. However, it is worth pursuing as the headmaster of SK Lemal in Pasir Mas values. He stated he would like to apply what the school learns in Projek MAKMur not only at school but also at pupils' homes. |
| --- | --- |

e. Collaboration between pilot schools

Findings and Discussion	Recommendation
The headmaster of SK Sungai Marong in Bentong mentioned that he would like to share what he learnt from the discussion with the Japanese expert team with other pilot schools in his district. This is an ideal situation for Projek MAKMur.	Collaboration between pilot schools such as information sharing should be encouraged. What the Projek MAKMur team must do is creating and promoting a collaborative environment and atmosphere for a community of mutual learning between pilot schools. To do so, an important action would be to establish communication channels between the pilot schools utilizing

	information exchange meetings, joint workshops and distribution of newsletters.

f. Preschool education

Findings and Discussion	**Recommendation**
The Japanese expert team observed a MAKMur activity at the preschool level at SK Batu Muda in Sentul. The class practised free play. The pupils in groups were free to create with blocks facilitated by the class teacher. The practice was excellent. The class teacher facilitated the class in a good manner. In line with the content of the Toolkit Version 1.0, group free play was incorporated into Aktiviti Pembelajaran. In addition, a reflection activity was incorporated as well. By observing the practice, the Japanese expert team is convinced that there are preschool teachers who are capable to guide peers.	In each pilot district, the team recommends MOE to appoint such preschool teachers as model teachers in Projek MAKMur. Model teachers can play similar roles as school coordinators for primary teachers in preschools and they will be a reference for other teachers. In this way, a peer-to-peer training mechanism in preschool schools can be created.

g. Toolkit Version 1.0

Findings and Discussion	**Recommendation**
The 'Toolkit Version 1.0' is concise yet well-designed to convey the essence of holistic education to the readers. The combination of the three elements of 'cognitive', 'feelings', and 'behaviour' as the foundation for lifelong pupil development, as well as the three main principles and the three criteria incorporated into all activities, are effectively presented to integrate MAKMur's philosophy into practice.	There remains some room for improvement. For example, it is important to expand the explanations and practical examples that consider the growth of pupils while they are in primary school. For instance, one of the three Criteria, 'Pupil-driven', should make clear that the degree of expectation should be different between first-year pupils who have just entered primary school and sixth-

Furthermore, the toolkit has been organised into three parts, making it an easy-to-use guidebook for the readers by clarifying the role of each part.

year pupils in their final year of school. Especially in the first and second-year pupils, it is acceptable for the teacher to coordinate and facilitate classroom discussions, as well as note-taking on the whiteboard. In this context, when teachers positively recognise and encourage pupils to speak up spontaneously and actively, pupils will understand the significance of speaking up voluntarily as well. In addition, the teacher's facilitation, note-taking, and positive remarks in response to pupils' statements serve as a model or exemplar for the pupils. It is necessary to understand that the 'pupil-driven' aspect should be strengthened gradually in a step-by-step manner during the six years of primary school education. Teachers at the pilot schools were striving to approach the 'ideal practices' outlined in the toolkit at all year levels, but they will need to be flexible and consider the degree of development of their pupils. This point must be carefully explained for the future expansion of the program nationwide. Furthermore, depending on the topic of the classroom discussion, teacher facilitation may be appropriate even for the third year and above. In this regard, avoiding the enforcement of rigid and strict interpretation of the toolkit and valuing each teacher's professional expertise-based judgements should be respected.

	It is also important to guide the pupils toward logical speech and the appropriate vocabulary for classroom discussions in conjunction with the Malay language classes. Regarding critical thinking skills, consideration should be given to utilizing the results of learning not only in the Malay language but also in math, science, and other school subjects. Classroom discussions need to be more clearly presented as an opportunity to integrate the learning outcomes across subjects.
	In addition, the toolkit itself needs to be digitised as a future challenge. This would make it easier to include videos of some of the best practices, 'thinking tools: such as Venn diagrams, Y/X/W charts, PMI Chart (P: plus, M: minus, and I: interesting), and other analysis charts' to invigorate discussion, and other teaching materials for download.

4. POLICY RECOMMENDATION

By summarising the recommendations based on the findings and discussions in the previous chapter (please refer to '4. FINDINGS AND DISCUSSION'), the Japanese expert team would like to give the following suggestions to enhance the effectiveness of Projek MAKMur.

i. Provide training opportunities to teachers on various topics (classroom layout, classroom display, etc.)
ii. Explore ways to implement Projek MAKMur respecting the existing prefect system

iii.　Organise committee for Projek MAKMur in each pilot school including the headmaster
iv.　Take advantage of training in Japanese School in Kuala Lumpur for headmasters to understand school administration about Tokkatsu
v.　Consider a way to ensure time for MAKMur activities after the trial run
vi.　Investigate the relationship between home environment and pupils' learning in Projek MAKMur
vii.　Involve parents/guardians in MAKMur activities
viii.　Promote collaboration between pilot schools
ix.　Appoint model teachers for preschool schools in each pilot district

There are nine suggestions and it may be difficult to undertake all of them immediately. Thus, the Japanese expert team suggests prioritising the suggestions taking the circumstances of the pilot schools and Projek MAKMur into account.

5. LIMITATIONS
There were limitations of the school visit as follows.

i.　Limited time of school visit (one-off-visit of three to five hours per school)
ii.　Limited number of schools visited (three out of 15 pilot schools)
iii.　Limited methods of information-gathering (mainly Q&As bringing together multiple stakeholders)

The information-gathering may have been affected by the above-mentioned limitations in terms of quantity and quality. The first limitation may have limited the amount of information gathered during the visits. The second limitation may have limited the sources of the information and it may have affected the validity of the recommendations to all the 15 pilot schools. The third limitation may have affected the quantity and quality aspects of the information since it was difficult to collect specific information sufficiently from a target informant individually in a situation where multiple stakeholders are together in the same place.

6. RECOMMENDATIONS FOR FUTURE VISIT
For further policy recommendations to develop Projek MAKMur overcoming the

limitations mentioned in '6. LIMITATIONS', additional rounds of school visits ought to be carried out targeting the other pilot schools as well as the ones visited this time. In addition, appropriate methods of information-gathering should be considered based on what information should be gathered from what informant (e.g., individual interview). In doing so, more detailed information can be gathered to accurately understand the details of the challenges and progress of Projek MAKMur and consider the way forward of the project.

7. CONCLUSION

This report describes the school visit to three pilot schools (SK Lemal in Pasir Mas, SK Batu Muda in Sentul and SK Sungai Marong in Bentong) in Projek MAKMur conducted by the Japanese expert team in August 2022. Moreover, the report makes policy recommendations for future development of Projek MAKMur based on the information gathered through class observation, school tours and discussions with school teachers during the visits.

Although there are limitations in information-gathering, nine suggestions are made (please refer to '5. POLICY RECOMMENDATION' for the suggestions) mainly according to the scope of the school visit (please refer to '3. SCOPE OF SCHOOL VISIT' for the details of the scope). To collect further information to make a policy recommendation for Projek MAKMur, the Japanese expert team proposes additional visits to the other pilot schools, as well as the ones, visited this time adopting appropriate methods of information-gathering.

8. ANNEX

8.1. PRESENTATION MATERIAL BY PROFESSOR TERUYUKI FUJITA

OBJECTIVES

Through various group activities and solving problems in class, at school, at home, and in the community, the Special Activities will help students:

1. understand the significance of various group activities while cooperating with others;
2. recognize the problems in a group or their personal life and hold discussions to form a consensus or make a decision by themselves to address the issues; and
3. form desirable human relationships, enhance their thoughts about their future lives and strive for self-actualization.

The Four Categories Comprising the Special Activities

Classroom Activities
Toward fulfillment and improvement of the classroom life, every child makes his/her classroom or school life better in cooperation with others.

Student Council Activities
Student council is organized by all students to make their school life enjoyable and rich through voluntary and autonomous activities.

Club Activities
Through the same hobby, students of different grades develop their personalities and enrich their life.
*usually once a week; only for 4th, 5th, & 6th graders

School Events
Through connection with communities and nature or interaction with various cultures and people, children create a school culture.
*such as School excursion, athletics meet, etc.

The Classroom Activities

Three Components for the Classroom Activities

1. Participation in the creation of life in the classroom and/or school
    - Taking up issues, for example, things students want to do together or problems they want to solve together to make the classroom or school life enjoyable and fulfilling.
        - Except for first and second graders, it is common for students to conduct the proceedings themselves. The chairpersons are appointed on a rotational basis and are often different each time.

    FOCUS

    Forming Consensus

2. Adaptation to daily life and learning, and securing growth, health and safety
3. Career-building and self-actualization
    - Addressing issues in the everyday life for (2), and issues on life and learning from a current and future perspective for (3)

    FOCUS

    Making Decisions Individually

5th Graders, Tanagura Elementary School, Fukushima Prefecture, Dec. 18, 2019

Agenda
- Let's have a memorable "Fun Party" before the winter vacation.

Considerations for discussion
- Let's organize the program that everyone in the class can participate in.
- Decide on the preparations for the Fun Party and the roles to be played on the day.

2nd Graders, Tanagura Elementary School, Fukushima Prefecture, Dec. 18, 2019

Agenda
- Let's plan a "Fun Party" to celebrate our hard work from September to December.
  - Even in the second grade, students are given the opportunity to moderate the discussion. However, in consideration of the developmental stage of the students, the classroom teacher is in charge of recording on the blackboard.

6th Graders, Yamaguchi Elementary School, Hyogo Prefecture, June 18, 2021

Agenda
- Let's improve the quality of "Vertical Group Cleaning".
  *Vertical group: Students from different grades with the same class number, such as "1st Grade, Class 1", "2nd Grade, Class 1" …"6th Grade, Class 1", get together and decide the roles of cleaning the school and perform the cleaning.

Typical Learning Process for the Classroom Activities

To the next problem-solving

Activities in advance

[1] Finding/checking problems

Finding issues from various problems in life, and deciding "agenda" together by all the classmates

Teacher sets a "subject matter" from common problems in daily life.

Actual activities/discussions of the period

[2] Discussing how to solve problems, etc.

Exchanging or comparing opinions about the content, method and role sharing of the problem-solving

Having discussion to search for the cause of a problem or the necessity to solve it and to find a specific solving method

[3] Making decision on a solving method

Recognizing differences of opinions and diversity, making a compromise and achieving "consensus formation" in group

Based on discussion, each child does a "decision making" about a specific way of solving a problem and a personal goal suitable for himself/herself.

Post activities

[4] Practicing what was decided

Playing his/her own role on what was decided or practicing what was decided in cooperation with others using each other's good points

Based on the way of solving problems decided by the "decision making", each child practices and persistently makes efforts toward realization of the goal.

[5] Reviewing

Reviewing achievements or problems in the practices and using it in the next problem-solving

Reviewing the practices on a regular basis to keep awareness and using it in the next problem-solving

To the next problem-solving

Launching "Career Passport" from Grade 1

- MEXT has mandated all schools to launch a 12-year consecutive career portfolio named "Career Passport" from Grade 1. The portfolio is designed literally for all students in every Elementary, lower secondary, and upper secondary school. Each student will be expected to use his/her portfolio continuously for 12 years.

- According to the MEXT's Administrative Notice sent to all local boards of education on March 29, 2019, "Career Passport" is a portfolio with which students look back their learning processes in each school subject, and in their daily life in and out of schools, focusing on "Tokkatsu" such as the Classroom Activities. It is a portfolio devised for self-evaluation by every student on his/her own career development and growth.

An Example from Tanagura Elementary School, Fukushima Prefecture
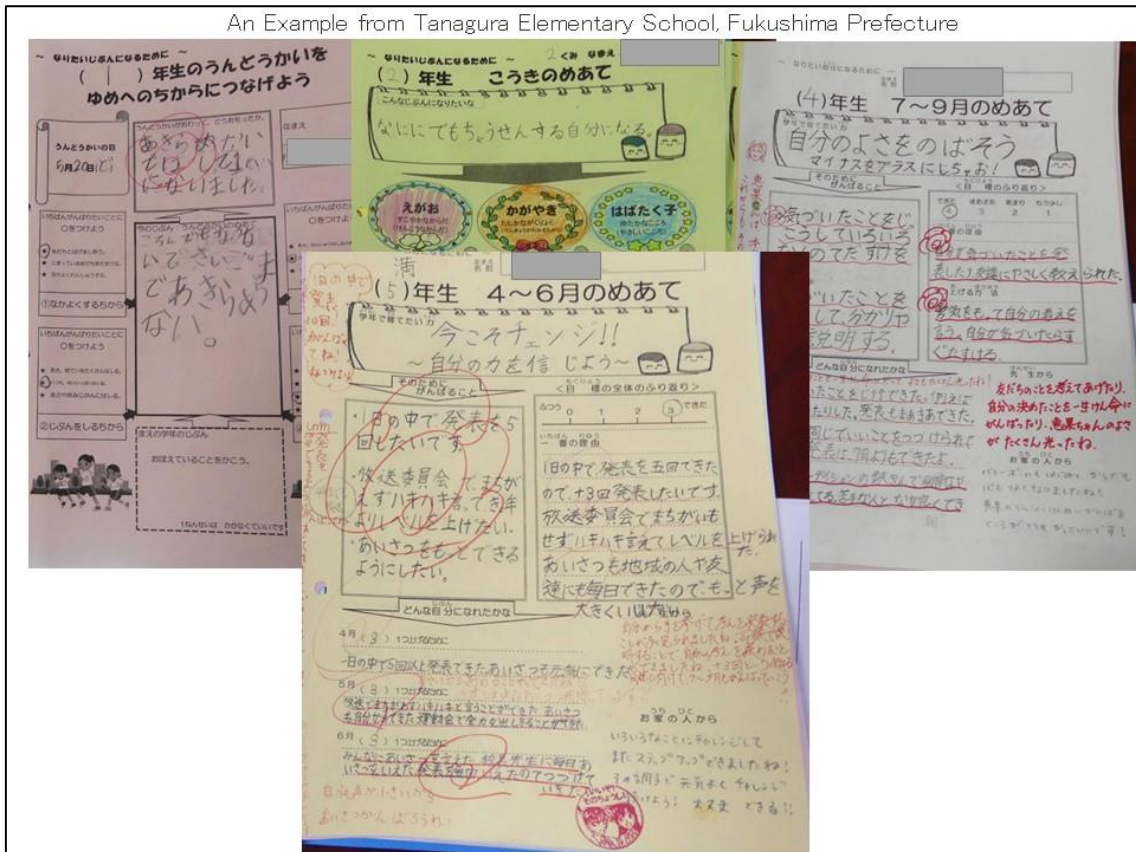
The Student Council Activities
&
School Events

Typical Organization of the Student Council
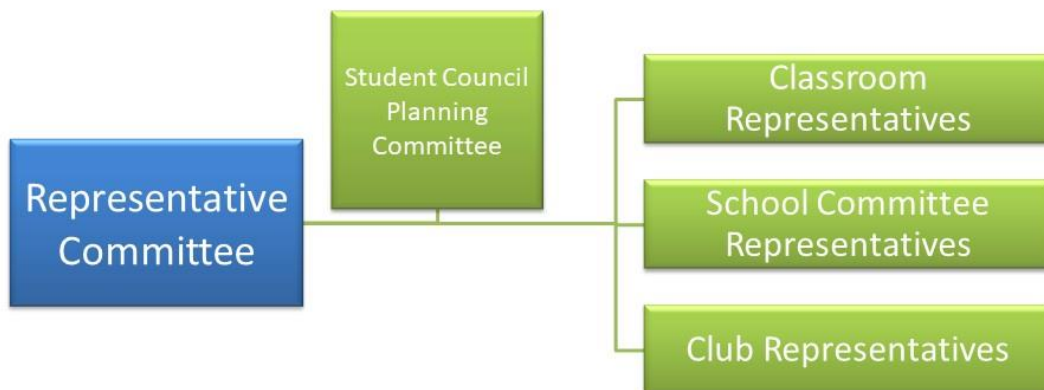
School Committees

In principle, all students in 5th and 6th grades are divided into several School Committees and conduct activities of each committee for making the whole school life enjoyable and fulfilling. The Committees are different from school to school. However, school newspaper committee, broadcasting committee for lunch-time programs, library committee, school environment committee, and health committee are organized in many elementary schools.

Five Categories of the School Events

1. **Ceremonial events**
   - ✓ Having a fresh feeling and setting landmarks in life
2. **Cultural events**
   - ✓ Enriching children's life with culture and arts
3. **Events for health and safety / Sports events**
   - ✓ Developing a healthy mind and body and a safe way of living
4. **Excursions and group lodging**
   - ✓ Learning the importance of cooperation and being considerate of one another
5. **Events for experiencing labor and service**
   - ✓ Get to know the pleasure of serving people

Concluding Remarks

Thank you every much for your attention.
Terima kasih banyak atas perhatian anda.

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ANNEX 4E/4J

Base-line End-line Survey Interim Report (Phase 1)

ベースライン・エンドライン調査中間結果報告書（フェーズ1）

THE PROJECT FOR PROMOTING HOLISTIC EDUCATION

(MAKMur)

Base-line End-line Survey Interim Report

（Phase 1）

FEBRUARY 2023

Japan International Cooperation Agency

Registered Non-Profit Organization Asia SEED

University of Tsukuba

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
df	Degree of freedom
DV	Dependent Variables
FB	Guardians and Family Backgrounds
GE	Guardians' Evaluation
IV	Independent Variables
JICA	Japan International Cooperation Agency
MAKMur	*Memperkasakan Amalan Kemenjadian Murid* (The Project for Promoting Holistic Education)
MOE	Ministry of Education of Malaysia
MS	Mean sum of square
N	Number of participants
PC	Principal Component
PE	Pupil's Evaluation
Q#	Question Number
QCT	Questionnaire for Class Teachers
QFF	Questionnaire for Year 4 & 5 Pupils
QGP	Questionnaire for Guardians of Primary School Pupils
QHH	Questionnaire for Headmaster/Headmistress
QPS	Questionnaire for Guardians of Preschool Pupils
R/D	Record of Discussions
SEM	Standard Error of Mean
SIP+	School Improvement Partner+
SISC+	School Improvement Specialist Coach+
SK	*Sekolah Kebangsaan* (National Primary School)
SS	Sum of square
TL	School Teaching and Learning Style
TM	Pupil's Time Management
UPSR	*Ujian Pencapaian Sekolah Rendah* (Primary School Achievement Test)

1. EXECUTIVE SUMMARY

The Project for Promoting Holistic Education (MAKMur) is a technical cooperation project initiated by the Ministry of Education of Malaysia (MOE) and the Japan International Cooperation Agency (JICA). MAKMur aims at promoting further development of holistic education in Malaysia through adopting and adapting Japanese holistic educational practices such as "class meetings" based on the context and culture at each school. The objectives of this project are to identify effective methods that can enhance both of pupils' cognitive and non-cognitive skills and eventually, to further expand these methods throughout Malaysia creating the environment for the development of balanced individuals. In order to achieve these objectives of the MAKMur project, it is crucial to:

- Develop MAKMur Toolkit,
- Provide evidence of effectiveness of MAKMur,
- Provide material for building awareness and advocacy activities,
- Provide information for improvement of educational environment.

More concretely, the aim of the series of surveys – base-line (conducted in 2022), mid-term (expected to be in 2023), and end-line surveys (expected to be in 2024) is to present the necessary information contributing to the tasks above by investigating items 1 to 4 below.

1) To test the effectiveness of the toolkit by examining and comparing changes of students' cognitive and non-cognitive abilities in pilot schools with those of the students in non-pilot schools,
2) To investigate relationship between children' cognitive/non-cognitive abilities and their parents' engagement and attitude towards the children,
3) To identify whether teaching and learning style is related to students' engagement in activities and their cognitive and non-cognitive abilities,
4) To evaluate students' engagement and achievement in the various activities through the MAKMur Capacity Building Toolkit and to improve the toolkit.

Through the base-line survey conducted in 2022, we collected quantitative data related to 1), 2) and 3). It was just before the trial implementation of MAKMur activities at 15 primary schools with preschools in three districts (Sentul, Bentong, and Pasir Mas) which were selected as "pilot schools" for the first run. For comparison purposes, six non-pilot schools (two from each district; Sentul, Bentong, and Pasir Mas) participated in the survey as well.

Regarding 2), analysis of the data from the base-line survey shows guardians' engagement and attitude towards their children have positive relationship with their evaluation of their children's abilities, especially the following:

- respect for their children' interests,
- reflection with their children on behaviours and experiences.

6

Both of the results above are related to the development of children's voluntary engagement in learning, which may lead to the quality improvement of the educational activities. Thus, it is suggested that introducing or encouraging the acts of respecting children's interests and reflection, including during Teaching and Learning activities, would have positive impacts on the pupils' abilities, which is related to 3). This will help us in preparing materials for building awareness and advocacy activities.

Regarding 1) and 3), evaluation scores of pupils and schools' teaching and learning styles generally came out high, which suggests some difficulties to measure improvement using only quantitative data in the future (ceiling effect) but does indicate that the pupils and schools in Malaysia has the foundation to comprehensively implement activities based on MAKMur principles and criteria.

Other main findings through this base-line survey are as follows:

- In general, non-cognitive abilities of female pupils are found to be higher than those of male pupils.
- Teachers in pilot schools tend to evaluate pupils' non-cognitive abilities higher than teachers in non-pilot schools.
- In relation to cognitive abilities, pupils learning process on the concept of numbers is accelerated in preschool period.

The collected data in the base-line survey will also be utilised to investigate 1) and 3) with the combination of those which will be collected through mid-term and end-line surveys.

2. OVERVIEW AND OBJECTIVES

2.1. Overview of the MAKMur Project

The Project for Promoting Holistic Education (in Malay, *Memperkasakan Amalan Kemenjadian Murid*, hereinafter referred to as "MAKMur") is a technical cooperation project initiated by the Ministry of Education of Malaysia (hereinafter referred to as "MOE") and the Japan International Cooperation Agency (hereinafter referred to as "JICA"). MOE has been actively providing learning opportunities for pupils' internalisation of values and holistic development through various programmes and initiatives of curriculum reform and learning activities that focus on pupils' cognitive and non-cognitive development. MAKMur aims at promoting further development of holistic education in Malaysia through technical cooperation between Malaysia and Japan. The objectives of this project are to identify effective methods that can enhance pupils' both cognitive and non-cognitive skills and eventually, to further expand these methods throughout Malaysia creating the environment for the development of balanced individuals.

In accordance with the Malaysian National Education Philosophy that aims to create harmonious and balanced society, the MAKMur Project is introduced to build school ethos that promotes positive behaviour and enhance pupils' qualities and abilities so that

students can grow into individuals that can contribute in building a diverse and balanced society. The project focuses on the approach of adopting and adapting the holistic educational activities modelled after Japanese schools based on Malaysian school context and existing practices of the schools. The process introduced by the project is expected to nurture pupils with the combination of the three elements of cognitive, feelings, and behaviour, which will consolidate the foundation for pupils' growth throughout their life.

There are three main principles that act as the cores of MAKMur:

1. *Learning Through Experience*
   Pupils are given the opportunity to execute and experience activities with their friends. The repeating process of these experiences will help pupils in enhancing their own skills and abilities.

2. *Self-Motivation*
   All activities of MAKMur must be suggested by pupils themselves so that they are more motivated in solving problems and executing activities that has been discussed in their group.

3. *Equal opportunity*
   All pupils must be given the opportunity to participate in all MAKMur activities. Providing these opportunities are crucial so that all pupils go through similar experiences, at the same time helping each other at improving their own skills and abilities.

In order to ensure that the principles of MAKMur are constantly being practiced, all MAKMur activities are required to fulfil the following three criteria:

1. *Value of mistakes*
2. *Student-driven*
3. *Opportunities for every students*

All MAKMur activities must be incorporated with various abilities and values that supports pupil's growth as balanced individuals. In MAKMur, there are a total of 14 abilities and values that are deemed important, as noted in Table 1. However, teachers have the flexibility to diversify the abilities/values that will act as added value for each MAKMur activity.

Table 1

The 14 Abilities and Values Promoted in MAKMur

Self-esteem	Motivation
Leadership	Planning
Communication	Flexibility
Cooperation	Reasoning
Participation	Creativity
Facilitation	Proactive and desire to challenge

| Tolerance and kindness | Critical thinking |

Fifteen pilot primary schools with preschool from Sentul, Bentong, and Pasir Mas were introduced to the MAKMur project. In July 2022, the MAKMur Capacity Building Toolkit Version 1 (Toolkit V1) that highlights the importance of integrating the cognitive, feelings, and behaviours elements pertaining to the development of balanced individuals, were created in the hope to assist teachers in the process of 'planning, doing, and reflecting' MAKMur activities based on the principles and criteria of MAKMur.

2.2. Overview and Objectives of the Base-line Survey

In order to achieve the objectives of the MAKMur project i.e., to identify effective methods that can enhance pupils' both cognitive and non-cognitive skills and eventually, to further expand these methods throughout Malaysia creating the environment for the development of balanced individuals, it is crucial to:

- Develop MAKMur Toolkit,
- Provide evidence of effectiveness of MAKMur,
- Provide material for building awareness and advocacy activities,
- Provide information for improvement of educational environment.

To carry out the tasks above, we needed multiple surveys that can trace the changes that may result from the implementation of the MAKMur project. In fact, we planned three surveys i.e., base-line (conducted in 2022), mid-term (expected to be in 2023), and end-line surveys (expected to be in 2024) with the aim to present the necessary information contributing to the tasks above by investigating items 1 to 4 below.

1) To test the effectiveness of the toolkit by examining and comparing changes of students' cognitive and non-cognitive abilities with those of the students in pilot schools to non-pilot schools,

2) To investigate relations between children' cognitive/non-cognitive abilities and their parents' engagement and attitude towards the children,

3) To identify whether teaching and learning style is related to students' engagement in activities and their cognitive and non-cognitive abilities,

4) To evaluate students' engagement and achievement in the various activities through the MAKMur Capacity Building Toolkit and to improve the toolkit.

This base-line Survey will assess only (1), (2) and (3). Meanwhile, item (4), which can be observed after certain period of implementation, will be investigated through the mid-term and end-line surveys on top of items (1), (2), and (3). In addition, it is anticipated that the data collection will be useful for awareness-building and advocacy activities.

Five questionnaires that measure pupils' non-cognitive abilities/skills, here defined as "individual abilities, exclusive of physical strength, that can be measured meaningfully, but that cannot be measured through academic achievement tests on subjects", as well as their time management, parenting styles of the guardians, family backgrounds, and

schools teaching styles were created to estimate the current *status quo* of all the target schools. Due to early-year pupils' limited abilities in language comprehension, Preschool, and Year 1 to Year 3 pupils were evaluated only by their class teachers and guardians.

On top of the evaluation of non-cognitive abilities, an experiment that measures the Preschool, and Year 1 to Year 3 pupils' understanding of numbers (specifically the numbers 5 and 8), based on Piaget's Conservation of Numbers task was planned and conducted. In accordance with the principles of holistic education, it is crucial for pupils to experience growth in both the cognitive and non-cognitive aspects. This experiment measures the development of logico-mathematical knowledge, defined by Piaget as 'the ability to connect pieces of knowledge to form new knowledge', and is one of the indicators of cognitive abilities (Piaget, 1954). Thus, this experiment will deepen the understanding of how early-year pupils in Malaysia develop both their cognitive and non-cognitive abilities.

The base-line survey was planned and conducted by team members consisting of JICA experts and support members as stated in Table 2.

Table 2
List of Team Members

Name	Affiliation
Dr. Nor Hisham Bin Ismail	Ministry of Education, Malaysia
Ms. Aniqah Husda Binti Abdul Latif	Ministry of Education, Malaysia
Dr. Nurharani Binti Selamat	Ministry of Education, Malaysia
Mr. Risharry Bin Mohd Ramly	Ministry of Education, Malaysia
Dr. Vanitha Thambirajah	Ministry of Education, Malaysia
Ms. Nur Shaminah Binti Mustafa Kamalu	Ministry of Education, Malaysia
Dr. Ryoichi Ueno	AsiaSEED/JICA
Dr. Teruyuki Fujita	University of Tsukuba/JICA
Dr. Jun Kawaguchi	University of Tsukuba/JICA
Ms. Kumi Tsubokawa	AsiaSEED/JICA
Ms. Hidayah Binti Mohamad	AsiaSEED/JICA
Ms. Chie Sakaguchi	AsiaSEED/JICA
Ms. Mio Morimoto	University of Tsukuba
Mr. Muhamad Aiman Bin Ismail	AsiaSEED
Ms. Chen Kaina	AsiaSEED
Ms. Marie Toyoshima	AsiaSEED
Ms. Fumie Watanabe	AsiaSEED

Abiding by the #ReopeningSafely guideline published by the Ministry of Education, the data collection was carried out by school coordinators of each school in order to minimize unnecessary contacts between pupils and third-party personnel.

2.3.   Limitations of the Base-line Survey and Experiment on Acquisition of Number

There are several limitations that has been identified in conducting the base-line survey and the experiment on acquisition of number 5 & 8 concept.

- All participants were aware of which groups they belong to (Pilot and non-pilot schools). This can possibly affect the way the participants' answered the questionnaires. To avoid from having the participants inadvertently modify their behaviour (in this particular case, their evaluation of a particular pupil), and potentially changing their eventual outcomes, generally the single- or double-blind research methods should be employed. However, since the pilot schools has already been selected before the planning of the surveys, this was impossible. Thus, there is currently no way to eliminate the possibility of confirmation bias in the data that may have been caused by the participants' awareness of their respective groups.

- The experiments were conducted by different experimenters for each school/class. The #ReopeningSafely Guidelines published by the Ministry of Education in April 2022 put an emphasis on restricting the entrance of third-party personnel into schools in order to minimize the possibility of SARS-Cov-2 spread among pupils and teachers. Therefore, the teachers in each school were put in charge of conducting the experiments. While the necessary trainings were provided, the lack of uniformity in experimenters, as well as the fact that experimenters were aware of their respective groups (Treatment or Control) suggested that there may be risk of bias.

- Generally, teachers are only able to evaluate pupils based on the information from the limited time pupils are at school. In contrast, parents/guardians can only evaluate based on the time they spend with their children outside of school. Thus, the evaluation can only be treated as nothing more than the subjective opinions of the evaluators, not necessarily a reflection of the reality.

3. METHODOLOGY

3.1.   Targets and Participants

A total of 21 national primary schools with preschools from three districts i.e., Sentul, Bentong, and Pasir Mas, were selected to participate in the base-line survey (Table 3). As stated in the Record of Discussions (R/D), by the end of 2020, which was before the project started, the MOE had selected 15 schools (five schools from each district) of different scales in terms of the number of pupils to be the pilot schools for the MAKMur project (referred to as the Treatment group). After discussions between the MOE and the Japanese experts team, the MOE selected six non-pilot schools (two schools from each district of different scales in terms of the number of pupils) as comparison against the pilot schools (referred to as the Control group) in March 2022.

The target pupils for this survey were selected at random, approximately 10% of the total pupils in each class of each school from Preschool up to Year 5 Primary school pupils.

Table 3

List of the Target Primary Schools for the MAKMur Base-line Survey in each District.

Districts	Sentul	Bentong	Pasir Mas
Pilot/Treatment	SK Sentul Utama* SK Seri Nilam* SK Seri Murni* SK Batu Muda* SK Intan Baiduri*	SK Lebu SK Felda Lurah Bilut SK Sungai Marong* SK Sungai Dua SK Sri Layang	SK Lati* SK Sultan Ibrahim (1)* SK Baroh Pial SK Lemal* SK Banggol Petai
Control	SK Segambut Makmur* SK Kiaramas*	SK Janda Baik SK Tuanku Fatimah	SK Sri Kiambang* SK Gelang Mas

Note. Schools marked with * answered the questionnaires online.

SK = *Sekolah Kebangsaan* (National Primary School)

Five questionnaires and one experiment were conducted in three weeks starting from 30 May 2022 to 24 June 2022, which was before the implementation of the trial run of MAKMur activities in pilot schools. A total of 1744 responses across all schools and all the different questionnaires were collected, and 513 Preschool, Year 1, Year 2, and Year 3 pupils participated in the experiment (Table 4). The number of participants for the questionnaires accounted for 74.7%, while the number of participants for the experiment accounted for 78.9% of the numbers of target pupils (as stated above, randomly chosen 10% of pupils from each class of each school). All questionnaires and experiment were conducted in the Malay language, the national language of Malaysia.

Table 4

Comparison of the Number of Collected Responses and the Total Number of Target Samples for Each Questionnaire and Experiment

	Treatment		Control		Total	
	Collected	Target	Collected	Target	Collected	Target
Questionnaires	1046	1474	698	861	1744	2335
Class Teachers (QCT)	428	582	278	346	706	928
Year 4 & 5 Pupils (QFF)	204	232	112	136	316	368
Primary Pupils' Guardians (QGP)	349	582	279	346	628	928
Preschool Pupils' Guardians (QPS)	50	63	23	27	73	90
Headmaster/Headmistress (QHH)	15	15	6	6	21	21
Experiment on Number Acquisition	358	413	155	237	513	650

3.2. Questionnaires

The questionnaire surveys were conducted in both online and offline forms. Twelve schools answered the questionnaires online using Google Forms, whilst the other nine schools, offline (Table 3). Offline, or paper questionnaires were used to accommodate schools that have limited internet access, especially in rural areas.

The following evaluations were measured across the five questionnaires:

1. Pupils' Evaluation (PE): Target pupils in primary Year 1 to Year 5 were evaluated by their guardians, and class teachers based on 11 abilities/skills i.e., Sense of self-esteem and self-worth, Tolerance and generosity, Flexibility, Cooperation, Communication, Desire to challenge, Planning, Creativity, Leadership, Reasoning, and Motivation, using a 4-Point Likert Scale.
   Those in Year 4 and Year 5 also evaluated themselves using the same questions as the ones for their guardians and class teachers.
2. Guardians' Evaluation (GE): Guardians were asked to evaluate themselves regarding their parenting styles and relationship with children at home using a 4-Point Likert Scale.
3. Pupils' Time Management (TM): Guardians of preschools and primary Year 1 to Year 5 pupils answered how the pupils usually spend their time at home, outside of school periods.
4. Family Background (FB): The family backgrounds of target pupils in preschools and primary Year 1 to Year 5 were asked.
5. Schools' Teaching and Learning Style (TL): Headmasters/headmistress answered questions related to teaching and learning style at their schools.

We note that regarding PE, we have reduced the number of abilities/skills from 14 abilities/skill as stated in Table 1, to only 11 abilities/skills in order to simplify the questionnaires as requested by the MOE.[1]

Details and structures of each questionnaire are as follows:

1. Questionnaire for Class Teachers (QCT): Class teachers answered PE questions and evaluated each of the target pupils in their respective classes.
2. Questionnaire for Year 4 & 5 Pupils (QFF): Target pupils in Year 4 and Year 5 answered PE questions to evaluate themselves. Only Year 4 and 5 pupils were selected to participate in this questionnaire considering the language limitations of early-year pupils. On the other hand, Year 6 pupils were omitted to abide by the MOE's research guidelines in 2022.[2]

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[1] Initially, the Japanese experts team prepared PE consisting of 42 questions (3 questions for each of the 14 abilities/skills). We omitted three abilities, Participation, Facilitation, and Critical Thinking, that can be considered as parts of or derivations from the other 11 abilities.

[2] The guideline was set to allow the Year 6 pupils to have ample preparation time for moving up to secondary schools.

3. Questionnaire for Guardians of Primary Pupils (QGP): Guardians of each target pupil in primary schools answered PE, GE, TM, and FB questions.
4. Questionnaire for Guardians of Preschool Pupils (QPS): Guardians of each target pupil in preschools answered GE, TM, and FB questions.
5. Questionnaire for Headmaster/Headmistress (QHH): The headmaster or headmistress of each school evaluated his/her pupils in his/her respective schools as a whole using TL questions.

All questionnaires used in this base-line survey can be referred to in Annex 1.

3.3. Experiment on Acquisition of Number Concept

Preschool, Year 1, Year 2, and Year 3 target pupils from each school participated in the experiment to evaluate their acquisition of the concept of Number 5 and Number 8.

1. Experiment on Acquisition of the Number 5 Concept

   Equipment: Two groups of different coloured cone cushions (1: 5 green, 2: 10 blue) and two sticks

   Methods: In a one-on-one setting, pupils were presented with two groups of different coloured cone cushions and two sticks. The experimenter then proceeds to take one of the sticks, and poke through the five green cone cushions, putting in some gaps in between each cone cushion (sample). The pupils were then asked to recreate the sample arrangement using the 10 blue cone cushions and a stick in one minute. Subsequently, the pupils were divided into three levels depending on their responses.

      a) Level 0: Pupils poked through all 10 of the cone cushions
      b) Level 1: Pupils poked through less than or more than five cushions
      c) Level 2: Pupils poked through five cone cushions with a gap in between the cushions

      Pupils that managed to achieve Level 2 proceeded to the next stage of the experiment. For pupils at Level 0 and Level 1, the experiment ended and they were allowed to leave the experiment room.

2. Experiment on Acquisition of the Number 8 Concept

   Equipment: Two groups of stones (1: 8 stones, 2: 20 stones)

   Methods: Pupils were presented with two groups of stones. The first group has eight stones, and the second group has 20 stones. The experimenter then arranged the group of 8 stones in a straight line with a certain amount of gap in between each stone (sample). The pupils once again asked to recreate the sample arrangement using the 20 stones provided to them in two minutes. Pupils' responses determine their level as follows.

a) Level 0: Pupils used all 20 stones
b) Level 1: Pupils arranged less than or more than eight stones with similar gaps in between each stone.
c) Level 2: Pupils arranged eight stones with gaps in between each stone similar to the sample stones.

At this point, the experiment ended for pupils at Level 0, and Level 1. For pupils that achieved Level 2, the experimenter then rearranged the sample stones by either reducing or increasing the distance of the gap between each stone. The pupils were then asked whether the number of the pupil-arranged stones was the same, less than, or more than the number of the sample stones.

d) Level 3: Pupils were able to identify that the two groups of stones still have the same number of stones in them despite the rearrangements.

The details of the experiment protocols and score form can be referred to in Annex 2.

3.4. Briefing and Training

School coordinators conducted the data collections and experiments on behalf of the MAKMur project team in order to limit contacts between pupils and third-party personnel, preventing further spread of the SARS-CoV-2. Briefing and training sessions were provided in all three districts across three dates i.e., the first session on 19 May 2022 at Sentul district, the second session on 24 May 2022 at Pasir Mas district, and the third session on 26 May 2022 at Bentong district. Teachers were briefed and given explanation on the procedures of data collection for the questionnaires and experiments on number concept. The briefing and training sessions for pilot schools' teachers and control schools' teacher were done on the same day, albeit at separate times.

A total of 60 teachers from all pilot schools, 28 teachers from all control schools, and 6 district education officers from three districts participated in the briefing and training sessions. The details of the briefing and training are as follows.

SENTUL DISTRICT

Date: 19 May 2022 (Thursday)

Venue: Sentul District Education Office

Time: Pilot Schools' Teachers, 8:00 a.m. - 12:00 p.m.

Control Schools' Teachers, 2:30 p.m. – 4:30 p.m.

Table 5

Program Tentative during the Briefing and Training Session 1

Session	Time	Activity
Morning Session (Pilot Schools' Teachers)	8:00 a.m.	Welcoming remarks by Mr. Rofii bin Hussein, Vice Chief Officer of Sentul District Education Office
	8:15 – 9:45 a.m.	Briefing on MAKMur project's tentative for the year 2022
	9:45 – 10:00 a.m.	Break
	10:00 – 12:00 p.m.	Briefing and training regarding MAKMur project's base-line surveys and experiment on acquisition of the number 5 & 8 concept
Afternoon Session (Control Schools' Teachers)	2:30 p.m.	Welcoming remarks by Mr. Rofii bin Hussein, Vice Chief Officer of Sentul District Education Office
	2:45 – 4:30 p.m.	Briefing and training regarding MAKMur project's base-line surveys and experiment on acquisition of the number 5 & 8 concept

Table 6

Participants for the Morning Session during the Briefing and Training Session 1

Affiliation	Participants	No. of Participants
Sentul District Education Office	SIP+ Officer	1
	SISC+ Officer	1
SK Intan Baiduri	Headmaster	1
	MAKMur Coordinators	3
	Guidance and Counselling Teacher	1
SK Sentul Utama	Headmaster	1
	MAKMur Coordinators	2
	Guidance and Counselling Teacher	1
SK Seri Nilam	Headmaster	1
	MAKMur Coordinators	3
	Guidance and Counselling Teacher	1
SK Seri Murni	Headmaster	1
	MAKMur Coordinators	3
	Guidance and Counselling Teacher	1
SK Batu Muda	Headmaster	1
	MAKMur Coordinators	3
	Guidance and Counselling Teacher	1

SIP+ = School Improvement Partner+, SISC+ = School Improvement Specialist Coach+

Table 7

Participants for the Afternoon Session during the Briefing and Training Session 1

Affiliation	Participants	No. of Participants
Sentul District Education Office	SIP+ Officer SISC+ Officer	1 1
SK Segambut Makmur	Headmaster Lower primary Teachers Upper primary Teachers Guidance and Counselling Teacher	1 1 1 1
SK Kiara Mas	Headmaster Lower primary Teachers Upper primary Teachers Guidance and Counselling Teacher	1 1 1 1

SIP+ = School Improvement Partner+, SISC+ = School Improvement Specialist Coach+

PASIR MAS DISTRICT

Date: 24 May 2022 (Tuesday)

Venue: Pasir Mas District Education Office

Time: Pilot Schools' Teachers, 8:00 a.m. - 12:00 p.m.

Control Schools' Teachers, 2:30 p.m. – 4:30 p.m.

Table 8

Program Tentative during the Briefing and Training Session 2

Session	Time	Activity
Morning Session (Pilot Schools' Teachers)	8:00 a.m.	Welcoming remarks by Mr. Hasbullah bin Che Cob, Vice Chief Officer of Sentul District Education Office
	8:15 – 9:45 a.m.	Briefing on MAKMur project's tentative for the year 2022
	9:45 – 10:00 a.m.	Break
	10:00 – 12:00 p.m.	Briefing and training regarding MAKMur project's base-line surveys and experiment on acquisition of the number 5 & 8 concept
Afternoon Session (Control Schools' Teachers)	2:30 p.m.	Welcoming remarks by Mr. Hasbullah bin Che Cob, Vice Chief Officer of Sentul District Education Office
	2:45 – 4:30 p.m.	Briefing and training regarding MAKMur project's base-line surveys and experiment on acquisition of the number 5 & 8 concept

Table 9

Participants for the Morning Session during the Briefing and Training Session 2

Affiliation	Participants	No. of Participants
Pasir Mas District Education Office	SIP+ Officer SISC+ Officer	1 1
SK Baroh Pial	Headmaster MAKMur Coordinators Guidance and Counselling Teacher	1 1 1
SK Banggol Petai	Headmaster MAKMur Coordinators Guidance and Counselling Teacher	1 1 1
SK Lati	Headmaster MAKMur Coordinators Guidance and Counselling Teacher	1 3 1
SK Lemal	Headmaster MAKMur Coordinators Guidance and Counselling Teacher	1 2 1
SK Sultan Ibrahim (1)	Headmaster	1
	MAKMur Coordinators	4
	Guidance and Counselling Teacher	1

SIP+ = School Improvement Partner+, SISC+ = School Improvement Specialist Coach+

Table 10

Participants for the Afternoon Session during the Briefing and Training Session 2

Affiliation	Participants	No. of Participants
Pasir Mas Education Office	SIP+ Officer SISC+ Officer	1 1
SK Gelang Mas	Headmaster Lower primary Teachers Upper primary Teachers Guidance and Counselling Teacher	1 2 2 1
SK Sri Kiambang	Headmaster Lower primary Teachers Upper primary Teachers Guidance and Counselling Teacher	1 2 2 1

SIP+ = School Improvement Partner+, SISC+ = School Improvement Specialist Coach+

ENTONG DISTRICT

Date: 26 May 2022 (Thursday)

Venue: Bentong District Education Office

Time: Pilot Schools' Teachers, 8:00 a.m. - 12:00 p.m.

Control Schools' Teachers, 2:30 p.m. – 4:30 p.m.

Table 11

Program Tentative during the Briefing and Training Session 3

Session	Time	Activity
Morning Session (Pilot Schools' Teachers)	8:00 a.m.	Welcoming remarks by Mr. Ahmad Zaki bin Hussain, Vice Chief Officer of Sentul District Education Office
	8:15 – 9:45 a.m.	Briefing on MAKMur project's tentative for the year 2022
	9:45 – 10:00 a.m.	Break
	10:00 – 12:00 p.m.	Briefing and training regarding MAKMur project's base-line surveys and experiment on acquisition of the number 5 & 8 concept
Afternoon Session (Control Schools' Teachers)	2:30 p.m.	Welcoming remarks by Mr. Ahmad Zaki bin Hussain, Vice Chief Officer of Sentul District Education Office
	2:45 – 4:30 p.m.	Briefing and training regarding MAKMur project's base-line surveys and experiment on acquisition of the number 5 & 8 concept

Table 12

Participants for the Morning Session during the Briefing and Training Session 3

Affiliation	Participants	No. of Participants
Bentong District Education Office	SIP+ Officer SISC+ Officer	1 1
SK Lebu	Headmaster MAKMur Coordinators Guidance and Counselling Teacher	1 1 1
SK Lurah bilut	Headmaster MAKMur Coordinators Guidance and Counselling Teacher	1 1 1
SK Sungai Marong	Headmaster MAKMur Coordinators Guidance and Counselling Teacher	1 1 1
SK Sungai Dua	Headmaster MAKMur Coordinators Guidance and Counselling Teacher	1 1 1
SK Sri Layang	Headmaster MAKMur Coordinators Guidance and Counselling Teacher	1 1 1

SIP+ = School Improvement Partner+, SISC+ = School Improvement Specialist Coach+

Table 13

Participants for the Afternoon Session during the Briefing and Training Session 3

Affiliation	Participants	No. of Participants
Bentong District Education Office	SIP+ Officer SISC+ Officer	1 1
SK Tuanku Fatimah	Headmaster Lower primary Teachers Upper primary Teachers Guidance and Counselling Teacher	1 1 1 1
SK Janda baik	Headmaster Lower primary Teachers Upper primary Teachers Guidance and Counselling Teacher	1 1 1 1

SIP+ = School Improvement Partner+, SISC+ = School Improvement Specialist Coach+

3.5. Data Analysis Procedures

All statistical analyses were performed using BellCurve and Microsoft Excel. The data were analysed with the assumption that the population was normally distributed. The data analyses methods employed were:

1. Welch's T-Test[3]
   The Welch's t-test was employed to compare PE data answered by pupils (QFF), guardians (QGP), and class teachers (QCT) respectively in two subgroups:

   a. Treatment vs Control: The mean evaluation scores and variance of the responses were compared between the participants in the MAKMur pilot schools and the control schools.
   b. Male vs Female: The mean evaluation scores and variance of response of male participants and female participants in general were compared.

   Missing answer and/or multiple answers for a question were regarded as invalid answer. Participants with invalid answer for a question were omitted for that particular question only.

2. Principal Component Analysis[4]
   A Principal Component Analysis was done on the PE question in QGP to cull and summarise the multivariate data into simpler dataset while retaining the maximum amount of information before incorporating it into Multiple Regression Analysis.

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[3] A statistical method to test if the means of two populations are equal or not, without assuming equal variances.

[4] A statistical method to compress a multidimensional dataset into smaller-dimensional dataset while retaining most of the information.

Missing answer and/or multiple answers for a question were regarded as invalid answer. Participants with at least one invalid answer in any of the questions were omitted.

3. Multiple Regression Analysis[5]
   Using the data from QGP which consisted of PE, TM, GE, and FB questions, multiple linear regression was calculated to find linear equation of variables belonging to TM, GE, or FB which represents the PE evaluated by the guardians.

   Missing answer and/or multiple answers for a question were regarded as invalid answer. Participants with at least one invalid answer in any of the sections were omitted.

4. FINDINGS AND DISCUSSIONS

Table 14

List of Questions and Their Corresponding Abilities/Skills in PE

Q#	Items	Abilities/Skills
Q1	I/Pupil/My child speak with confidence.	Sense of self-esteem and self-worth
Q2	I/Pupil/My child describe my/their achievement to others.	
Q3	I/Pupil/My child listen attentively to others during group conversation.	Tolerance and generosity
Q4	I/Pupil/My child respect others' opinions.	
Q5	I/Pupil/My child can complete task even with sudden schedule changes.	Flexibility
Q6	I/Pupil/My child able to participate in other activities apart from study.	
Q7	I/Pupil/My child work together with people of different opinions.	Cooperation
Q8	I/Pupil/My child discuss with group members in an activity.	
Q9	I/Pupil/My child contribute my/their ideas in a group discussion.	Communication
Q10	I/Pupil/My child greet a new person and get to know him/her better.	
Q11	I/Pupil/My child willing to take new challenges.	Desire to challenge
Q12	I/Pupil/My child try to complete difficult task without giving up.	
Q13	I/Pupil/My child prioritise important tasks.	Planning
Q14	I/Pupil/My child am/is punctual.	
Q15	I/Pupil/My child explore new ideas.	Creativity
Q16	I/Pupil/My child improve existing methods to solve a task	
Q17	I/Pupil/My child lead discussion during group activities.	Leadership
Q18	I/Pupil/My child engage group members to find solution.	
Q19	I/Pupil/My child apply previous knowledge to solve a problem.	Reasoning
Q20	I/Pupil/My child use facts when I/they express my/their opinions to others.	
Q21	I/Pupil/My child am volunteer to do any tasks.	Motivation
Q22	I/Pupil/My child am motivated in completing tasks that I/they like.	

Note. Q# = Question Numbers, Q1-Q22 = Question 1 to Question 22

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[5] A statistical method to predict the value of a particular variable based on a linear combination of the values of multiple other variables.

Table 14 is the list of questions in the PE section. Pupils, class teachers and guardians answered the same questions, with the only difference of pronouns used in the questions ("I" for QFF, "My child" for QGP, and "Pupil" for QCT). Only valid answers were counted and analysed. For the Welch's T-Test, participants with invalid answer (no answer, or picked multiple answers) for a particular question were omitted from that particular question only. Thus, the number of responses vary depending on the subgroups and questions.

4.1. Questionnaires for Year 4 & 5 Pupils (QFF)

Table 15 summarized the findings in QFF.

<u>Treatment vs Control</u>

The comparison of means by Welch's T-Test between the Treatment and Control groups for each question in the PE section found that the Control group has significantly higher evaluation score in 11 out of 22 questions than the Treatment group (Table 16). Significant differences were found in **Q1** (t [266.6]=3.297, p<.01), **Q2** (t [276.6]=2.684, p<.01), **Q6** (t [287.9]=4.907, p<.01), **Q7** (t [288.9]=2.855, p<.01), **Q11** (t [276.5]=3.338, p<.01), **Q14** (t [273.1]=6.190, p<.01), **Q15** (t [287.7]=2.185, p<.05), **Q18** (t [249.8]= 2.871, p<.01), **Q19** (t [282.1]= 2.519, p<.05), **Q20** (t [275.5]= 2.956, p<.01), **Q21** (t [283.0]=3.758, p<.01).

These results showed that when compared to the Treatment group, the pupils in the Control group have, or at the very least perceived themselves to have, higher level of Sense of self-esteem and self-worth (Q1 & Q2), Flexibility (Q6), Cooperation (Q7), Desire to challenge (Q11), Planning (Q14), Creativity (Q15), Leadership (Q18), Reasoning (Q19 & Q20), and Motivation (Q21).

<u>Male vs Female</u>

Table 17 showed that Female pupils evaluated themselves significantly higher than the Male pupils in regards to five questions i.e., **Q3** (t [308.9] = 1.999, p<.05), **Q8** (t [311.5] = 2.668, p<.01), **Q11** (t [306.8] = 2.467, p<.05), **Q16** (t [310.0] = 3.262, p<.01), **Q22** (t [313.373] = 2.337, p<.05).

This indicated that Female pupils possess, or at the very least perceived themselves to possess, higher level of abilities that are associated with Tolerance and generosity (Q3), Cooperation (Q8), Desire to challenge (Q11), Creativity (Q16), and Motivation (Q22), when compared to Male pupils. These results supported previous research from multiple countries which found that female pupils have the tendency to be perceived as having more aptitude for non-cognitive abilities than male pupils from early primary year (Nakajima et al., 2019), and even until adolescent period (Zhang & Wang, 2022).

Table 15

Summary of Significant Differences in QFF

Questionnaire	Category	Significant Differences	Number of Questions (out of 22)
QFF	Treatment vs Control	Treatment > Control Control > Treatment No Difference	0 11 11
	Male Vs Female	Male > Female Female > Male No Difference	0 5 17

Table 16

Results of the Mean Comparison Between the Treatment group and Control group in QFF

	Treatment			Control				
Q#	Mean	Unbiased Variance	SEM	Mean	Unbiased Variance	SEM	*df*	T Value
Q1	**2.956**	**0.653**	**0.057**	**3.234**	**0.436**	**0.063**	**266.586**	****3.297**
Q2	**2.485**	**1.059**	**0.072**	**2.766**	**0.636**	**0.076**	**276.647**	****2.684**
Q3	3.260	0.755	0.061	3.351	0.412	0.061	285.145	1.063
Q4	3.368	0.707	0.059	3.482	0.435	0.063	271.553	1.325
Q5	2.882	0.892	0.066	3.072	0.631	0.075	260.752	1.891
Q6	**2.887**	**0.913**	**0.067**	**3.345**	**0.467**	**0.065**	**287.948**	****4.907**
Q7	**2.966**	**0.861**	**0.065**	**3.225**	**0.449**	**0.064**	**288.906**	****2.855**
Q8	3.348	0.790	0.062	3.300	0.561	0.071	257.652	0.507
Q9	2.873	0.870	0.065	3.009	0.627	0.075	258.862	1.370
Q10	2.887	0.958	0.069	3.072	0.577	0.072	276.359	1.859
Q11	**2.853**	**0.983**	**0.069**	**3.189**	**0.591**	**0.073**	**276.482**	****3.338**
Q12	3.099	0.931	0.068	3.170	0.539	0.069	282.487	0.734
Q13	3.315	0.781	0.062	3.357	0.520	0.068	269.540	0.454
Q14	**2.819**	**0.612**	**0.055**	**3.315**	**0.381**	**0.059**	**273.136**	****6.190**
Q15	**2.985**	**0.955**	**0.069**	**3.196**	**0.520**	**0.068**	**287.711**	***2.185**
Q16	2.851	0.724	0.060	2.982	0.504	0.067	265.273	1.453
Q17	2.586	0.967	0.069	2.741	0.842	0.087	242.610	1.397
Q18	**2.734**	**1.018**	**0.071**	**3.054**	**0.826**	**0.086**	**249.815**	****2.871**
Q19	**2.926**	**0.811**	**0.063**	**3.153**	**0.458**	**0.064**	**282.122**	***2.519**
Q20	**2.569**	**0.966**	**0.069**	**2.866**	**0.604**	**0.073**	**275.452**	****2.956**
Q21	**2.917**	**0.914**	**0.067**	**3.277**	**0.526**	**0.069**	**282.953**	****3.758**
Q22	3.377	0.847	0.064	3.500	0.414	0.061	296.045	1.383

Note. N = 316. The number of responses fluctuate between 203-204 for the Treatment group, and 110-112 for the Control group, depending on the questions due to the omission of invalid answers.

SEM= Standard Error of Mean

df= Degree of freedom

Q# = Question Numbers, Q1-Q22 = Question 1 to Question 22

*=p<.05, **=p<.01. The questions with significance level of p<.05 and p<.01 were bolded.

Table 17

Results of the Mean Comparison Between the Female group and Male group in QFF

Q#	Female			Male			*df*	T Value
	Mean	Unbiased Variance	SEM	Mean	Unbiased Variance	SEM		
Q1	3.042	0.586	0.064	3.064	0.602	0.059	305.270	0.260
Q2	2.590	0.943	0.081	2.579	0.916	0.073	302.413	0.104
Q3	**3.389**	**0.589**	**0.081**	**3.211**	**0.661**	**0.073**	**308.936**	***1.999**
Q4	3.385	0.619	0.066	3.427	0.611	0.060	301.569	0.476
Q5	3.035	0.789	0.074	2.877	0.814	0.069	305.479	1.557
Q6	3.000	0.789	0.074	3.088	0.815	0.069	303.462	0.869
Q7	3.056	0.738	0.072	3.058	0.726	0.065	303.082	0.030
Q8	**3.465**	**0.544**	**0.061**	**3.218**	**0.822**	**0.070**	**311.515**	****2.668**
Q9	2.917	0.734	0.071	2.924	0.835	0.070	309.385	0.073
Q10	2.951	0.858	0.077	2.953	0.810	0.069	300.805	0.018
Q11	**3.111**	**0.827**	**0.076**	**2.854**	**0.879**	**0.072**	**306.789**	***2.467**
Q12	3.167	0.769	0.073	3.088	0.810	0.069	306.388	0.786
Q13	3.366	0.734	0.071	3.300	0.649	0.062	298.511	0.695
Q14	3.048	0.546	0.061	2.947	0.618	0.060	310.045	1.176
Q15	3.103	0.927	0.080	3.024	0.710	0.065	288.609	0.778
Q16	**3.056**	**0.570**	**0.063**	**2.765**	**0.678**	**0.063**	**310.011**	****3.262**
Q17	2.738	0.750	0.072	2.559	1.065	0.079	312.927	1.675
Q18	2.862	0.967	0.082	2.835	0.979	0.076	305.771	0.240
Q19	2.966	0.770	0.073	3.041	0.635	0.061	293.846	0.797
Q20	2.724	0.840	0.076	2.632	0.869	0.071	307.222	0.887
Q21	3.041	0.818	0.075	3.047	0.798	0.068	304.364	0.053
Q22	**3.538**	**0.598**	**0.064**	**3.322**	**0.761**	**0.067**	**313.373**	***2.337**

Note. N = 316. The number of responses fluctuate between 143-145 for Female group, and 169-171 for Male group, depending on the questions due to the omission of invalid answers.

SEM= Standard Error of Mean

df= Degree of freedom

Q# = Question Numbers, Q1-Q22 = Question 1 to Question 22

*=p<.05, **=p<.01. The questions with significance level of p<.05 and p<.01 were bolded.

4.2. Questionnaire for Guardians of Primary Pupils (QGP)

Table 18 summarized the findings in QGP.

<u>Treatment vs Control</u>

Only 2 out of 22 question showed significant differences between the two groups (Table 19). Both **Q12** (t [598.3]=2.120, p<.05) and **Q22** (t [613.9]=2.465, p<.05) found that the Treatment groups were evaluated higher than the Control group.

The two questions correspond to the abilities Desire to challenge (Q12), and Motivation (Q22).

<u>Male vs Female</u>

Male pupils were evaluated significantly higher than the Female pupils in one out of 22 questions **Q10** (t [698.7]=2.990, p<.01) as shown in Table 20.

Q10 corresponds to the ability Communication.

Table 18

Summary of Significant Differences in QGP

Questionnaire	Category	Significant Differences	Number of Questions (out of 22)
QGP	Treatment vs Control	Treatment > Control Control > Treatment No Difference	2 0 20
	Male Vs Female	Male > Female Female > Male No Difference	1 0 21

Table 19

Results of the Mean Comparison Between the Treatment Group and Control Group in QGP

Q#	Treatment			Control			df	T value
	Mean	Unbiased Variance	SEM	Mean	Unbiased Variance	SEM		
Q1	3.433	0.649	0.043	3.437	0.456	0.040	620.321	0.070
Q2	3.105	0.887	0.051	3.079	0.564	0.045	619.898	0.376
Q3	3.320	0.683	0.045	3.216	0.560	0.045	610.219	1.638
Q4	3.381	0.613	0.042	3.339	0.500	0.043	609.047	0.698
Q5	3.269	0.743	0.047	3.266	0.492	0.042	617.998	0.045
Q6	3.435	0.741	0.046	3.444	0.445	0.040	617.532	0.144
Q7	3.218	0.778	0.048	3.145	0.648	0.048	605.646	1.068
Q8	3.236	0.801	0.048	3.209	0.787	0.053	594.740	0.383
Q9	2.982	0.829	0.049	2.960	0.796	0.054	596.622	0.302
Q10	3.101	0.795	0.048	3.141	0.875	0.056	578.518	0.532
Q11	3.198	0.713	0.046	3.152	0.716	0.051	590.539	0.675
Q12	**3.267**	**0.731**	**0.046**	**3.122**	**0.700**	**0.050**	**598.261**	***2.120**
Q13	3.264	0.718	0.046	3.180	0.733	0.051	590.601	1.222
Q14	3.225	0.709	0.046	3.220	0.542	0.044	613.361	0.078
Q15	3.279	0.738	0.046	3.233	0.805	0.054	583.600	0.650
Q16	2.974	0.765	0.047	2.921	0.802	0.054	587.444	0.746
Q17	2.569	0.930	0.052	2.534	0.837	0.055	603.465	0.464
Q18	2.910	1.001	0.054	2.917	0.845	0.055	608.829	0.088
Q19	3.187	0.813	0.049	3.148	0.822	0.054	589.457	0.528
Q20	2.901	0.897	0.051	2.838	0.887	0.056	594.525	0.832
Q21	3.190	0.780	0.048	3.148	0.619	0.047	611.999	0.618
Q22	**3.402**	**0.734**	**0.046**	**3.240**	**0.608**	**0.047**	**613.937**	***2.465**

Note. N = 628. The number of responses fluctuate between 340-347 for Treatment group, and 275-279 for Control group, depending on the questions due to the omission of invalid answers.

SEM= Standard Error of Mean

df= Degree of freedom

Q# = Question Numbers, Q1-Q22 = Question 1 to Question 22

*=p<.05, **=p<.01. The questions with significance level of p<.05 and p<.01 were bolded.

Table 20

Results of the Mean Comparison Between the Female group and Male Group in QGP

Q#	Female			Male			*df*	T value
	Mean	Unbiased Variance	SEM	Mean	Unbiased Variance	SEM		
Q1	3.467	0.577	0.044	3.406	0.546	0.041	614.629	1.016
Q2	3.110	0.691	0.048	3.078	0.791	0.050	619.995	0.460
Q3	3.326	0.665	0.047	3.224	0.593	0.043	606.571	1.585
Q4	3.372	0.581	0.044	3.353	0.546	0.041	611.757	0.311
Q5	3.329	0.655	0.047	3.210	0.600	0.043	611.705	1.866
Q6	3.427	0.604	0.045	3.450	0.614	0.044	616.827	0.359
Q7	3.184	0.708	0.049	3.186	0.734	0.048	613.013	0.032
Q8	3.246	0.833	0.053	3.203	0.758	0.049	611.838	0.596
Q9	2.993	0.824	0.053	2.953	0.805	0.050	611.710	0.549
Q10	**3.007**	**0.880**	**0.054**	**3.224**	**0.762**	**0.049**	**608.731**	****2.990**
Q11	3.177	0.730	0.049	3.177	0.701	0.047	613.478	0.004
Q12	3.237	0.716	0.049	3.170	0.726	0.047	618.173	0.975
Q13	3.255	0.749	0.050	3.199	0.704	0.047	615.793	0.813
Q14	3.272	0.609	0.045	3.178	0.653	0.045	616.009	1.476
Q15	3.234	0.783	0.051	3.281	0.755	0.049	617.710	0.668
Q16	2.947	0.824	0.052	2.954	0.744	0.048	613.480	0.097
Q17	2.556	0.912	0.055	2.551	0.867	0.052	616.387	0.065
Q18	2.967	0.876	0.054	2.863	0.978	0.055	619.995	1.353
Q19	3.200	0.876	0.054	3.141	0.761	0.049	606.934	0.816
Q20	2.901	0.920	0.055	2.847	0.867	0.052	615.925	0.703
Q21	3.213	0.704	0.048	3.131	0.710	0.047	615.779	1.215
Q22	3.325	0.745	0.050	3.334	0.627	0.044	608.756	0.149

Note. N = 628. The number of responses fluctuate between 297-303 for Female group, and 317-323 for Male group, depending on the questions due to the omission of invalid answers.

SEM= Standard Error of Mean

df= Degree of freedom

Q# = Question Numbers, Q1-Q22 = Question 1 to Question 22

*=$p<.05$, **=$p<.01$. The questions with significance level of $p<.05$ and $p<.01$ were bolded.

4.3. Questionnaire for Class Teachers (QCT)

Table 21 summarized the findings in QCT.

<u>Treatment vs Control</u>

Table 22 showed that in QCT, the Treatment group was evaluated significantly higher than the Control group in 19 out of 22 questions i.e., **Q2** (t [589.8]= 2.051, p<.05), **Q4** (t [531.4]= 2.994, p<.01), **Q5** (t [555.3]= 4.567, p<.01), **Q6** (t [569.4]= 2.903, p<.01), **Q7** (t [532.2]= 4.106, p<.01), **Q8** (t [528.9]= 2.065, p<.01), **Q9** (t [512.4]= 3.346, p<.01), **Q10** (t [504.0]= 4.076, p<.01), **Q11** (t [506.9]= 2.416, p<.01), **Q12** (t [531.5]= 3.051, p<.01), **Q13** (t [526.5]= 3.386, p<.01), **Q14** (t [525.9]= 2.664, p<.01), **Q15** (t [506.9]= 2.924, p<.01), **Q16** (t [550.3]= 3.462, p<.01), **Q17** (t [586.4]= 2.153, p<.05), **Q18** (t [499.1]= 2.670, p<.01), **Q19** (t [503.4]=2.828, p<.01), **Q20** (t [539.6]= 2.480, p<.05), and **Q22** (t [558.7]= 2.482, p<.05).

These 19 questions corresponded to all 11 abilities/skills. This implies that, in contrast to pupils' own evaluation of themselves, class teachers in the Treatment group perceived that their pupils displayed higher level of overall abilities/skills than the Control group. Nonetheless, as stated in "2.3. Limitations of the Base-line Survey and Experiment on Acquisition of Number", the possibility of confirmation bias caused by teachers' awareness of their respective groups, cannot be dismissed.

<u>Male vs Female</u>

Female pupils received significantly higher evaluation than Male pupils in 12 out of 22 questions (Table 23). The question that displayed significant differences were **Q3** (t [696.901]= 3.613, p<.01), **Q4** (t [694.889]= 4.012, p<.01), **Q5** (t [696.899]= 3.933, p<.01), **Q6** (t [695.997]= 2.545, p<.05), **Q8** (t [698.712]=2.809, p<.01), **Q12** (t [701.882]= 3.036, p<.01), **Q13** (t [699.789]= 3.008, p<.01), **Q14** (t [700.000]= 2.910, p<.01), **Q16** (t [696.230]= 2.106, p<.05), **Q17** (t [695.996]= 2.118, p<.05), **Q20** (t [697.126]= 1.964, p<.05), and **Q22** (t [697.906]= 2.451, p<.05)

The questions with significance differences correspond to Tolerance and generosity (Q3 & Q4), Flexibility (Q5 & Q6), Cooperation (Q8), Desire to challenge (Q12), Planning (Q13 & Q14), Creativity (Q16), Leadership (Q17), Reasoning (Q20), and Motivation (Q22), suggesting that teachers tend to perceive Female pupils as better at these abilities, when compared to Male pupils, which displayed similar tendencies with the results from QFF. This also supported previous research regarding gender gaps in non-cognitive abilities (Nakajima et al., 2019; Zhang & Wang, 2022)

Table 21

Summary of Significant Differences in QCT

Questionnaire	Category	Significant Differences	Number of Questions (out of 22)
QCT	Treatment vs Control	Treatment > Control	19
		Control > Treatment	0
		No Difference	3
	Male Vs Female	Male > Female	0
		Female > Male	12
		No Difference	10

Table 22

Results of the Mean Comparison Between the Treatment group and Control Group in QCT

Q#	Treatment			Control			*df*	T value
	Mean	Unbiased Variance	SEM	Mean	Unbiased Variance	SEM		
Q1	3.216	0.611	0.038	3.113	0.677	0.050	564.195	1.646
Q2	**2.991**	**0.655**	**0.039**	**2.862**	**0.650**	**0.049**	**589.771**	***2.051**
Q3	3.327	0.525	0.035	3.235	0.601	0.047	562.118	1.581
Q4	**3.469**	**0.425**	**0.032**	**3.305**	**0.549**	**0.045**	**531.355**	****2.994**
Q5	**3.242**	**0.602**	**0.038**	**2.953**	**0.712**	**0.051**	**555.297**	****4.567**
Q6	**3.393**	**0.511**	**0.035**	**3.227**	**0.573**	**0.045**	**569.444**	****2.903**
Q7	**3.363**	**0.480**	**0.034**	**3.122**	**0.642**	**0.048**	**532.223**	****4.106**
Q8	**3.292**	**0.575**	**0.037**	**3.159**	**0.760**	**0.052**	**528.852**	***2.065**
Q9	**3.104**	**0.642**	**0.039**	**2.870**	**0.932**	**0.058**	**512.410**	****3.346**
Q10	**3.124**	**0.573**	**0.037**	**2.849**	**0.887**	**0.056**	**504.043**	****4.076**
Q11	**3.111**	**0.628**	**0.038**	**2.942**	**0.939**	**0.058**	**506.925**	***2.416**
Q12	**3.228**	**0.595**	**0.037**	**3.029**	**0.793**	**0.053**	**531.533**	****3.051**
Q13	**3.188**	**0.609**	**0.038**	**2.964**	**0.813**	**0.054**	**526.524**	****3.386**
Q14	**3.372**	**0.512**	**0.035**	**3.209**	**0.695**	**0.050**	**525.894**	****2.664**
Q15	**3.139**	**0.643**	**0.039**	**2.934**	**0.926**	**0.058**	**506.865**	****2.924**
Q16	**2.981**	**0.666**	**0.040**	**2.748**	**0.817**	**0.054**	**550.345**	****3.462**
Q17	**2.829**	**0.820**	**0.044**	**2.676**	**0.848**	**0.055**	**586.358**	***2.153**
Q18	**3.106**	**0.636**	**0.039**	**2.917**	**0.978**	**0.060**	**499.079**	****2.670**
Q19	**3.188**	**0.606**	**0.038**	**2.993**	**0.931**	**0.058**	**503.391**	****2.828**
Q20	**2.936**	**0.703**	**0.041**	**2.763**	**0.904**	**0.057**	**539.621**	***2.480**
Q21	3.288	0.584	0.037	3.171	0.799	0.054	519.558	1.785
Q22	**3.313**	**0.615**	**0.038**	**3.155**	**0.723**	**0.051**	**558.694**	***2.482**

Note. N = 706. The number of responses fluctuate between 419-426 for the Treatment group, and 274-278 for the Control group, depending on the questions due to the omission of invalid answers.

SEM= Standard Error of Mean

df= Degree of freedom

Q# = Question Numbers, Q1-Q22 = Question 1 to Question 22

*=p<.05, **=p<.01. The questions with significance level of p<.05 and p<.01 were bolded.

Table 23

Results of the Mean Comparison Between the Female group and Male group in QCT

Q#	Female			Male			df	T value
	Mean	Unbiased Variance	SEM	Mean	Unbiased Variance	SEM		
Q1	3.229	0.661	0.044	3.123	0.614	0.041	689.926	1.754
Q2	2.974	0.675	0.045	2.908	0.639	0.042	691.655	1.070
Q3	**3.394**	**0.523**	**0.039**	**3.192**	**0.569**	**0.040**	**696.901**	****3.613**
Q4	**3.512**	**0.411**	**0.035**	**3.305**	**0.524**	**0.038**	**694.889**	****4.012**
Q5	**3.251**	**0.603**	**0.042**	**3.011**	**0.696**	**0.044**	**696.899**	****3.933**
Q6	**3.399**	**0.511**	**0.039**	**3.258**	**0.563**	**0.040**	**695.997**	***2.545**
Q7	3.320	0.565	0.041	3.218	0.546	0.039	694.000	1.804
Q8	**3.327**	**0.588**	**0.042**	**3.157**	**0.698**	**0.044**	**698.712**	****2.809**
Q9	3.073	0.727	0.046	2.953	0.803	0.047	698.985	1.825
Q10	3.047	0.723	0.046	2.983	0.708	0.045	692.512	0.996
Q11	3.106	0.771	0.048	2.986	0.738	0.045	694.955	1.819
Q12	**3.246**	**0.626**	**0.043**	**3.058**	**0.720**	**0.045**	**701.882**	****3.036**
Q13	**3.197**	**0.660**	**0.044**	**3.008**	**0.723**	**0.045**	**699.789**	****3.008**
Q14	**3.394**	**0.546**	**0.040**	**3.227**	**0.619**	**0.041**	**700.000**	****2.910**
Q15	3.123	0.744	0.047	2.997	0.776	0.047	696.475	1.910
Q16	**2.959**	**0.714**	**0.046**	**2.822**	**0.754**	**0.046**	**696.230**	***2.106**
Q17	**2.843**	**0.779**	**0.048**	**2.697**	**0.880**	**0.049**	**695.996**	***2.118**
Q18	3.089	0.808	0.049	2.978	0.747	0.045	688.630	1.664
Q19	3.167	0.757	0.047	3.058	0.725	0.045	696.375	1.679
Q20	**2.935**	**0.786**	**0.048**	**2.804**	**0.784**	**0.047**	**697.126**	***1.964**
Q21	3.294	0.674	0.045	3.192	0.664	0.043	694.322	1.646
Q22	**3.327**	**0.623**	**0.043**	**3.177**	**0.691**	**0.044**	**697.906**	***2.451**

Note. N = 706. The number of responses fluctuate between 338-342 for the Female group, and 357-362 for the Male group, depending on the questions due to the omission of invalid answers.

SEM= Standard Error of Mean

df= Degree of freedom

Q# = Question Numbers, Q1-Q22 = Question 1 to Question 22

*=$p < .05$, **=$p < .01$. The questions with significance level of $p < .05$ and $p < .01$ were bolded.

4.4. Principal Component Analysis

Principal Component Analysis on the PE data of QGP showed that the first principal component (PC1) explained[6] 56.67% of the total variance (Table 24). In Figure 1, a steep decline can be seen starting from PC2 onwards, in which subsequent components (PC2-PC22) showed less than 5.06% explanation capability of the total variance for each component. In order to choose only one variable as the dependent variables in multiple regression, we needed to select a component that retained the most amount of information from the multidimensional data. Hence, only PC1 was employed and incorporated into the multiple regression analysis.

Table 24

The Eigenvalue, Percentage of Variance, and Cumulative Variance for Each Principal Component

Principal Component	Eigenvalue	Percentage of Variance	Cumulative
1	12.468	56.67%	56.67%
2	1.114	5.06%	61.74%
3	0.905	4.11%	65.85%
4	0.783	3.56%	69.41%
5	0.631	2.87%	72.27%
6	0.606	2.76%	75.03%
7	0.529	2.41%	77.44%
8	0.490	2.23%	79.66%
9	0.478	2.17%	81.83%
10	0.436	1.98%	83.82%
11	0.396	1.80%	85.62%
12	0.386	1.75%	87.37%
13	0.369	1.68%	89.05%
14	0.351	1.59%	90.64%
15	0.323	1.47%	92.11%
16	0.311	1.41%	93.52%
17	0.291	1.32%	94.84%
18	0.275	1.25%	96.09%
19	0.238	1.08%	97.17%
20	0.231	1.05%	98.22%
21	0.212	0.96%	99.18%
22	0.179	0.82%	100.00%

Note. N = 543. Participants with at least one invalid answer in any of the question 1 to question 22 were omitted.

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[6] Among the principal components, the first component (PC1) retains the most amount of information from the multidimensional data. In this case, PC1 retained 56.6% of the information from the multivariate data of the 22 items in PE evaluated by guardians.

Figure 1

Scree Plot of the Eigenvalues of Each Principal Component
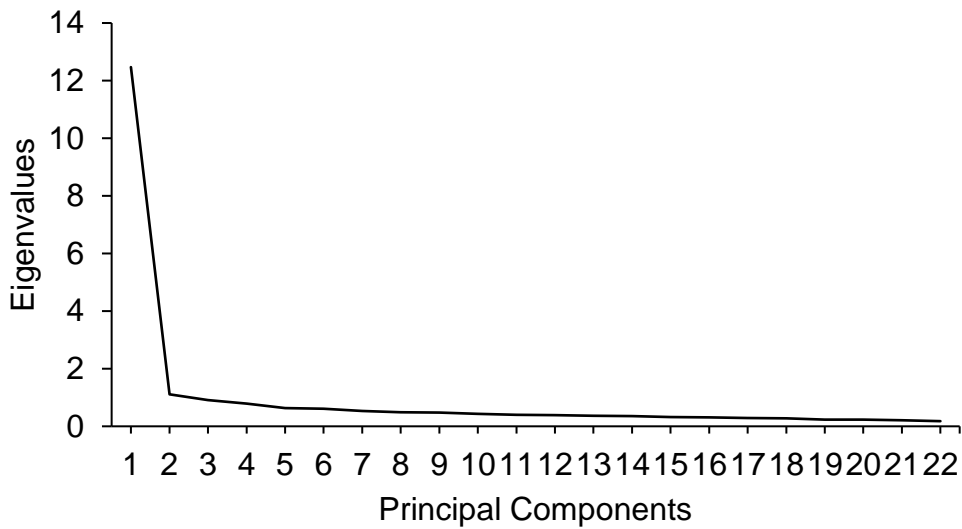
Table 25

Loading Values of Principal Component Analysis for the First Component (PC1) in Descending Order[7]

Variables	PC1
Q8	0.8250
Q19	0.8166
Q9	0.8106
Q11	0.8096
Q18	0.8066
Q15	0.8039
Q12	0.7955
Q13	0.7905
Q16	0.7803
Q20	0.7754
Q3	0.7580
Q22	0.7435
Q4	0.7371
Q21	0.7329
Q5	0.7321
Q17	0.7226
Q14	0.7191
Q1	0.7188
Q7	0.7011
Q10	0.6794
Q6	0.6627
Q2	0.5925

---

[7] The loading values is the correlation coefficient between the first component (PC1) and each item in PE. The bigger the loading values, the stronger the item in PE contribute to the PC1.

4.5. Multiple Regression Analysis

Multiple regression analysis was used to test if each of the item in TM, GE, and FB (total: 23 items/predictors) significantly predicted guardians' evaluation of pupils (PE) in QGP, represented by PC1 calculated in Table 24.

Only participants with full valid answers in all of the sections were used. Participants with at least one invalid answer in any of the sections (PE, TM, GE, and FB) were omitted. Dummy variables were encoded for the FB questions ranging from Q40 to Q46 to categorize the multiple-choice answers into smaller subgroups before incorporating them into the multiple regression (Table 26).

Table 26

List of Dummy Variables Encoded for Question 40 to Question 46 in QGP

Q#	Questions	Answers	Dummy variable
Q40	Marital status	Married	1
		Single parent Divorced Widowed	0
Q41	Father/Male guardian's occupation	Full-time	1
		Part-time/day job Unemployed Retiree	0
Q42	Mother/Female guardian's occupation	Full-time	1
		Part-time/day job Unemployed Retiree	0
Q43	The number of siblings (including the child)	Single child	1
		Two	2
		Three	3
		Four or more	4
Q44	The highest level of school you have completed	Primary	6
		Secondary	11
		Tertiary	15
		Post-graduate	20
Q45	The highest level of school you expect your child to complete	Primary	6
		Secondary	11
		Tertiary	15
		Post-graduate	20
Q46	Does your family recognize the importance of inculcating your child's abilities/skills other than subject knowledge and skills in school?	Strongly agree	1
		Agree Disagree Strongly disagree	0

Note. Q# = Question Numbers, Q1-Q22 = Question 40 to Question 46

 Q44 and Q45 were encoded with the average number of years required to finish the corresponding education level

33

The results of the regression, as shown in Table 27 and Table 28, indicated the 23 predictors significantly explained 36.6% of the variance (N= 472, Adjusted R^2 =.366, $F_{(23, 448)}$=12.834 p<.001).

Nine predictors, in particular, significantly predicted guardians' evaluation of primary school pupils (Table 29). In TM, **Q26** "Study" times (β= 0.188, p<.001) and **Q29** "Game console" times (β=-0.107, p<.05) were found to be significant predictors. In GE, the significant predictors were **Q31** "I spend time to play with my child" (β=-0.109, p<.05), **Q33** "If my child breaks a rule, I will tell him/her to follow the rules next time" (β=0.167, p<.01), **Q35** "I respect what my child wants to do" (β=0.089, p<.05), and **Q38** "After doing activities with my child, we discuss the experience" (β=0.177, p<.001). **Q40** "Marital status" (β=0.083, p<.05), **Q42** "Mother/Female guardian's occupation" (β=0.174, p<.001), and **Q45** "The highest level of school you expect your child to complete" (β=0.149, p<.01) were the significant predictors in FB.

These results showed that the guardians' evaluation of their children (PC1):

- Q26: increased 0.013 points for each point increase in "Study" times.
- Q29: decreased 0.006 points for each point increase in "Game console" times.
- Q31: decreased 0.613 points for each point increase in Q31
- Q33: increased 1.031 points for each point increase in Q33
- Q35: increased 0.357 points for each point increase in Q35
- Q38: increased 0.969 points for each point increase in Q38
- Q40: increased 1.132 points for Married guardians, when compared to single parent.
- Q42: increased 1.184 points for mother/female guardians with Full-time jobs, when compared to non-Full-time jobs.
- Q45: increased 1.040 points for each point increase in guardians' expectations on their child's education level.

From the results above, several information can be inferred. Q26 and Q29 suggest that guardians have the tendencies to positively evaluate children that studies more and play game consoles less. Q33 and Q38 indicate that reflecting and communicating regarding children's behaviors and experiences are positively correlated with guardians' evaluation of their children. Q35 signifies guardians that respect their children's interest also tend to evaluate them higher. Q40 shows that married guardians are more likely to evaluate their children higher. Only the type of employment for the mother/female guardians, but not the father/male guardians, is correlated to the perception of children's non-cognitive abilities can be deduced from Q42. The results from Q40 and Q42 may have a relation to previous research that found mothers that are married and working full-time job becomes a positive role model for their children (Suemori, 2002; Nakazawa & Fujiwara, 2015). From Q45, it can be deduced that guardians with higher expectation for their children's education also tend to evaluate their children more positively. This supports previous research that investigated mother's educational expectations on high school students in Japan (Fujiwara, 2009).

Table 27

Regression Statistics on the Effects of TM, GE, and FB (IV) on PC1 (DV)

Regression Statistics	
Correlation coefficient (R)	0.630
R Square	0.397
Adjusted R Square	0.366

Table 28

Analysis of Variance (ANOVA) of the Regression

ANOVA	df	SS	MS	F value	P value
Regression	23	2166.492	94.195	12.834	p<.001
Residual	448	3288.055	7.339		
Total	471	5454.547			

Note. ANOVA= Analysis of Variance
df= Degree of freedom
SS= Sum of squares
MS= Mean sum of squares

Table 29

The Effects of Each Predictor in TM, GE, and FB (IV) on PC1 (DV)

Q#	PE (PC1)			
	Unstandardized Beta (B)	**Standard Error (SE)**	**Standardized Beta (β)**	**T Value**
Q23	0.000	0.003	0.006	0.121
Q24	0.008	0.004	0.111	1.937
Q25	0.000	0.003	-0.002	-0.055
Q26	**0.013**	**0.004**	**0.188**	****3.286**
Q27	0.004	0.003	0.058	1.238
Q28	-0.001	0.003	-0.024	-0.520
Q29	**-0.006**	**0.003**	**-0.107**	***-2.274**
Q30	0.287	0.236	0.053	1.213
Q31	**-0.613**	**0.250**	**-0.109**	***-2.451**
Q32	-0.153	0.279	-0.028	-0.546
Q33	**1.031**	**0.335**	**0.167**	****3.079**
Q34	-0.169	0.164	-0.040	-1.031
Q35	**0.357**	**0.171**	**0.089**	***2.089**
Q36	0.068	0.355	0.011	0.192
Q37	0.196	0.363	0.033	0.541
Q38	**0.969**	**0.283**	**0.177**	*****3.428**
Q40	**1.132**	**0.527**	**0.083**	***2.148**
Q41	-0.245	0.319	-0.032	-0.769
Q42	**1.184**	**0.291**	**0.174**	*****4.065**
Q43	-0.182	0.153	-0.046	-1.188
Q44	-0.025	0.049	-0.022	-0.514
Q45	**1.040**	**0.293**	**0.149**	*****3.548**
Q46	0.000	0.307	0.000	0.002

Note. N = 472. Participants with at least one invalid answer in any of the predictors were omitted.
*=p<.05, **=p<.01, ***=p<.001. The predictors with significance level of p<.05, p<.01, and p<.001 were bolded.

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One startling finding was that Q31 (Item "I spend time to play with my child") showed that higher score in Q31 significantly predicted lower overall scores in PC1, which suggested the more guardians spend time to play with their child, the worse they tend to evaluate their child.

When GE (Q30-Q38, nine predictors) was isolated to perform multiple regression, the results of the regression indicated the nine predictors significantly explained 24.8% of the variance (N= 525, Adjusted R^2 =.242, $F(9, 511)=19.544$, $p<.001$), as shown in Table 30 and Table 31. Similar to the previous multiple regression model, only participants that has complete valid answers in both PE and GE were analyzed. Four out of nine predictors i.e., **Q30** "I feel the same way when my child is crying or happy" ($β=0.107$, $p<.05$) **Q33** "If my child breaks a rule, I will tell him/her to follow the rules next time" ($β=0.199$, $p<.001$), **Q35** "I respect what my child wants to do" ($β=0.114$, $p<.01$), and **Q38** "After doing activities with my child, we discuss the experience" ($β=0.205$, $p<.001$) significantly predicted PC1 (Table 32).

In this model (Table 32), Q31 was not found to significantly predict PC1, while Q30, which previously was not significant (Table 29), turned out significant. Q33, Q35, and Q38 displayed high significance level in both models. Ergo, it is reasonable to assume the significant results of Q31 in the first model may have been a type 1 error (false positive).

Table 30

Regression Statistics on the Effects of GE (IV) on PC1 (DV)

Regression Statistics	
Correlation coefficient (R)	0.505
R Square	0.255
Adjusted R Square	0.242

Table 31

Analysis of Variance (ANOVA) of the Regression

ANOVA	df	SS	MS	F value	P value
Regression	9	1638.930	182.103	19.544	p<.001
Residual	515	4798.497	9.317		
Total	524	6437.427			

Note. ANOVA= Analysis of Variance
df= Degree of freedom
SS= Sum of squares
MS= Mean sum of squares

Table 32

The Effects of Each Predictor in GE (IV) on PC1 (DV)

	PE (PC1)			
	Unstandardized Beta (B)	Standard Error (SE)	Standardized Beta (β)	T Value
Q30	**0.589**	**0.247**	**0.107**	***2.383**
Q31	-0.411	0.261	-0.072	-1.575
Q32	-0.312	0.300	-0.055	-1.040
Q33	**1.237**	**0.352**	**0.199**	*****3.513**
Q34	-0.122	0.170	-0.028	-0.717
Q35	**0.477**	**0.180**	**0.114**	****2.653**
Q36	0.454	0.369	0.074	1.230
Q37	0.392	0.376	0.064	1.043
Q38	**1.153**	**0.294**	**0.205**	*****3.924**

Note. N = 525. Participants with at least one invalid answer in any of the predictors, including PC1, were omitted.

*=p<.05, **=p<.01, ***=p<.001. The predictors with significance level of p<.05, p<.01, and p<.001 were bolded.

4.6.   School's Teaching and Learning Style

Headmasters and Headmistresses of the 21 pilot and control schools answered questions regarding the teaching and learning styles of their own school. While some questions appear to display differences between the Treatment and Control groups, the small number of samples deemed it difficult to meaningfully compare the two groups. In addition to that, multiple questions i.e., Q3, Q6, Q7, Q12, Q16, Q17, and Q18 were found to have perfect mean score of 4 in either one, or both the groups. This indicate ceiling effects, in which no further improvement can be measured for these questions. Although, these scores are also an indication that the schools, regardless of groups, has fairly high aptitude in conducting activities based on MAKMur principles and criteria.

Q1. Pupils are enthusiastic about their studies

Table 33
Number and Percentage of Responses for Q1, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	1	7.1%	0	0.0%
Sometimes	4	28.6%	1	16.7%
Always	9	64.3%	5	83.3%

Figure 2
Percentage of Responses for Q1, QHH
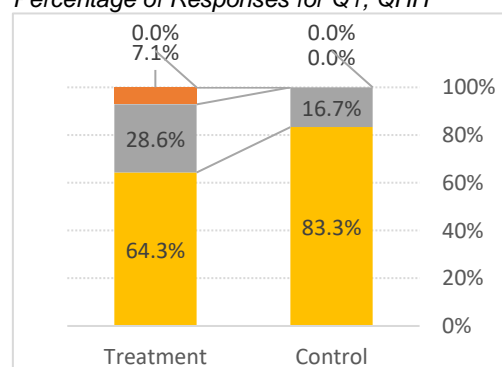
Q2. Pupils are able to communicate their ideas to others

Table 34
Number and Percentage of Responses for Q2, QHH

		Treatment		Control	
■	Never	0	0.0%	0	0.0%
■	Rarely	1	6.7%	0	0.0%
■	Sometimes	11	73.3%	6	100.0%
■	Always	3	20.0%	0	0.0%

Figure 3
Percentage of Responses for Q2, QHH
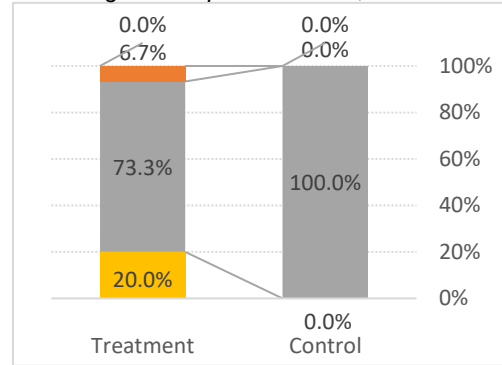
Q3. Pupils are able to listen to other's ideas

Table 35
Number and Percentage of Responses for Q3, QHH

		Treatment		Control	
■	Never	0	0.0%	0	0.0%
■	Rarely	1	6.7%	0	0.0%
■	Sometimes	6	40.0%	0	0.0%
■	Always	8	53.3%	6	100.0%

Figure 4
Percentage of Responses for Q3, QHH
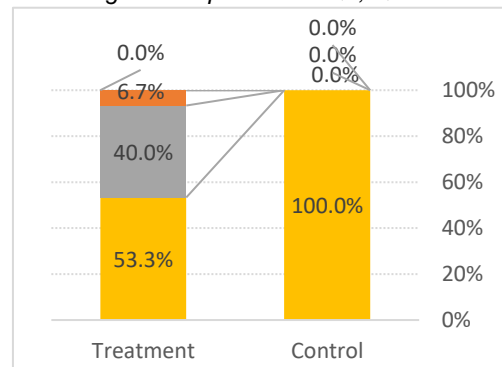
Q4. Pupils are able to convey their ideas through discussion

Table 36
Number and Percentage of Responses for Q4, QHH

		Treatment		Control	
■	Never	0	0.0%	0	0.0%
■	Rarely	0	0.0%	0	0.0%
■	Sometimes	10	66.7%	4	66.7%
■	Always	5	33.3%	2	33.3%

Figure 5
Percentage of Responses for Q4, QHH
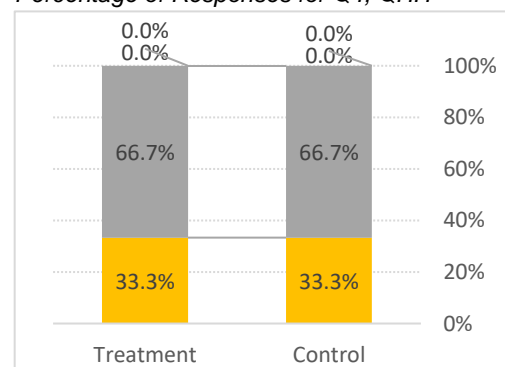
Q5. Pupils are able to engage with the study tasks they set by themselves

Table 37

Number and Percentage of Responses for Q5, QHH

		Treatment		Control	
■	Never	0	0.0%	0	0.0%
■	Rarely	1	6.7%	0	0.0%
■	Sometimes	6	40.0%	3	50.0%
■	Always	8	53.3%	3	50.0%

Figure 6
Percentage of Responses for Q5, QHH
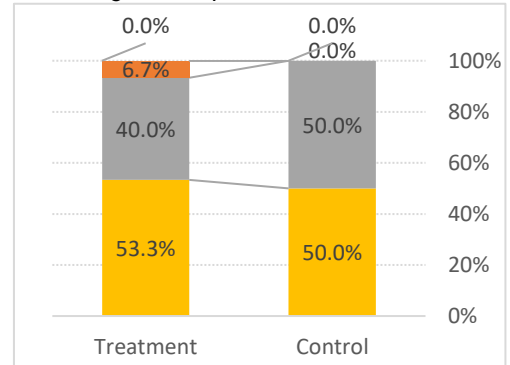
Q6. The daily lesson plan is focused on Pupils' knowledge and skills

Table 38

Number and Percentage of Responses for Q6, QHH

		Treatment		Control	
■	Never	0	0.0%	0	0.0%
■	Rarely	0	0.0%	0	0.0%
■	Sometimes	0	0.0%	0	0.0%
■	Always	15	100.0%	6	100.0%

Figure 7
Percentage of Responses for Q7, QHH
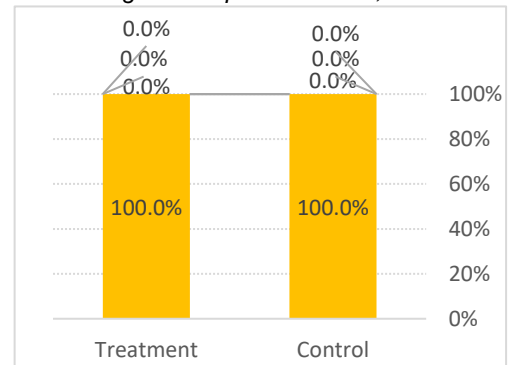
Q7. The daily lesson plan is systematically arranged to achieve learning outcomes

Table 39

Number and Percentage of Responses for Q7, QHH

		Treatment		Control	
■	Never	0	0.0%	0	0.0%
■	Rarely	0	0.0%	0	0.0%
■	Sometimes	0	0.0%	1	16.7%
■	Always	15	100.0%	5	83.3%

Figure 8
Percentage of Responses for Q7, QHH
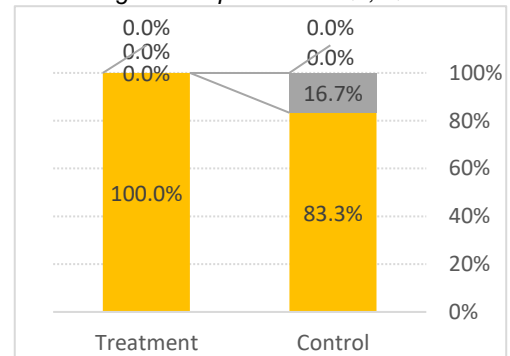
Q8. Teaching methods have been improved to enhance the quality of pupil learning

Table 40
Number and Percentage of Responses for Q8, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	2	13.3%	1	16.7%
Always	13	86.7%	5	83.3%

Figure 9
Percentage of Responses for Q8, QHH
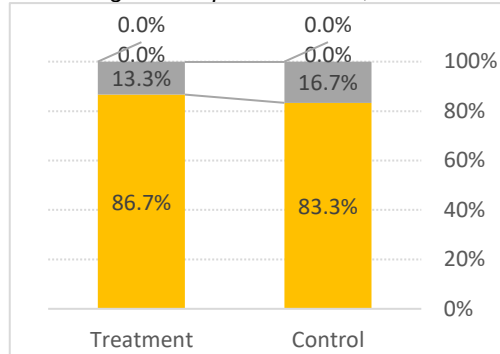
Q9. The activities given to Pupils encourage them to apply higher-order thinking skills

Table 41
Number and Percentage of Responses for Q9, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	8	53.3%	2	33.3%
Always	7	46.7%	4	66.7%

Figure 10
Percentage of Responses for Q9, QHH
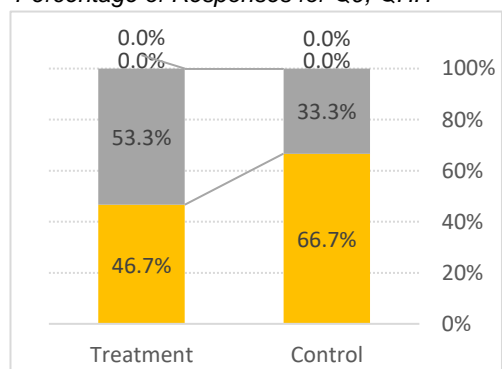
Q10. Pupils are allowed to express their opinions during the lessons

Table 42
Number and Percentage of Responses for Q10, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	5	33.3%	1	16.7%
Always	10	66.7%	5	83.3%

Figure 11
Percentage of Responses for Q10, QHH
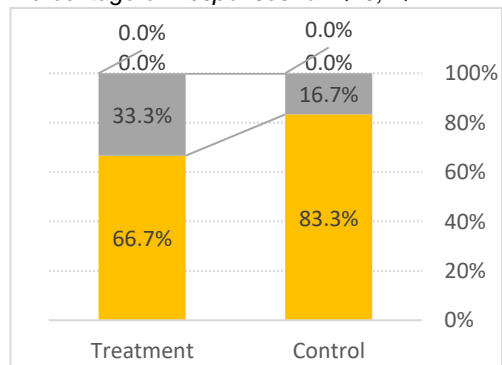
Q11. The teacher uses group discussion method in classroom

Table 43

Number and Percentage of Responses for Q11, QHH

		Treatment		Control	
■	Never	0	0.0%	0	0.0%
■	Rarely	0	0.0%	0	0.0%
■	Sometimes	8	53.3%	4	66.7%
■	Always	7	46.7%	2	33.3%

Figure 12

Percentage of Responses for Q11, QHH
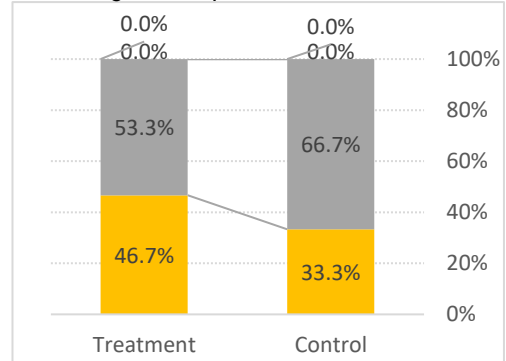
Q12. Pupils are encouraged to ask questions during teaching and learning sessions

Table 44

Number and Percentage of Responses for Q12, QHH

		Treatment		Control	
■	Never	0	0.0%	0	0.0%
■	Rarely	1	6.7%	0	0.0%
■	Sometimes	3	20.0%	0	0.0%
■	Always	11	73.3%	6	100.0%

Figure 13

Percentage of Responses for Q12, QHH
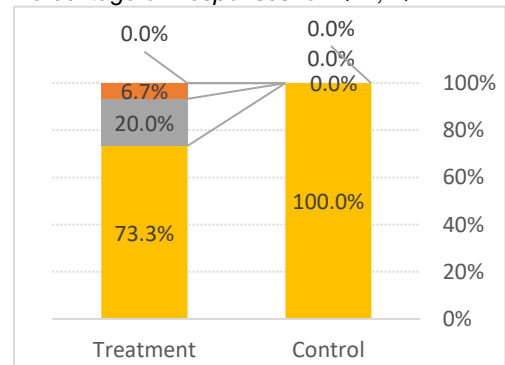
Q13. Pupils are taught to present their work using materials (e.g., mahjong paper)

Table 45

Number and Percentage of Responses for Q13, QHH

		Treatment		Control	
■	Never	0	0.0%	0	0.0%
■	Rarely	0	0.0%	0	0.0%
■	Sometimes	9	60.0%	2	33.3%
■	Always	6	40.0%	4	66.7%

Figure 14

Percentage of Responses for Q13, QHH
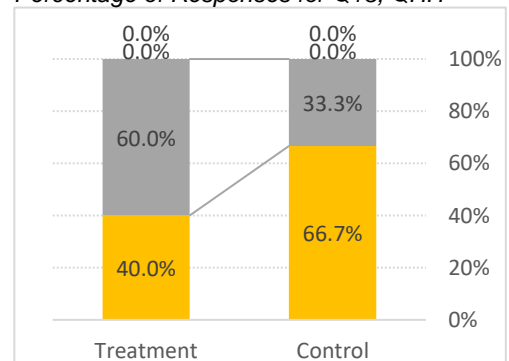
Q14. Pupils are given a task to be completed with their classmates

Table 46
Number and Percentage of Responses for Q14, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	5	33.3%	2	33.3%
Always	10	66.7%	4	66.7%

Figure 15
Percentage of Responses for Q14, QHH
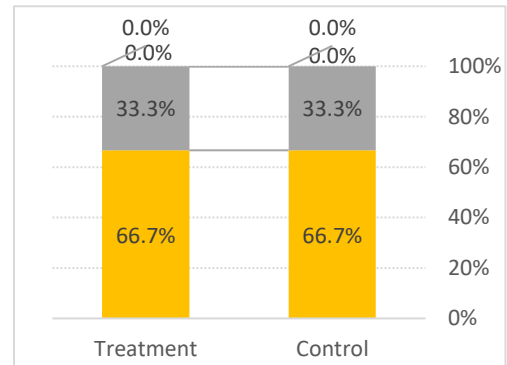
Q15. Pupils are taught to discuss with their classmates

Table 47
Number and Percentage of Responses for Q15, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	4	26.7%	1	16.7%
Always	11	73.3%	5	83.3%

Figure 16
Percentage of Responses for Q15, QHH
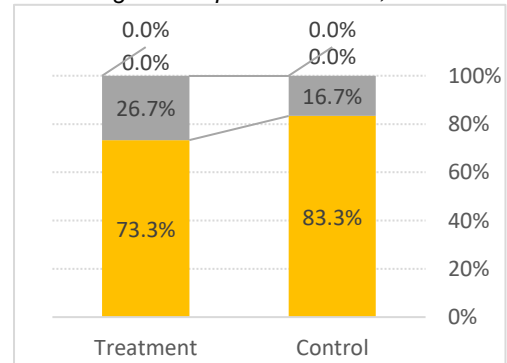
Q16. Pupils maintain good behavior in school

Table 48
Number and Percentage of Responses for Q16, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	1	6.7%	0	0.0%
Always	14	93.3%	6	100.0%

Figure 17
Percentage of Responses for Q16, QHH

42
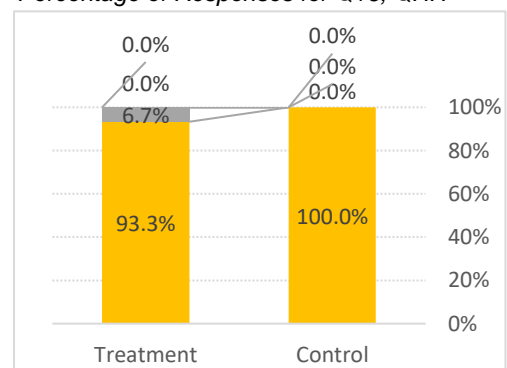
Q17, Pupils are given opportunities to apply their existing knowledge to solve of problems

Table 49
Number and Percentage of Responses for Q17, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	1	6.7%	0	0.0%
Always	14	93.3%	6	100.0%

Figure 18
Percentage of Responses for Q17, QHH
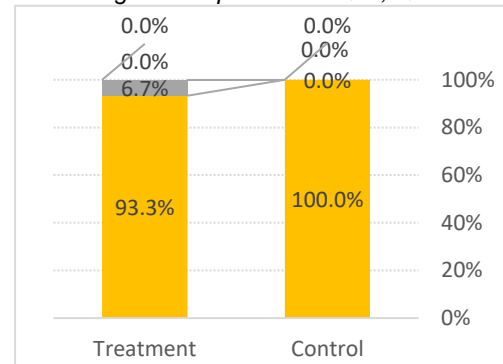
Q18. Pupils always get positive feedback in their daily life

Table 50
Number and Percentage of Responses for Q18, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	3	21.4%	0	0.0%
Always	11	78.6%	6	100.0%

Figure 19
Percentage of Responses for Q18, QHH
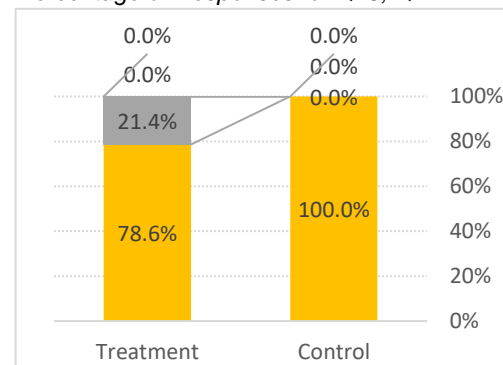
Q19. Teachers give homework to Pupils

Table 51
Number and Percentage of Responses for Q19, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	1	7.1%	0	0.0%
Sometimes	4	28.6%	1	16.7%
Always	9	64.3%	5	83.3%

Figure 20
Percentage of Responses for Q19, QHH

43
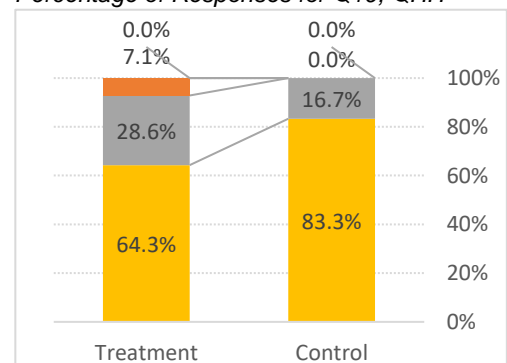
Q20. Pupils are taught that mistakes during lessons are acceptable

Table 52
Number and Percentage of Responses for Q20, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	5	33.3%	2	33.3%
Always	10	66.7%	4	66.7%

Figure 21
Percentage of Responses for Q20, QHH
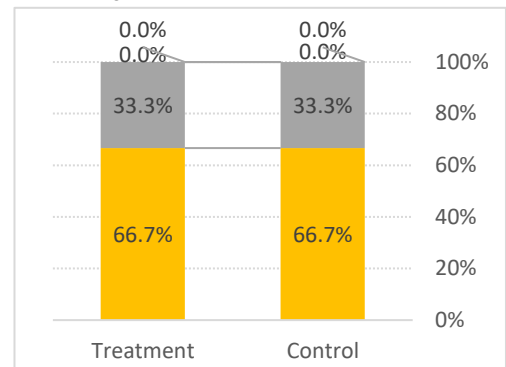
Q21. Pupils are trained through learning activities to solve problems

Table 53
Number and Percentage of Responses for Q21, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	4	26.7%	1	16.7%
Always	11	73.3%	5	83.3%

Figure 22
Percentage of Responses for Q21, QHH
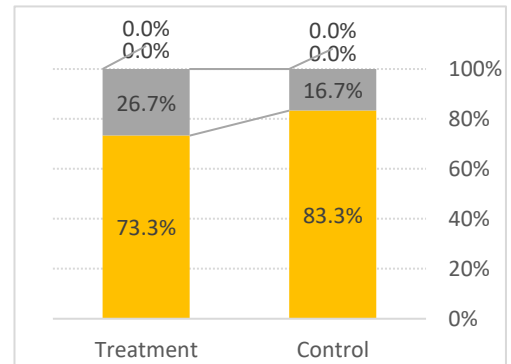
Q22. The school discusses the challenges related to academic performance in meetings

Table 54
Number and Percentage of Responses for Q22, QHH

	Treatment		Control	
Never	0	0.0%	0	0.0%
Rarely	0	0.0%	0	0.0%
Sometimes	2	13.3%	1	16.7%
Always	13	86.7%	5	83.3%

Figure 23
Percentage of Responses for Q22, QHH
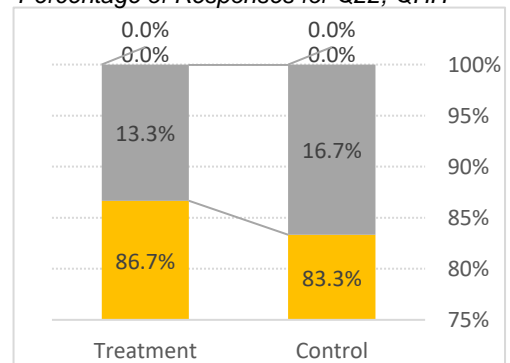
4.7. Experiment on Acquisition of Number Concept

Experiment on Acquisition of Number 5

A total of 513 pupils in Preschool, Year 1, Year 2, and Year 3 participate in the experiment. Participants need to achieve level 2 to be considered to have understanding of the concept of number 5. The results of the experiment on acquisition of number 5 concept found that overall, 37.7% of Preschool (N=69), 63.6% of Year 1 (N=154), 59.6% of Year 2 (N=151), and 71.9% of Year 3 pupils (N=139) achieved level 2 (Table 55), which suggest that they were able to grasp of the concept of number 5. In Figure 24, a steep incline can be seen between Preschool and Year 1, suggesting that pupils learning process regarding the concept of numbers is accelerated in this period. The trend showed relatively low differences between Year 1 and 2, and an uptrend was seen again between Year 2 and Year 3.

Experiment on Acquisition of Number 8

314 participants that achieved level 2 in the Experiment on Acquisition of Number 5, also participated in the Experiment on Acquisition of Number 8. Achieving level 2 in this experiment suggest that the participant can grasp the concept of number 8, and achieving level 3 suggest that the participants not only understand, but also has the ability to preserve the information. Table 58 showed that 65.4% of preschool (N=26), 71.4% of Year 1 (N=98), 91.1% of Year 2 (N=90), and 91.0% of Year 3 (N=100) pupils managed to achieve at least level 2. Figure 27 showed that the percentage of participants that achieved level 2 gradually increased by school year, and reach ceiling from Year 2 to Year 3.

23.1% of preschool (N=26), 38.8% of Year 1 (N=98), 57.8% of Year 2 (N=90), and 56.0% of Year 3 (N=100) pupils surpassed level 2 and achieved level 3. Similarly, the percentage of participants that achieved level 3 gradually increased from Preschool to Year 2. There were relatively low differences in the number of level 3 participants between Year 2 and Year 3.

Table and Figures of Experiment on Acquisition of Number 5

Figure 24
Percentage of Responses for Experiment 5, All Schools

Table 55
Number and Percentage of Responses for Experiment 5, All Schools

	Pre-school		YEAR 1		YEAR 2		YEAR 3	
Level 0	18	26.1%	16	10.4%	20	13.2%	16	11.5%
Level 1	25	36.2%	40	26.0%	41	27.2%	23	16.5%
Level 2	26	37.7%	98	63.6%	90	59.6%	100	71.9%

Figure 25
Percentage of Responses for Experiment (5), Treatment
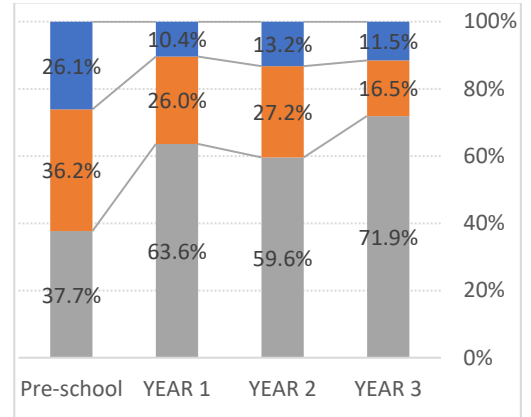
Table 56
Number and Percentage of Responses for Q5, Treatment

	Pre-school		YEAR 1		YEAR 2		YEAR 3	
Level 0	13	25.0%	12	11.0%	17	16.3%	11	11.8%
Level 1	21	40.4%	27	24.8%	27	26.0%	15	16.1%
Level 2	18	34.6%	70	64.2%	60	57.7%	67	72.0%

Figure 26
Percentage of Responses for Experiment (5), Control
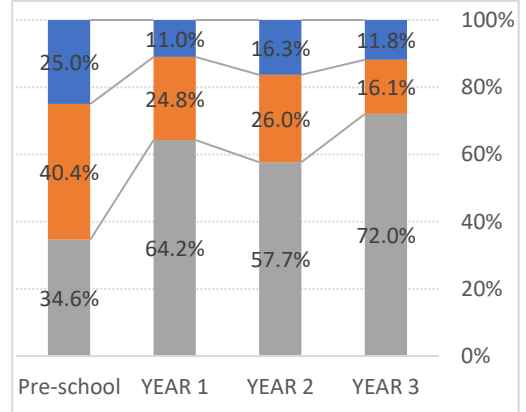
Table 57
Number and Percentage of Responses for Q5, Control

	Pre-school		YEAR 1		YEAR 2		YEAR 3	
Level 0	5	29.4%	4	8.9%	3	6.4%	5	10.9%
Level 1	4	23.5%	13	28.9%	14	29.8%	8	17.4%
Level 2	8	47.1%	28	62.2%	30	63.8%	33	71.7%
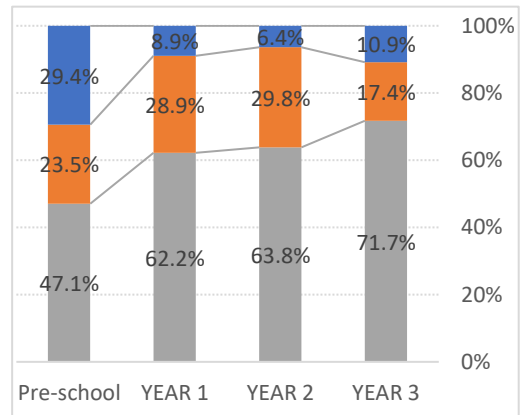
Table and Figures of Experiment on Acquisition of Number 8 Concept

Table 58

Number and Percentage of Responses for Q8, All Schools

		Pre-school		YEAR 1		YEAR 2		YEAR 3	
🟦	Level 0	4	15.4%	6	6.1%	0	0.0%	3	3.0%
🟧	Level 1	5	19.2%	22	22.4%	8	8.9%	6	6.0%
⬜	Level 2	11	42.3%	32	32.7%	30	33.3%	35	35.0%
🟨	Level 3	6	23.1%	38	38.8%	52	57.8%	56	56.0%

Figure 27

Percentage of Responses for Experiment (8), All Schools

Table 59

Number and Percentage of Responses for Q8, Treatment

		Pre-school		YEAR 1		YEAR 2		YEAR 3	
🟦	Level 0	3	16.7%	5	7.1%	0	0.0%	0	0.0%
🟧	Level 1	3	16.7%	18	25.7%	4	6.7%	6	9.0%
⬜	Level 2	8	44.4%	20	28.6%	17	28.3%	23	34.3%
🟨	Level 3	4	22.2%	27	38.6%	39	65.0%	38	56.7%

Figure 28

Percentage of Responses for Experiment (8), Treatment

Table 60

Number and Percentage of Responses for Q8, Control

		Pre-school		YEAR 1		YEAR 2		YEAR 3	
🟦	Level 0	1	12.5%	4	3.6%	4	0.0%	0	9.1%
🟧	Level 1	2	25.0%	12	14.3%	13	13.3%	12	0.0%
⬜	Level 2	3	37.5%	11	42.9%	13	43.3%	18	36.4%
🟨	Level 3	2	25.0%	28	39.3%	30	43.3%	33	54.5%

Figure 29

Percentage of Responses for Experiment (8), Control

5. POLICY IMPLICATIONS AND RECOMMENDATIONS FOR MAKMur PROJECT

- *Advocacy Activities*

The results from the multiple regression highlighted the importance of guardians' engagement and attitude towards their children. In particular, **reflecting and communicating children's behaviours and experiences**, and **respect for children's interest** were found to have significant positive relation with guardians' evaluation of their children's abilities. This information is valuable in preparing the materials for awareness building and advocacy activities. The significance of reflection may also have implication on what teaching and learning style in schools would be deemed preferable.

- *Development of the MAKMur Capacity Building Toolkit Version 2*

Relating to the above, the results from this base-line survey suggested that introducing or encouraging the acts of respecting children's interests and reflection would have positive impacts on the pupils' abilities. Thus, for the Capacity Building Toolkit Version 2, we have decided to expand the area of MAKMur activities not only in the classroom, but also in the Teaching and Learning session, and activities out of the classroom such as cocurricular activities and school events, focusing heavily on reflection activity.

- *Selectively Focusing on Non-cognitive Abilities with Potential to Improve*

Multiple items in PE and TL received exceptionally high scores (with mean scores of 3.5 or above) in this base-line survey. This indicates that the schools, regardless of the groups, displayed high aptitude for conducting activities based on MAKMur principles and criteria. Nonetheless, these scores also suggest that there may be difficulties in measuring improvement of pupils' non-cognitive abilities and schools' teaching and learning style due to the possibility of ceiling effects in some of the questions. More than likely, these questions with exceptionally high scores in this base-line survey will not display significant differences, or worse, may significantly decrease in the mid-term and/or end-line surveys due to the participants' ever-changing evaluation standards. Instead of expecting to improve all the items, selectively focusing on items that have the potential to improve may be more beneficial for the project e.g., Q20 in PE "I/Pupil/My child use facts when I/they express my/their opinions to others." has mean scores of less than 3 in all of the subgroups.

- *Continuous Research on Early-Year Pupils' Development of Logico-mathematical Knowledge*

The initial observations of Preschool, Year 1, Year 2, and Year 3 target pupils in the Experiment on Acquisition of the Number 5 & 8 Concept found that approximately 36.4%, 40.4%, and 28% of target pupils in Year 1 to Year 3 respectively, displayed lack of understanding of the number five concept (did not achieve Level 2). One plausible explanation is that pupils' learning process might have been interrupted due to the SARS-Cov-2 pandemic that lasted for two years from March 2020 in Malaysia. Further research on the Experiment on Acquisition of the Number 5 & 8 are needed to either confirm or eliminate this possibility. Some reports also suggest suitable activities related to daily life

or games to stimulate numerical thinking among pupils of varying abilities and learning styles. (Kamii, 1982; Kamii & DeClark, 1985; Kamii & Housman, 2000). Even though there is currently insufficient data to make any conclusion, investigating the relationship between children's play environment and the development of logico-mathematical knowledge in Malaysian pupils can be taken into consideration as a future task. Thus, continuous observation of the current target pupils is important to see the trend of how children in Malaysia acquire an understanding of the concept of numbers.

- *Gender Differences in Non-cognitive Abilities*

Similar to previous research done in Indonesia (Nakajima et al., 2019) and China (Zhang & Wang, 2022), in regards to non-cognitive abilities, gender gaps, in which female pupils have the tendencies to be evaluated higher than male pupils, can also be found in this base-line survey. Further observation of this gender gaps is required to see if these differences persist in the mid-term and end-line survey.

6. CONCLUSION

The following items were planned to be investigated through a series of surveys i.e., base-line, mid-term, and end-line surveys.

1) To test the effectiveness of the toolkit by examining and comparing changes of students' cognitive and non-cognitive abilities with those of the students in pilot schools to non-pilot schools.
2) To investigate relations between children' cognitive/non-cognitive abilities and their parents' engagement and attitude towards the children.
3) To identify whether teaching and learning style is related to students' engagement in activities and their cognitive and non-cognitive abilities.
4) To evaluate students' engagement and achievement in the various activities through the MAKMur Capacity Building Toolkit and to improve the toolkit.

Analysis of the data from the base-line survey shows certain relations stipulated in (2): guardians' respect for their children' interests and reflection with their children on behaviours and experiences are found to be positively correlated to evaluation of their children's abilities. This result will help us to prepare material for building awareness and advocacy activities. Also, the importance of reflection that has been shown in the base-line survey has implication about what teaching and learning style would be preferable, which is related to (3). The data collected through the base-line survey will be also utilised to investigate (1), and (3) with combination of those which will be collected through Mid-term and End-line.

In general, based on the overall high evaluation scores regardless of groups, it can be expected that Malaysian pupils have enough potential to benefit from activities based on MAKMur principles and criteria. On the other hand, we have concern that the generally high evaluations regarding non-cognitive abilities may have been caused by lenient

standard of the participants (Dunning-Kruger effect[8]). As the implementation of MAKMur activities spread, the participants may start to raise their evaluation standards, which may then result in stagnate, or declining evaluation scores in the mid-term or end-line surveys.

Regarding objective (4), which can only be evaluated after a certain period of implementation of MAKMur activities, the necessary data will be collected throughout the mid-term and end-line surveys.

This base-line survey is the starting point for the series of investigations. Further studies through mid-term and end-line surveys will consolidate the findings of this base-line survey.

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[8] A bias that occurs when a person's lack of knowledge and/or skills in a certain area causes them to overestimate their own competence.

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8. LIST OF ANNEXES

Annex 1: List of all Questionnaires

Annex 2: Experiment Protocols and Score Form

Annex 3: Survey Consent Form

Annex 4: Detailed Responses for Each Questionnaire

KEMENTERIAN PENDIDIKAN

KAJIAN *BASELINE*
PROJEK MEMPERKASAKAN AMALAN
KEMENJADIAN MURID (MAKMur)
TAHUN 2022/2023

SOAL SELIDIK
MURID TAHUN 4 DAN 5

Murid-murid yang dikasihi,

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) adalah program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Kajian ini yang merupakan aktiviti di bawah Projek MAKMur dilaksanakan bertujuan untuk mengenal pasti kemahiran/keupayaan MAKMur dalam kalangan murid prasekolah dan sekolah rendah di Malaysia. Pasukan penyelidik bagi kajian ini terdiri daripada pihak Asia SEED yang merupakan konsultan yang dilantik oleh JICA.

Sehubungan dengan itu, anda telah dipilih sebagai responden untuk kajian ini. Kerjasama anda amatlah diharapkan untuk menjawab **SEMUA** soalan yang terkandung dalam soal selidik ini dengan **IKHLAS** dan **JUJUR**.

Segala maklumat yang anda berikan adalah **SULIT** dan hanya digunakan untuk tujuan kajian ini sahaja. Sekiranya anda memerlukan sebarang penjelasan lanjut mengenai kajian ini, anda boleh menghubungi **Dr. Ueno Ryoichi (Ketua Penyelidik Asia SEED)/ Encik Aiman Ismail (Pembantu Penyelidik Asia SEED) di talian <u>014-9665723</u> atau e-Mel <u>makmur@asiaseed.org</u>**

Perhatian dan kerjasama anda dalam menjayakan kajian ini amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

ANNEX1-1

BAHAGIAN A
Arahan: Sila isi maklumat berikut.

NAMA SEKOLAH	
KELAS	
NAMA PENUH MURID	
JANTINA	

BAHAGIAN B

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap penyataan.

1	Tidak Pernah	
2	Jarang	
3	Kadang-kadang	☺
4	Selalu	

Pilih jawapan yang paling sesuai menggambarkan diri anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
			☺	
① Saya bercakap dengan yakin.	1	2	3	4
② Saya menceritakan kejayaan diri sendiri kepada orang lain.	1	2	3	4
③ Saya mendengar dengan teliti ketika perbincangan kumpulan.	1	2	3	4
④ Saya menghormati pendapat orang lain.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan diri anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
				☺
⑤ Saya dapat menyiapkan tugasan walaupun jadual berubah secara tiba-tiba.	1	2	3	4
⑥ Saya meluangkan masa untuk menyertai aktiviti selain dari belajar.	1	2	3	4
⑦ Saya boleh bekerjasama dengan orang yang berbeza pendapat dengan saya.	1	2	3	4
⑧ Saya berbincang dengan ahli kumpulan ketika melakukan sesuatu aktiviti.	1	2	3	4
⑨ Saya memberikan idea ketika perbincangan kumpulan.	1	2	3	4
⑩ Saya menyapa orang baru untuk berkenalan dengan lebih lanjut.	1	2	3	4
⑪ Saya sanggup menghadapi cabaran baharu.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan diri anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
			☺	
⑫ Saya berusaha menyiapkan tugasan yang sukar.	1	2	3	4
⑬ Saya mengutamakan tugasan yang lebih penting.	1	2	3	4
⑭ Saya menepati masa.	1	2	3	4
⑮ Saya suka mencuba idea baharu.	1	2	3	4
⑯ Saya menambah baik kaedah sedia ada untuk menyelesaikan sesuatu tugasan.	1	2	3	4
⑰ Saya mengetuai perbincangan berkumpulan.	1	2	3	4
⑱ Saya melibatkan ahli kumpulan untuk mencari penyelesaian sesuatu masalah.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan diri anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
				☺
⑲ Saya menggunakan pengetahuan sedia ada untuk menyelesaikan sesuatu masalah.	1	2	3	4
⑳ Saya menggunakan fakta ketika menyampaikan pendapat kepada orang lain.	1	2	3	4
㉑ Saya sukarela untuk melakukan sesuatu tugasan.	1	2	3	4
㉒ Saya bermotivasi untuk menyiapkan tugasan yang saya suka.	1	2	3	4

KERJASAMA ANDA SANGAT DIHARGAI DAN DIUCAPKAN TERIMA KASIH.

KAJIAN *BASELINE*
PROJEK MEMPERKASAKAN AMALAN
KEMENJADIAN MURID (MAKMur)
TAHUN 2022/2023

SOAL SELIDIK
GURU KELAS TAHUN 1, 2, 3, 4 DAN 5

Tuan/Puan yang dihormati,

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) adalah program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Kajian ini yang merupakan aktiviti di bawah Projek MAKMur dilaksanakan bertujuan untuk mengenal pasti kemahiran/keupayaan MAKMur dalam kalangan murid prasekolah dan sekolah rendah di Malaysia. Pasukan penyelidik bagi kajian ini terdiri daripada pihak Asia SEED yang merupakan konsultan yang dilantik oleh JICA.

Sehubungan dengan itu, tuan/puan telah dipilih sebagai responden untuk kajian ini. Kerjasama tuan/puan amatlah diharapkan untuk menjawab **SEMUA** soalan yang terkandung dalam soal selidik ini dengan **IKHLAS** dan **JUJUR**.

Segala maklumat yang tuan/puan berikan adalah **SULIT** dan hanya digunakan untuk tujuan kajian ini sahaja. Sekiranya tuan/puan memerlukan sebarang penjelasan lanjut mengenai kajian ini, tuan/puan boleh menghubungi **Dr. Ueno Ryoichi (Ketua Penyelidik Asia SEED)/ Encik Aiman bin Ismail (Pembantu Penyelidik Asia SEED) di talian 014-9665723 atau e-Mel makmur@asiaseed.org**

Perhatian dan kerjasama tuan/puan dalam menjayakan kajian ini amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

BAHAGIAN A
Arahan: Sila isi maklumat berikut.

NAMA SEKOLAH	
KELAS	
NAMA PENUH MURID	
JANTINA MURID	

BAHAGIAN B

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap penyataan.

1	Tidak Pernah
2	Jarang
3	Kadang-kadang
4	Selalu

Pilih jawapan yang paling sesuai menggambarkan murid anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
① Murid bercakap dengan yakin.	1	2	3	4
② Murid menceritakan kejayaan diri sendiri kepada orang lain.	1	2	3	4
③ Murid mendengar dengan teliti ketika perbincangan kumpulan.	1	2	3	4
④ Murid menghormati pendapat orang lain.	1	2	3	4
⑤ Murid dapat menyiapkan tugasan walaupun jadual berubah secara tiba-tiba.	1	2	3	4
⑥ Murid meluangkan masa untuk menyertai aktiviti selain dari belajar.	1	2	3	4
⑦ Murid boleh bekerjasama dengan orang yang berbeza pendapat dengan mereka.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan murid anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
⑧ Murid berbincang dengan ahli kumpulan ketika melakukan sesuatu aktiviti.	1	2	3	4
⑨ Murid memberikan idea ketika perbincangan kumpulan.	1	2	3	4
⑩ Murid menyapa orang baru untuk berkenalan dengan lebih lanjut.	1	2	3	4
⑪ Murid sanggup menghadapi cabaran baru.	1	2	3	4
⑫ Murid berusaha menyiapkan tugasan yang sukar.	1	2	3	4
⑬ Murid mengutamakan tugasan yang lebih penting.	1	2	3	4
⑭ Murid menepati masa.	1	2	3	4
⑮ Murid suka mencuba idea baharu.	1	2	3	4
⑯ Murid menambah baik kaedah sedia ada untuk menyelesaikan sesuatu tugasan.	1	2	3	4
⑰ Murid mengetuai perbincangan berkumpulan.	1	2	3	4
⑱ Murid melibatkan ahli kumpulan untuk mencari penyelesaian sesuatu masalah.	1	2	3	4
⑲ Murid menggunakan pengetahuan sedia ada untuk menyelesaikan sesuatu masalah.	1	2	3	4
⑳ Murid menggunakan fakta ketika menyampaikan pendapat kepada orang lain.	1	2	3	4
㉑ Murid sukarela untuk melakukan sesuatu tugasan.	1	2	3	4
㉒ Murid bermotivasi untuk menyiapkan tugasan yang mereka suka.	1	2	3	4

KERJASAMA TUAN/PUAN SANGAT DIHARGAI DAN DIUCAPKAN TERIMA KASIH.

KAJIAN BASELINE
PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur)
TAHUN 2022/2023
SOAL SELIDIK
IBU BAPA/PENJAGA MURID PRASEKOLAH

Tuan/Puan yang dihormati,

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) adalah program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Kajian ini yang merupakan aktiviti di bawah Projek MAKMur dilaksanakan bertujuan untuk mengenal pasti kemahiran/keupayaan MAKMur dalam kalangan murid prasekolah dan sekolah rendah di Malaysia. Pasukan penyelidik bagi kajian ini terdiri daripada pihak Asia SEED yang merupakan konsultan yang dilantik oleh JICA.

Sehubungan dengan itu, tuan/puan telah dipilih sebagai responden untuk kajian ini. Kerjasama tuan/puan amatlah diharapkan untuk menjawab **SEMUA** soalan yang terkandung dalam soal selidik ini dengan **IKHLAS** dan **JUJUR**.

Segala maklumat yang tuan/puan berikan adalah **SULIT** dan hanya digunakan untuk tujuan kajian ini sahaja. Sekiranya tuan/puan memerlukan sebarang penjelasan lanjut mengenai kajian ini, tuan/puan boleh menghubungi **Dr. Ueno Ryoichi (Ketua Penyelidik Asia SEED)/ Encik Aiman bin Ismail (Pembantu Penyelidik Asia SEED) di talian 014-9665723 atau e-Mel makmur@asiaseed.org**

Perhatian dan kerjasama tuan/puan dalam menjayakan kajian ini amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

BAHAGIAN A

Arahan: Sila isi maklumat berikut.

NAMA SEKOLAH	
KELAS	
NAMA PENUH ANAK	
JANTINA ANAK	

BAHAGIAN B-1

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap pernyataan.

1	Tiada
2	Kurang dari 30 minit
3	30 minit - 1 jam
4	1 jam - 2 jam
5	2 jam - 3 jam
6	Lebih dari 3 jam

Pilih jawapan yang sesuai menggambarkan tempoh anak anda menghabiskan masa di rumah dengan aktiviti berikut pada hari persekolahan.	Tiada	Kurang dari 30 minit	30 minit-1 jam	1 jam – 2 jam	2 jam- 3 jam	Lebih dari 3 jam
1) Bermain di luar rumah.	1	2	3	4	5	6
2) Membaca buku.	1	2	3	4	5	6
3) Menonton televisyen.	1	2	3	4	5	6
4) Belajar.	1	2	3	4	5	6
5) Aktiviti selepas sekolah (contoh: belajar muzik, sukan, atau lain-lain).	1	2	3	4	5	6
6) Menggunakan telefon pintar atau tablet.	1	2	3	4	5	6
7) Konsol permainan (*video game*).	1	2	3	4	5	6

BAHAGIAN B-2

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap penyataan.

1	Sangat Tidak Setuju
2	Tidak Setuju
3	Setuju
4	Sangat Setuju

Nyatakan sejauh mana anda bersetuju dengan pernyataan berikut.	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
8) Saya juga dapat merasakan perasaan yang sama dialami oleh anak saya.	1	2	3	4
9) Saya menghabiskan masa bermain dengan anak saya.	1	2	3	4
10) Saya ikhlas memaafkan anak saya jika dia melakukan kesalahan.	1	2	3	4
11) Saya menasihati anak saya untuk mematuhi peraturan.	1	2	3	4
12) Saya memarahi anak saya walaupun untuk perkara kecil.	1	2	3	4
13) Saya menyokong apa sahaja yang ingin dilakukan oleh anak saya.	1	2	3	4
14) Saya memuji usaha anak saya.	1	2	3	4
15) Saya menjawab pertanyaan anak saya.	1	2	3	4
16) Saya dan anak saya bercakap tentang pengalaman kami selepas melakukan aktiviti bersama-sama.	1	2	3	4

BAHAGIAN B-3

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap pernyataan.

Sila pilih jawapan yang sesuai berhubung dengan situasi keluarga anda.			
17) Siapakah yang menjawab borang kaji selidik ini?			
□ Bapa	□ Ibu	□ Ahli keluarga	□ Lain-lain
18) Status perkahwinan:			
□ Berkahwin	□ Ibu tunggal / Bapa tunggal	□ Bercerai	□ Kematian suami / isteri
19) Pekerjaan bapa/penjaga lelaki:			
□ Sepenuh masa	□ Separuh masa/ kerja harian	□ Tidak bekerja	□ Pencen
20) Pekerjaan ibu/penjaga wanita:			
□ Sepenuh masa	□ Separuh masa/ kerja harian	□ Tidak bekerja	□ Pencen
21) Bilangan anak:			
□ Anak tunggal	□ Dua	□ Tiga	□ Empat dan ke atas
22) Taraf pendidikan tertinggi yang anda:			
□ Sekolah Rendah	□ Sekolah Menengah	□ Ijazah	□ Ijazah Sarjana/ PhD
23) Taraf pendidikan tertinggi yang anda harapkan untuk anak anda:			
□ Sekolah Rendah	□ Sekolah Menengah	□ Ijazah	□ Ijazah Sarjana/ PhD
24) Adakah keluarga anda memahami kepentingan untuk mengajar anak anda kemahiran lain selain daripada mata pelajaran dan kemahiran yang diajar di sekolah?			
□ Sangat Setuju	□ Setuju	□ Tidak Setuju	□ Sangat Tidak Setuju

KERJASAMA TUAN/PUAN SANGAT DIHARGAI DAN DIUCAPKAN TERIMA KASIH.

KEMENTERIAN PENDIDIKAN

KAJIAN BASELINE
PROJEK MEMPERKASAKAN AMALAN
KEMENJADIAN MURID (MAKMur)
TAHUN 2022/2023

SOAL SELIDIK IBU BAPA/PENJAGA
MURID TAHUN 1, 2, 3, 4 DAN 5

Tuan/Puan yang dihormati,

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) adalah program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Kajian ini yang merupakan aktivitidi bawah Projek MAKMur dilaksanakan bertujuan untuk mengenal pasti kemahiran/keupayaan MAKMur dalam kalangan murid prasekolah dan sekolah rendah di Malaysia. Pasukan penyelidik bagi kajian ini terdiri daripada pihak Asia SEED yang merupakan konsultan yang dilantik oleh JICA.

Sehubungan dengan itu, tuan/puan telah dipilih sebagai responden untuk kajian ini. Kerjasama tuan/puan amatlah diharapkan untuk menjawab **SEMUA** soalan yang terkandung dalam soal selidik ini dengan **IKHLAS** dan **JUJUR**.

Segala maklumat yang tuan/puan berikan adalah **SULIT** dan hanya digunakan untuk tujuan kajian ini sahaja. Sekiranya tuan/puan memerlukan sebarang penjelasan lanjut mengenai kajian ini, tuan/puan boleh menghubungi **Dr. Ueno Ryoichi (Ketua Penyelidik Asia SEED)/ Encik Aiman bin Ismail (Pembantu Penyelidik Asia SEED) di talian 6014-9665723 atau e-Mel makmur@asiaseed.org**

Perhatian dan kerjasama tuan/puan dalam menjayakan kajian ini amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

BAHAGIAN A
Arahan: Sila isi maklumat berikut.

NAMA SEKOLAH	
KELAS	
NAMA ANAK	
JANTINA ANAK	

BAHAGIAN B-1

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap penyataan.

1	Tidak Pernah
2	Jarang
3	Kadang-kadang
4	Selalu

Pilih jawapan yang paling sesuai menggambarkan anak anda untuk setiap pernyataan.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
1) Anak saya bercakap dengan yakin.	1	2	3	4
2) Anak saya menceritakan kejayaan diri sendiri kepada orang lain.	1	2	3	4
3) Anak saya mendengar dengan teliti ketika perbincangan kumpulan.	1	2	3	4
4) Anak saya menghormati pendapat orang lain.	1	2	3	4
5) Anak saya dapat menyiapkan tugasan walaupun jadual berubah secara tiba-tiba.	1	2	3	4
6) Anak saya meluangkan masa untuk menyertai aktiviti selain dari belajar.	1	2	3	4
7) Anak saya boleh bekerjasama dengan orang yang berbeza pendapat dengan saya.	1	2	3	4
8) Anak saya berbincang dengan ahli kumpulan ketika melakukan sesuatu aktiviti.	1	2	3	4
9) Anak saya memberikan idea ketika perbincangan kumpulan.	1	2	3	4
10) Anak saya menyapa orang baru untuk berkenalan dengan lebih lanjut.	1	2	3	4

1	Tidak Pernah
2	Jarang
3	Kadang-kadang
4	Selalu

Pilih jawapan yang paling sesuai menggambarkan anda untuk setiap pernyataan.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
11) Anak saya sanggup menghadapi cabaran baru.	1	2	3	4
12) Anak saya berusaha menyiapkan tugasan yang sukar.	1	2	3	4
13) Anak saya mengutamakan tugasan yang lebih penting.	1	2	3	4
14) Anak saya menepati masa.	1	2	3	4
15) Anak saya suka mencuba idea baharu.	1	2	3	4
16) Anak saya menambah baik kaedah sedia ada untuk menyelesaikan sesuatu tugasan.	1	2	3	4
17) Anak saya mengetuai perbincangan berkumpulan.	1	2	3	4
18) Anak saya melibatkan diri dengan ahli kumpulan untuk mencari penyelesaian sesuatu masalah.	1	2	3	4
19) Anak saya menggunakan pengetahuan sedia ada untuk menyelesaikan sesuatu masalah.	1	2	3	4
20) Anak saya menggunakan fakta ketika menyampaikan pendapat kepada orang lain.	1	2	3	4
21) Anak saya sukarela untuk melakukan sesuatu	1	2	3	4
22) Anak saya bermotivasi untuk menyiapkan tugasan yang saya suka.	1	2	3	4

BAHAGIAN B-2

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap pernyataan.

1	Tiada
2	Kurang dari 30 minit
3	30 minit - 1 jam
4	1 jam - 2 jam
5	2 jam - 3 jam
6	Lebih dari 3 jam

Pilih jawapan yang sesuai menggambarkan tempoh anak anda menghabiskan masa di rumah dengan aktiviti berikut pada hari persekolahan.	Tiada	Kurang dari 30 minit	30 minit - 1 jam	1 jam - 2 jam	2 jam - 3 jam	Lebih dari 3 jam
23) Bermain di luar rumah.	1	2	3	4	5	6
24) Membaca buku.	1	2	3	4	5	6
25) Menonton televisyen.	1	2	3	4	5	6
26) Belajar.	1	2	3	4	5	6
27) Aktiviti selepas sekolah (contoh: belajar muzik, sukan, atau lain-lain).	1	2	3	4	5	6
28) Menggunakan telefon pintar atau tablet.	1	2	3	4	5	6
29) Konsol permainan (video game).	1	2	3	4	5	6

BAHAGIAN B-3

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap pernyataan.

1	Sangat Tidak Setuju
2	Tidak Setuju
3	Setuju
4	Sangat Setuju

Nyatakan sejauh mana anda bersetuju dengan pernyataan berikut.	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
30) Saya juga dapat merasakan perasaan yang sama dialami oleh anak saya.	1	2	3	4
31) Saya menghabiskan masa bermain dengan anak saya.	1	2	3	4
32) Saya ikhlas memaafkan anak saya jika dia melakukan kesalahan.	1	2	3	4
33) Saya menasihati anak saya untuk mematuhi peraturan.	1	2	3	4
34) Saya memarahi anak saya walaupun untuk perkara kecil.	1	2	3	4
35) Saya menyokong apa sahaja yang ingin dilakukan oleh anak saya.	1	2	3	4
36) Saya memuji usaha anak saya.	1	2	3	4
37) Saya menjawab pertanyaan anak saya.	1	2	3	4
38) Saya dan anak saya bercakap tentang pengalaman kami selepas melakukan aktivit bersama-sama.	1	2	3	4

BAHAGIAN B-4
Arahan: Sila pilih jawapan yang paling sesuai untuk setiap kenyataan.

Sila pilih jawapan yang sesuai berhubung dengan situasi keluarga anda.			
39) Siapakah yang menjawab borang kaji selidik ini?			
☐ Bapa	☐ Ibu	☐ Ahli keluarga	☐ Lain-lain
40) Status perkahwinan:			
☐ Berkahwin	☐ Ibu tunggal /Bapa tunggal	☐ Bercerai	☐ Kematian suami/isteri
41) Pekerjaan bapa/penjaga lelaki:			
☐ Sepenuh masa	☐ Separuh masa/kerja harian	☐ Tidak bekerja	☐ Pencen
42) Pekerjaan ibu/penjaga wanita:			
☐ Sepenuh masa	☐ Separuh masa/kerja harian	☐ Tidak bekerja	☐ Pencen
43) Bilangan anak:			
☐ Anak tunggal	☐ Dua	☐ Tiga	☐ Empat dan ke atas
44) Taraf pendidikan tertinggi yang anda:			
☐ Sekolah Rendah	☐ Sekolah Menengah	☐ Ijazah	☐ Ijazah Sarjana/PhD
45) Taraf pendidikan tertinggi yang anda harapkan untuk anak anda:			
☐ Sekolah Rendah	☐ Sekolah Menengah	☐ Ijazah	☐ Ijazah Sarjana/PhD
46) Adakah keluarga anda memahami kepentingan untuk mengajar anak anda kemahiran lain selain daripada mata pelajaran dan kemahiran yang diajar di sekolah?			
☐ Sangat Setuju	☐ Setuju	☐ Tidak Setuju	☐ Sangat Tidak Setuju

KERJASAMA TUAN/PUAN SANGAT DIHARGAI DAN DIUCAPKAN TERIMA KASIH.

KEMENTERIAN PENDIDIKAN

KAJIAN *BASELINE*
PROJEK MEMPERKASAKAN AMALAN
KEMENJADIAN MURID (MAKMur)
TAHUN 2022/2023

SOAL SELIDIK
GURU BESAR

Tuan/Puan yang dihormati,

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) adalah program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Kajian ini yang merupakan aktiviti di bawah Projek MAKMur dilaksanakan bertujuan untuk mengenal pasti kemahiran/keupayaan MAKMur dalam kalangan murid prasekolah dan sekolah rendah di Malaysia. Pasukan penyelidik bagi kajian ini terdiri daripada pihak Asia SEED yang merupakan konsultan yang dilantik oleh JICA.

Sehubungan dengan itu, tuan/puan telah dipilih sebagai responden untuk kajian ini. Kerjasama tuan/puan amatlah diharapkan untuk menjawab **SEMUA** soalan yang terkandung dalam soal selidik ini dengan **IKHLAS** dan **JUJUR**.

Segala maklumat yang tuan/puan berikan adalah **SULIT** dan hanya digunakan untuk tujuan kajian ini sahaja. Sekiranya tuan/puan memerlukan sebarang penjelasan lanjut mengenai kajian ini, tuan/puan boleh menghubungi **Dr. Ueno Ryoichi (Ketua Penyelidik Asia SEED)/ Encik Aiman bin Ismail (Pembantu Penyelidik Asia SEED) di talian 014-9665723 atau e-Mel makmur@asiaseed.org**

Perhatian dan kerjasama tuan/puan dalam menjayakan kajian ini amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

BAHAGIAN A

Arahan: Sila isi maklumat berikut.

NAMA SEKOLAH	
NAMA GURU BESAR	

BAHAGIAN B

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap pernyataan.

1	Tidak Pernah
2	Jarang
3	Kadang-kadang
4	Selalu

Pilih jawapan yang paling sesuai menggambarkan keadaaan di sekolah anda untuk setiap pernyataan berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
① Murid bersungguh-sungguh belajar.	1	2	3	4
② Murid boleh menyampaikan idea mereka kepada orang lain.	1	2	3	4
③ Murid boleh mendengar idea orang lain dengan baik.	1	2	3	4
④ Murid boleh menyampaikan idea mereka melalui perbincangan.	1	2	3	4
⑤ Murid boleh melaksanakan tugasan yang mereka rancang.	1	2	3	4
⑥ Rancangan pengajaran harian memberi fokus kepada pengetahuan dan kemahiran murid.	1	2	3	4
⑦ Rancangan pengajaran harian disusun secara sistematik untuk mencapai hasil pembelajaran.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan keadaaan di sekolah anda untuk setiap pernyataan berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
⑧ Kaedah pengajaran dan pembelajaran guru sentiasa ditambah baik untuk mempertingkatkan kualiti pembelajaran murid.	1	2	3	4
⑨ Aktiviti yang diberikan kepada murid menggalakkan murid menggunakan kemahiran berfikir aras tinggi.	1	2	3	4
⑩ Murid digalakkan untuk memberikan pendapat mereka semasa sesi pengajaran dan pembelajaran.	1	2	3	4
⑪ Guru menggunakan kaedah perbincangan kumpulan dalam bilik darjah.	1	2	3	4
⑫ Murid digalakkan bertanya soalan semasa sesi pengajaran dan pembelajaran.	1	2	3	4
⑬ Murid dilatih untuk membentangkan hasil kerja mereka menggunakan bahan (contoh: kertas mahjong).	1	2	3	4
⑭ Murid diberikan tugasan untuk diselesaikan bersama-sama dengan akan sekelas.	1	2	3	4
⑮ Murid dilatih untuk berbincang bersama-sama rakan di dalam kelas.	1	2	3	4
⑯ Murid berkelakuan baik di sekolah.	1	2	3	4
⑰ Murid diberikan peluang untuk menggunakan pengetahuan sedia ada untuk menyelesaikan pelbagai masalah.	1	2	3	4
⑱ Murid sentiasa menerima maklum balas positif dalam kehidupan seharian mereka.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan keadaaan di sekolah anda untuk setiap pernyataan berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
⑲ Guru memberikan kerja rumah kepada murid.	1	2	3	4
⑳ Murid dilatih bahawa melakukan kesilapan sepanjang proses pembelajaran dapat menambahbaik proses pembelajaran mereka.	1	2	3	4
㉑ Murid dilatih untuk menyelesaikan masalah melalui aktiviti pengajaran dan pembelajaran.	1	2	3	4
㉒ Sekolah membincangkan tentang cabaran yang dihadapi berkaitan pencapaian akademik murid semasa mesyuarat.	1	2	3	4

KERJASAMA TUAN/PUAN SANGAT DIHARGAI DAN DIUCAPKAN TERIMA KASIH.

BORANG SKOR
EKSPERIMEN PEMEROLEHAN KONSEP MATEMATIK
KAJIAN *BASELINE* PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur)
TAHUN 2022/2023

BIL.	NAMA SEKOLAH	NAMA GURU PENTADBIR EKSPERIMEN	NAMA PENUH MURID	KELAS	NOMBOR DAN NAME JENIS EKSPERIMEN	ARAS	NOTA
Contoh	*SK Indah Permata*	*SHARIFAH HIDAYAH BINTI SYED AHMAD*	*AHMAD RAHIM BIN ALWI*	*2 MERAH*	*Eksperimen 1: Ujian Persepsi Angka 5*	*0*	*Murid hanya mencucuk 3 biji corn starch*

ANNEX2-1

PROTOKOL EKSPERIMEN PEMEROLEHAN

KEMAHIRAN MATEMATIK

KAJIAN *BASELINE* PROJEK MEMPERKASAKAN

AMALAN KEMENJADIAN MURID (MAKMur)

TAHUN 2022/2023

UNTUK MURID SAMPEL

PRASEKOLAH, TAHUN 1, 2 DAN 3

PERINGATAN PENTING SEBELUM/ SEMASA PELAKSANAAN EKSPERIMEN

1. Guru perlu memastikan ibu bapa/penjaga telah memberi kebenaran untuk anak mereka terlibat dalam eksperimen ini melalui Borang Kebenaran Ibu Bapa/Penjaga untuk Penglibatan Anak/Anak Jagaan dalam Kajian *Baseline* Projek MAKMur Tahun 2022/2023.
2. Guru menerangkan satu persatu pelaksanaan eksperimen kepada murid secara bersemuka.
3. Guru mengunakan ayat seperti yang dinyatakan di dalam protokol ini.
4. Guru mengulang semula satu persatu sekiranya terdapat murid yang kurang jelas dengan penerangan tersebut.

EKSPERIMEN 1. Ujian Persepsi Angka 5

Tujuan: Mengenal pasti pemerolehan konsep angka 5.

A. SEBELUM EKSPERIMEN: PERSEDIAAN

Guru Penyelaras / Guru Bimbingan dan Kaunseling	A. Guru menyediakan dua batang lidi.
	B. Guru menyediakan dua jenis *"corn cushion"* yang berbeza warna. Pastikan jenis pertama mempunyai 5 biji "*corn cushion*" yang berwarna hijau, dan jenis kedua mempunya 10 biji "*corn cushion*" yang berwarna biru.
	C. Guru mencucuk 5 biji "*corn cushion*" yang berwarna hijau ke dalam lidi dengan meletakkan sedikit jarak di antara setiap bunga.

	D. Guru meletakkan sebatang lidi bersama-sama dengan 10 biji "*corn cushion*" yang berwarna biru di hadapan murid.

B. SEMASA EKSPERIMEN: PEMERHATIAN

Murid hanya diperuntukkan selama 1 minit untuk melaksanakan aktiviti ini.
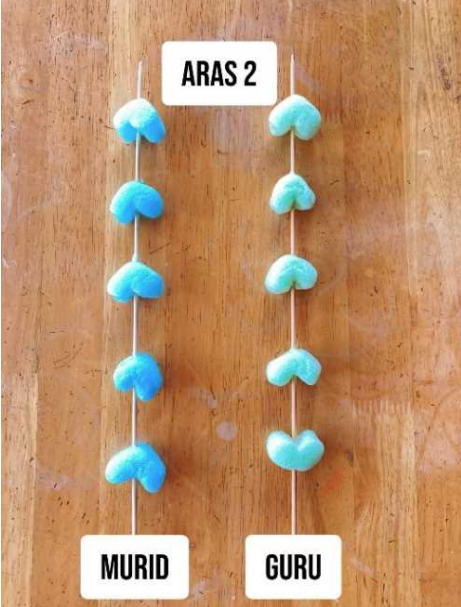
Guru Penyelaras / Guru Bimbingan dan Kaunseling	Guru menunjukkan 5 biji "*corn cushion*" yang berwarna hijau yang telah dicucuk pada lidi terlebih dahulu, dan bertanya kepada murid. Guru: ***"(Nama Murid), boleh kamu cuba buat seperti ini?"***.
	Hasil kerja murid boleh dibahagikan kepada tiga aras, iaitu: **1. ARAS 0** Murid mencucuk **semua "*corn cushion*"** ke dalam lidi.

ANNEX2-4
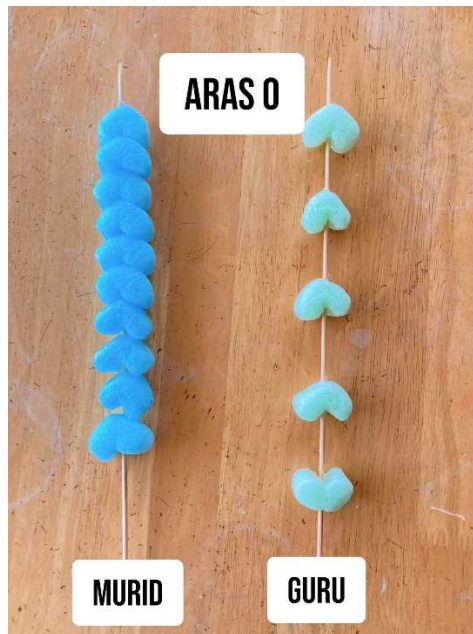
2. ARAS 1

Murid mencucuk **kurang atau lebih daripada 5 biji "*corn cushion*" ke dalam lidi di mana jarak dan ruang kepanjangan di antara satu *"corn cushion"* ke arah *"corn cushion"* yang lain sama seperti contoh yang ditunjukkan.**

<table>
<tr>
<td></td>
<td>

3. ARAS 2

Murid mencucuk **5 biji *"corn cushion"* ke dalam lidi sama seperti contoh** yang ditunjukkan oleh guru.

</td>
</tr>
</table>

C.SELEPAS EKSPERIMEN: PENGISIAN SKOR

<table>
<tr>
<td>Guru Penyelaras / Guru Bimbingan dan Kaunseling</td>
<td>

Guru memasukkan skor melalui pautan Google Form:

https://forms.gle/D4BJ1bjfzUwFPFL69

(*Sekiranya terdapat masalah capaian internet, guru dimohon untuk mengisi Borang Skor Eksperimen Pemerolehan Konsep Matematik yang telah disediakan.)

</td>
</tr>
</table>

HANYA MURID YANG MELEPASI ARAS 2 BAGI EKSPERIMEN 1: UJIAN PERSEPSI ANGKA 5 AKAN MENERUSKAN EKSPERIMEN 2: UJIAN PERSEPSI ANGKA 8

EKSPERIMEN 2. Ujian Persepsi Angka 8

Tujuan: Mengenal pasti pemerolehan konsep angka 8.

A. SEBELUM EKSPERIMEN: PERSEDIAAN

Guru Penyelaras / Guru Bimbingan dan Kaunseling	A. Guru menyediakan dua kumpulan batu. Kumpulan pertama mempunyai 8 biji batu, dan kumpulan kedua mempunyai 20 biji batu.
	B. Guru menyusun 8 biji batu dengan sedikit jarak di antara setiap batu di atas meja.
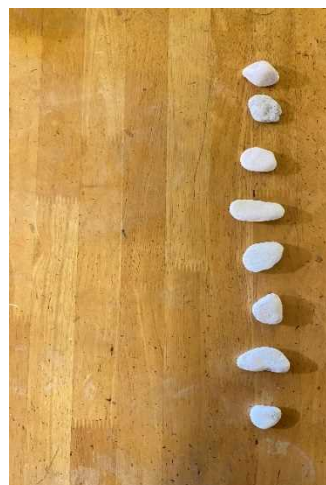
	C. Guru meletak 20 biji batu di hadapan murid.

B. SEMASA EKSPERIMEN: PEMERHATIAN

Murid hanya diperuntukkan selama 2 minit untuk melaksanakan aktiviti ini.

Guru Penyelaras / Guru Bimbingan dan Kaunseling	Guru meminta murid untuk menyusun batu tersebut seperti gambar rajah berikut. Guru berkata kepada murid: ***"(Nama Murid), sila susun batu kamu seperti ini."***

	Hasil kerja murid boleh dibahagikan kepada empat aras berikut, iaitu: **ARAS 0** Murid menyusun kesemua 20 biji batu.
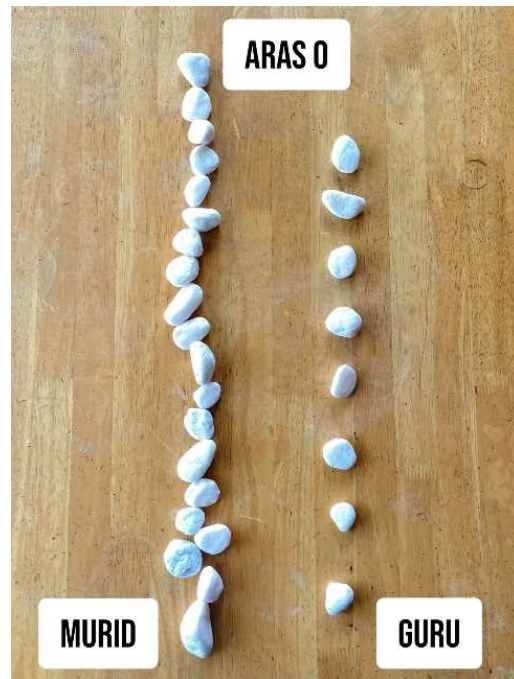
ARAS 1

Murid menyusun kurang atau lebih 8 biji batu tetapi kedua-dua hujung batu murid dan guru adalah sama.
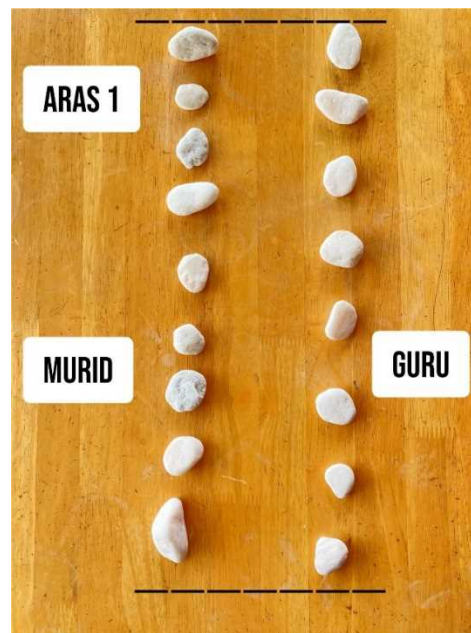
ARAS 2

Murid menyusun semula 8 biji batu

	dengan cara yang sama seperti gambar rajah berikut:
	  ARAS 3 Murid boleh menyatakan konsep angka 8 walaupun susunan berubah.
Guru Penyelaras / Guru Bimbingan dan Kaunseling	Untuk murid yang melepasi Aras 2, Guru dimohon untuk bertanyakan lebih lanjut kepada murid seperti berikut: Guru: *"Sudahkah kamu menyusun batu seperti cikgu?"* Murid: *"Ya, Cikgu. Sudah."*
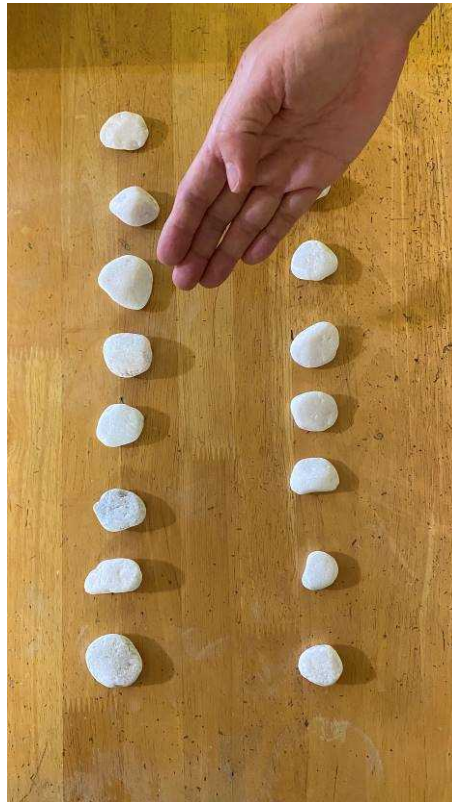
Setelah melihat hasil kerja murid, guru seterusnya bertanya,

Guru: *"Sekarang, kamu cuba lihat apa yang cikgu akan buat."*
(*Tujuan soalan ini ditanya adalah untuk melihat jika murid boleh memahami dan menguasai konsep nombor di dalam minda mereka.*)

Guru seterusnya mengubah susunan batu dengan menambah atau mengurangkan jarak di antara batu pada satu bahagian seperti gambar rajah berikut. Guru boleh memilih sama ada ingin mengubah susunan seperi Situasi A atau Situasi B.

SITUASI A

SITUASI B
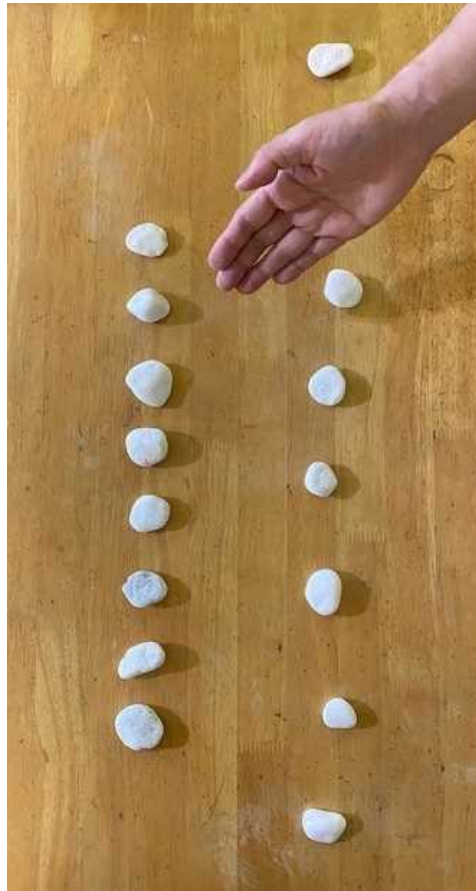
Kemudian, guru bertanya lagi kepada murid.

Guru: *"Sekarang, adakah bilangan batu kamu sama dengan cikgu? Adakah batu batu cikgu lagi banyak? Atau batu kamu lagi banyak?"*

Jika murid menjawab bahawa **salah satu kumpulan batu adalah lebih banyak atau kurang daripada kumpulan batu yang lain**, ini bermaksud murid tersebut masih kurang memahami dan menguasai konsep nombor tersebut di dalam

	minda mereka. Jika murid menjawab bahawa **kedua-dua kumpulan batu mempunyai bilangan yang sama walaupun selepas susunan diubah**, maka guru seterusnya bertanya, Guru bertanya: *"Kenapa kamu rasa begitu?"* Jika murid memberi jawapan seperti berikut, itu bermakna murid melepasi Aras 3 dan berjaya memahami dan menguasai konsep nombor. Panduan jawapan murid: *"Kerana kita tidak menambah atau mengurangkan bilangan batu."* *"Kerana jika kita mengundurkan perubahan susunan, susunan batu tersebut kembali seperti asal."* *"Kerana yang berubah ialah jarak antara batu sahaja."*
	Adalah lebih baik jika guru memeriksa adakah murid akan menukar jawapan mereka sekiranya guru memberi cadangan jawapan yang bercanggah dari jawapan asal mereka.

C.SELEPAS EKSPERIMEN: PENGISIAN SKOR

Guru Penyelaras / Guru Bimbingan dan Kaunseling	Guru memasukkan skor melalui pautan Google Form: https://forms.gle/D4BJ1bjfzUwFPFL69 (*Sekiranya terdapat masalah capaian internet, guru dimohon untuk mengisi Borang Skor Eksperimen Pemerolehan Konsep Matematik yang telah disediakan.)

KERJASAMA TUAN/PUAN SANGAT DIHARGAI DAN DIUCAPKAN TERIMA KASIH.

BORANG KEBENARAN IBU BAPA/PENJAGA UNTUK PENGLIBATAN ANAK/ANAK JAGAAN DALAM KAJIAN *BASELINE* PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur) TAHUN 2022/2023

Tuan/Puan yang dihormati,

Kajian *Baseline* Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2022/2023 merupakan salah satu daripada aktiviti di bawah Projek MAKMur yang merupakan program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Pentadbiran kajian ini dilaksanakan oleh pasukan penyelidik daripada Asia SEED yang telah dilantik oleh JICA dengan kebenaran daripada KPM. Pasukan penyelidik ini juga bertanggungjawab mengendalikan maklumat peribadi responden yang diperoleh daripada kajian ini. Untuk makluman tuan/puan juga, kajian ini melibatkan pentadbiran soal selidik dan pelaksanaan eksperimen untuk pemerolehan kemahiran matematik dalam kalangan murid prasekolah serta murid tahun 1, 2, 3, 4 dan 5.

PERSETUJUAN IBU BAPA/PENJAGA

Adalah saya _____*ibu/bapa/penjaga* kepada _____ dari Kelas _____ yang sedang belajar di _____

Dengan ini, saya *BERSETUJU/TIDAK BERSETUJU*:

1. **membenarkan** anak/anak jagaan saya menjadi responden Kajian *Baseline* Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2022/2023; dan

2. **membenarkan** anak/anak jagaan saya menjawab soal selidik dan terlibat dalam eksperimen pemerolehan kemahiran matematik Kajian *Baseline* Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2022/2023.

Dengan ini, saya juga memahami bahawa:

1. segala maklumat peribadi yang diperolehi daripada Kajian *Baseline* Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2022/2023 adalah sulit dan hanya digunakan untuk tujuan kajian semata-mata. Maklumat tersebut juga tidak akan diberikan kepada pihak ketiga tanpa kebenaran bertulis daripada KPM;

2. pihak Asia SEED bertanggungjawab terhadap data/maklumat peribadi yang diperolehi melalui Kajian *Baseline* Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2022/2023 dan pihak Asia SEED mengambil langkah keselamatan yang sewajarnya untuk memastikan maklumat peribadi anak/ anak jagaan saya adalah dilindungi dan disimpan dengan selamat;

3. saya dan anak/anak di bawah jagaan saya boleh memohon secara rasmi kepada Asia SEED di e-mel **makmur@asiaseed.org** melalui KPM untuk mendapatkan penjelasan lanjut tentang tujuan penggunaan maklumat peribadi saya dan anak/anak di bawah jagaan saya. Saya juga boleh mengemukakan permohonan rasmi kepada Asia SEED di e-mel yang sama melalui KPM untuk menarik balik kebenaran penggunaan maklumat peribadi saya dan anak/anak di bawah jagaan saya.

Tarikh (hari/bulan/tahun):	
Nama Penuh:	
Tandatangan:	
No. Kad Pengenalan:	

ANNEX

1.1. Details of the responses for Pupil's Evaluation

I/The pupil/My child speaks with confidence (Q1)

Annex Table 4-1-1 (i).
Number and Percentage of Respondents for Q1, QFF

		Treatment		Control	
■	Never	10	4.9%	0	0.0%
■	Rarely	41	20.1%	14	12.6%
■	Sometimes	101	49.5%	57	51.4%
■	Always	52	25.5%	40	36.0%

Annex Figure 4-1-1 (i).
Number and Percentage of Respondents for Q1, QFF
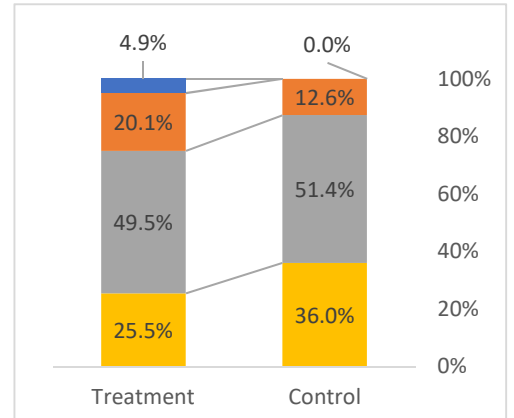
Annex Table 4-1-1 (ii).
Number and Percentage of Respondents for Q1, QCT

		Treatment		Control	
■	Never	7	1.7%	4	1.5%
■	Rarely	72	17.1%	67	24.4%
■	Sometimes	166	39.3%	98	35.6%
■	Always	177	41.9%	106	38.5%

Annex Figure 4-1-1 (ii).
Number and Percentage of Respondents for Q1, QCT
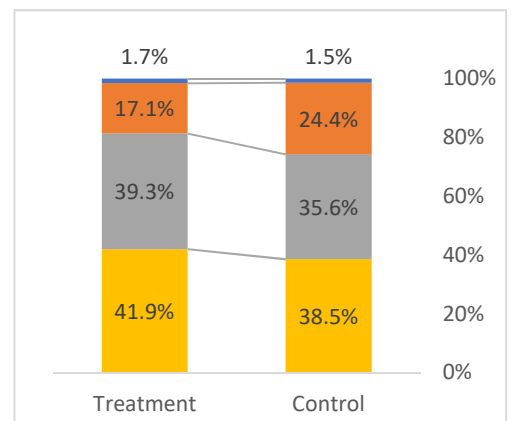
Annex Table 4-1-1 (iii).
Number and Percentage of Respondents for Q1, QGP

		Treatment		Control	
■	Never	17	4.9%	0	0.0%
■	Rarely	18	5.2%	29	10.4%
■	Sometimes	108	31.4%	99	35.5%
■	Always	201	58.4%	151	54.1%

Annex Figure 4-1-1 (iii).
Number and Percentage of Respondents for Q1, QGP
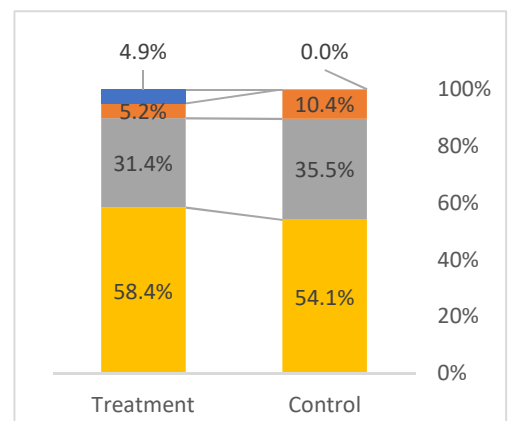
I/The pupil/My child describe to people about my/his/her achievement (Q2)

Annex Table 4-1-2 (i).
Number and Percentage of Respondents for Q2, QFF

		Treatment		Control	
🟦	Never	43	21.1%	7	6.3%
🟧	Rarely	58	28.4%	30	27.0%
⬜	Sometimes	64	31.4%	56	50.5%
🟨	Always	39	19.1%	18	16.2%

Annex Figure 4-1-2 (i).
Number and Percentage of Respondents for Q2, QFF
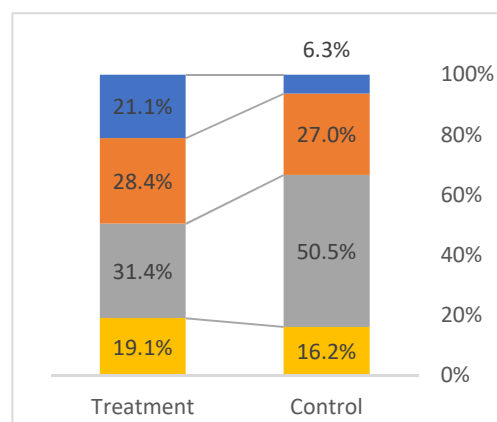
Annex Table 4-1-2 (ii).
Number and Percentage of Respondents for Q2, QCT

		Treatment		Control	
🟦	Never	16	3.8%	14	5.1%
🟧	Rarely	92	21.8%	69	25.0%
⬜	Sometimes	194	46.0%	134	48.6%
🟨	Always	120	28.4%	59	21.4%

Annex Figure 4-1-2 (ii).
Number and Percentage of Respondents for Q2, QCT
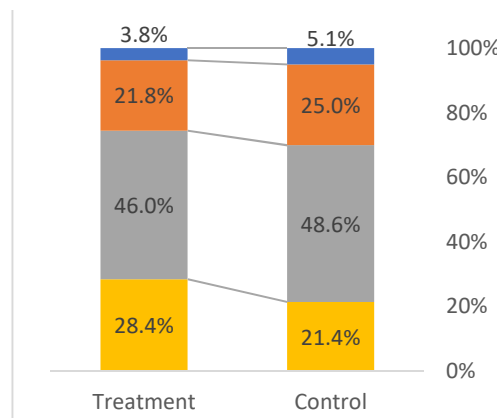
Annex Table 4-1-2 (iii).
Number and Percentage of Respondents for Q2, QGP

		Treatment		Control	
🟦	Never	31	9.0%	5	1.8%
🟧	Rarely	43	12.5%	53	19.1%
⬜	Sometimes	129	37.5%	135	48.6%
🟨	Always	141	41.0%	85	30.6%

Annex Figure 4-1-2 (iii).
Number and Percentage of Respondents for Q2, QGP
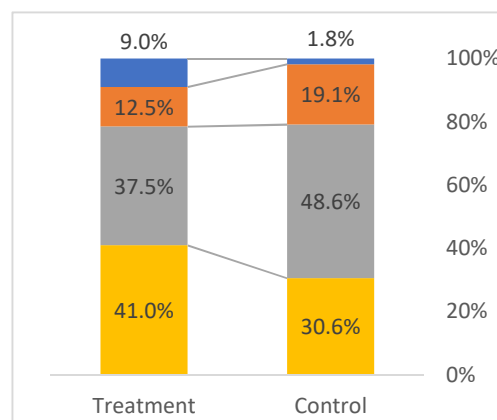
I/The pupil/My child listen attentively to others during group conversation (Q3)

Annex Table 4-1-3 (i).
Number and Percentage of Respondents for Q3, QFF

	Treatment		Control	
Never	10	4.9%	0	0.0%
Rarely	27	13.2%	10	9.0%
Sometimes	67	32.8%	52	46.8%
Always	100	49.0%	49	44.1%

Annex Figure 4-1-3 (i).
Number and Percentage of Respondents for Q3, QFF
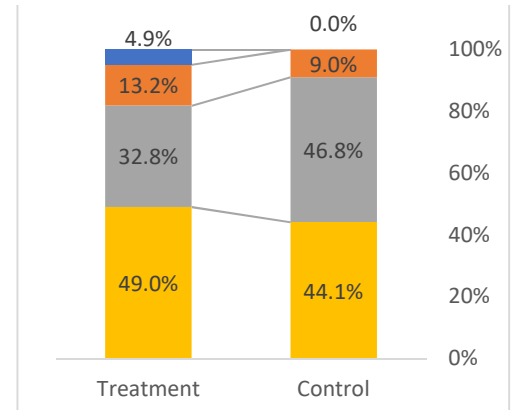
Annex Table 4-1-3 (ii).
Number and Percentage of Respondents for Q3, QCT

	Treatment		Control	
Never	5	1.2%	2	0.7%
Rarely	49	11.6%	52	18.8%
Sometimes	171	40.5%	102	36.8%
Always	197	46.7%	121	43.7%

Annex Figure 4-1-3 (ii).
Number and Percentage of Respondents for Q3, QCT
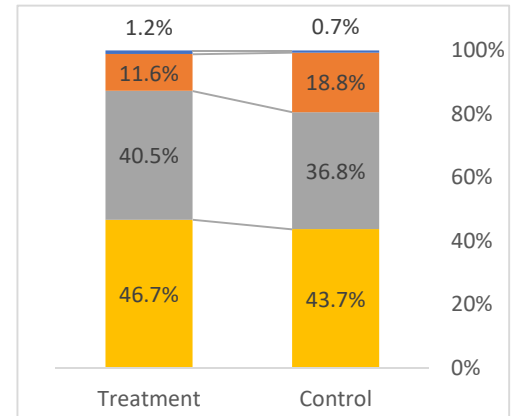
Annex Table 4-1-3 (iii).
Number and Percentage of Respondents for Q3, QGP

	Treatment		Control	
Never	16	4.7%	7	2.5%
Rarely	31	9.1%	33	11.9%
Sometimes	122	35.8%	131	47.1%
Always	172	50.4%	107	38.5%

Annex Figure 4-1-3 (iii).
Number and Percentage of Respondents for Q3, QGP
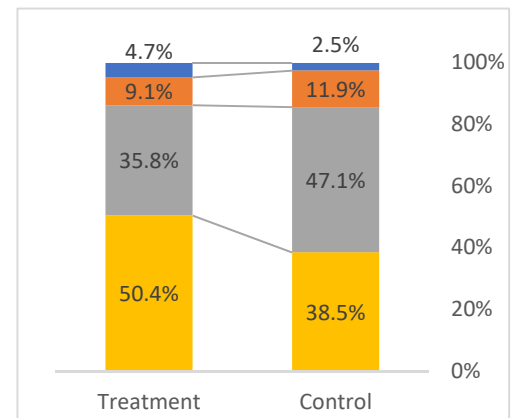
I/The pupil/My child respect others' opinions (Q4)

Annex Table 4-1-4 (i).
Number and Percentage of Respondents for Q4, QFF

		Treatment		Control	
🟦	Never	10	4.9%	1	0.9%
🟧	Rarely	18	8.8%	7	6.4%
⬜	Sometimes	63	30.9%	40	36.4%
🟨	Always	113	55.4%	62	56.4%

Annex Figure 4-1-4 (i).
Number and Percentage of Respondents for Q4, QFF
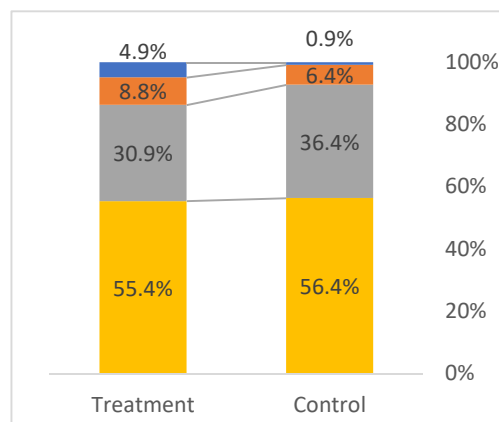
Annex Table 4-1-4 (ii).
Number and Percentage of Respondents for Q4, QCT

		Treatment		Control	
🟦	Never	2	0.5%	3	1.1%
🟧	Rarely	31	7.3%	37	13.5%
⬜	Sometimes	157	37.0%	108	39.3%
🟨	Always	234	55.2%	127	46.2%

Annex Figure 4-1-4 (ii).
Number and Percentage of Respondents for Q4, QCT
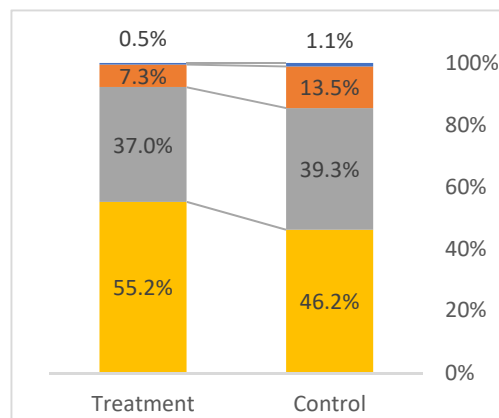
Annex Table 4-1-4 (iii).
Number and Percentage of Respondents for Q4, QGP

		Treatment		Control	
🟦	Never	17	5.0%	5	1.8%
🟧	Rarely	13	3.8%	23	8.3%
⬜	Sometimes	134	39.3%	122	44.0%
🟨	Always	177	51.9%	127	45.8%

Annex Figure 4-1-4 (iii).
Number and Percentage of Respondents for Q4, QGP

ANNEX4-4
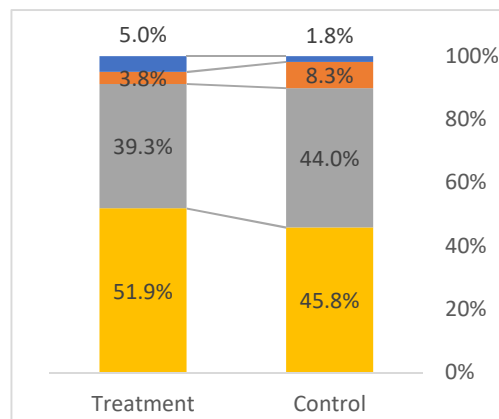
I/The pupil/My child can complete task even with sudden schedule changes (Q5)

Annex Table 4-1-5 (i).
Number and Percentage of Respondents for Q5, QFF

	Treatment		Control	
Never	18	8.8%	4	3.6%
Rarely	50	24.5%	19	17.1%
Sometimes	74	36.3%	53	47.7%
Always	62	30.4%	35	31.5%

Annex Figure 4-1-5 (i).
Number and Percentage of Respondents for Q5, QFF
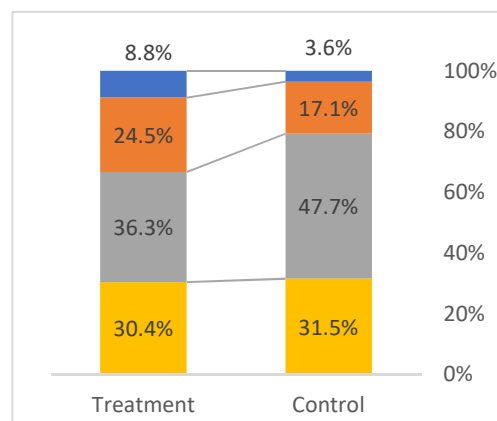
Annex Table 4-1-5 (ii).
Number and Percentage of Respondents for Q5, QCT

	Treatment		Control	
Never	11	2.6%	10	3.6%
Rarely	55	13.0%	75	27.1%
Sometimes	177	41.9%	110	39.7%
Always	179	42.4%	82	29.6%

Annex Figure 4-1-5 (ii).
Number and Percentage of Respondents for Q5, QCT
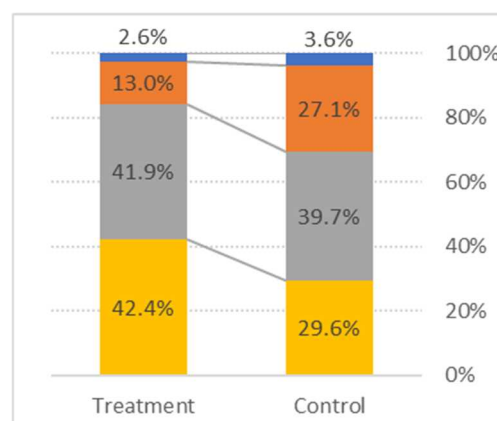
Annex Table 4-1-5 (iii).
Number and Percentage of Respondents for Q5, QGP

	Treatment		Control	
Never	22	6.4%	2	0.7%
Rarely	27	7.9%	35	12.6%
Sometimes	130	38.0%	128	46.0%
Always	163	47.7%	113	40.6%

Annex Figure 4-1-5 (iii).
Number and Percentage of Respondents for Q5, QGP
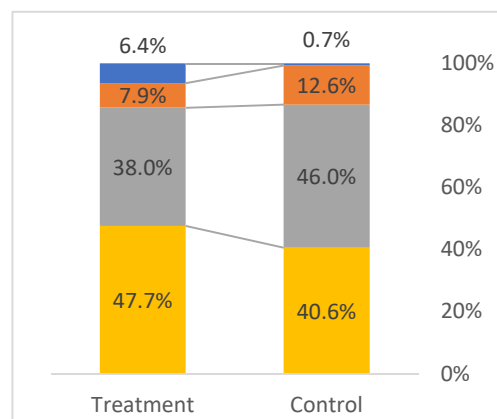
I/The pupil/My child am/is able to participate in other activities apart from study (Q6)

Annex Table 4-1-6 (i).
Number and Percentage of Respondents for Q6, QFF

		Treatment		Control	
■	Never	19	9.4%	0	0.0%
■	Rarely	48	23.6%	13	11.8%
■	Sometimes	73	36.0%	46	41.8%
■	Always	63	31.0%	51	46.4%

Annex Figure 4-1-6 (i).
Number and Percentage of Respondents for Q6, QFF
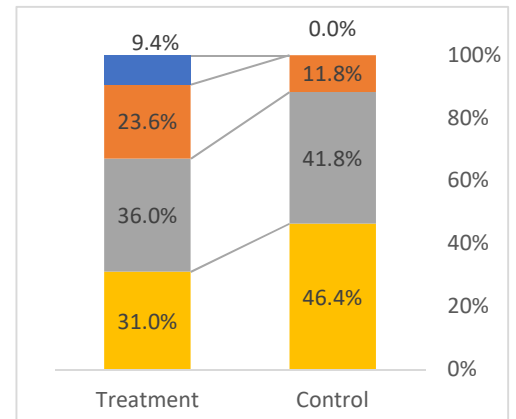
Annex Table 4-1-6 (ii).
Number and Percentage of Respondents for Q6, QCT

		Treatment		Control	
■	Never	7	1.7%	3	1.1%
■	Rarely	36	8.6%	46	16.5%
■	Sometimes	162	38.6%	114	41.0%
■	Always	215	51.2%	115	41.4%

Annex Figure 4-1-6 (ii).
Number and Percentage of Respondents for Q6, QCT
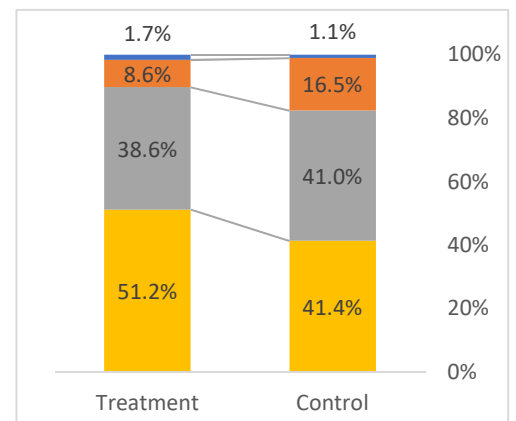
Annex Table 4-1-6 (iii).
Number and Percentage of Respondents for Q6, QGP

		Treatment		Control	
■	Never	21	6.1%	2	0.7%
■	Rarely	22	6.4%	21	7.6%
■	Sometimes	88	25.5%	105	38.2%
■	Always	214	62.0%	147	53.5%

Annex Figure 4-1-6 (iii).
Number and Percentage of Respondents for Q6, QGP
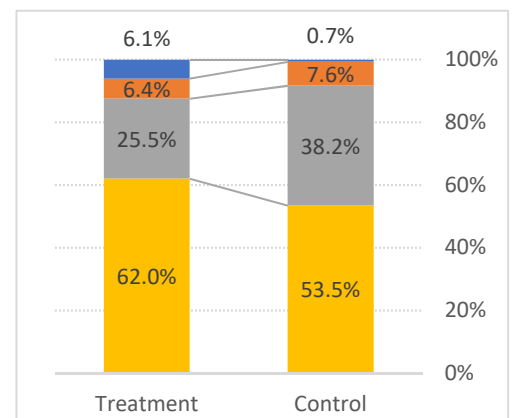
I/The pupil/My child work together with people of different opinions (Q7)

Annex Table 4-1-7 (i).
Number and Percentage of Respondents for Q7, QFF

		Treatment		Control	
🟦	Never	17	8.3%	0	0.0%
🟧	Rarely	40	19.6%	15	13.5%
⬜	Sometimes	80	39.2%	56	50.5%
🟨	Always	67	32.8%	40	36.0%

Annex Figure 4-1-7 (i).
Number and Percentage of Respondents for Q7, QFF
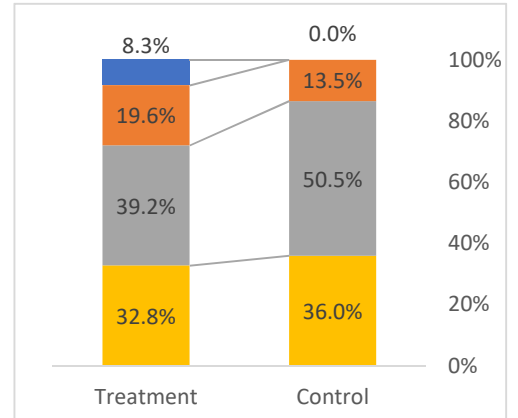
Annex Table 4-1-7 (ii).
Number and Percentage of Respondents for Q7, QCT

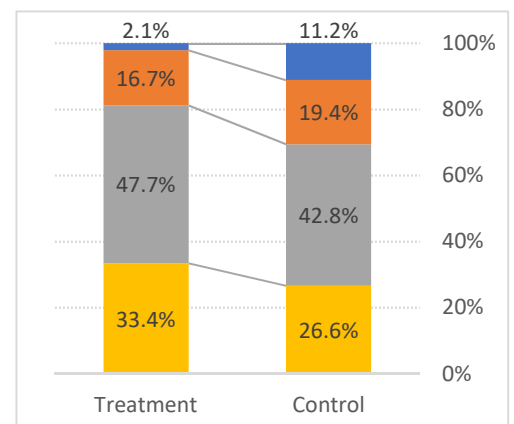|		Treatment		Control	
🟦	Never	5	1.2%	6	2.2%
🟧	Rarely	37	8.8%	56	20.1%
⬜	Sometimes	179	42.5%	114	41.0%
🟨	Always	200	47.5%	102	36.7%

Annex Figure 4-1-7 (ii).
Number and Percentage of Respondents for Q7, QCT
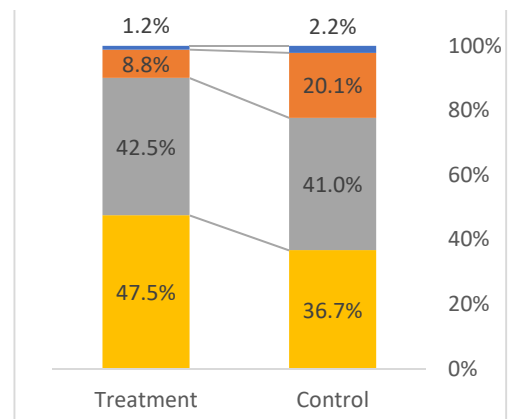
Annex Table 4-1-7 (iii).
Number and Percentage of Respondents for Q7, QGP

		Treatment		Control	
🟦	Never	24	7.1%	10	3.6%
🟧	Rarely	31	9.1%	42	15.2%
⬜	Sometimes	132	38.8%	122	44.2%
🟨	Always	153	45.0%	102	37.0%

Annex Figure 4-1-7 (iii).
Number and Percentage of Respondents for Q7, QGP
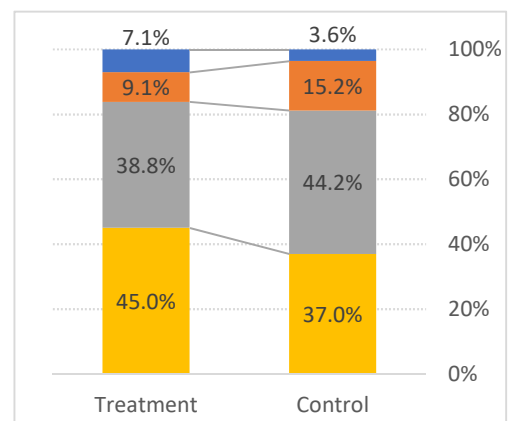
I/The pupil/My child discuss with group members in an activity (Q8)

Annex Table 4-1-8 (i).
Number and Percentage of Respondents for Q8, QFF

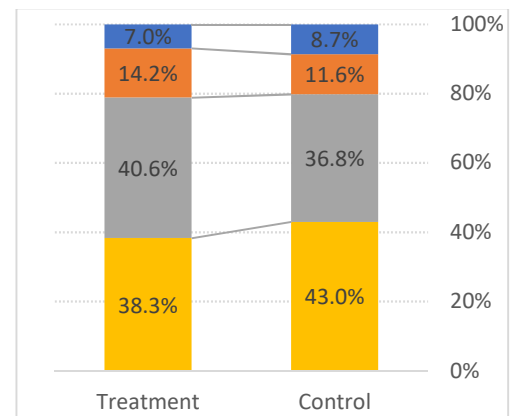|		Treatment		Control	
■	Never	9	4.4%	1	0.9%
■	Rarely	30	14.7%	16	14.5%
■	Sometimes	46	22.5%	42	38.2%
■	Always	119	58.3%	51	46.4%

Annex Figure 4-1-8 (i).
Number and Percentage of Respondents for Q8, QFF
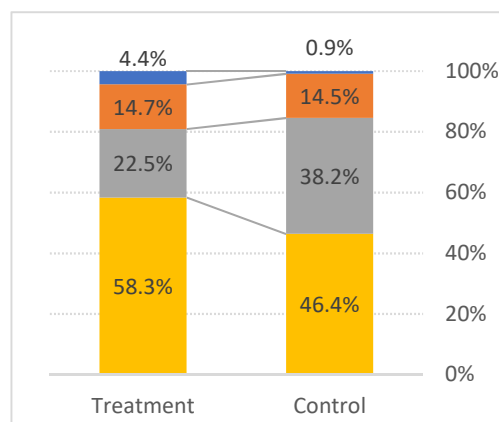
Annex Table 4-1-8 (ii).
Number and Percentage of Respondents for Q8, QCT

		Treatment		Control	
■	Never	9	2.1%	14	5.1%
■	Rarely	51	12.0%	44	15.9%
■	Sometimes	172	40.5%	102	37.0%
■	Always	193	45.4%	116	42.0%

Annex Figure 4-1-8 (ii).
Number and Percentage of Respondents for Q8, QCT
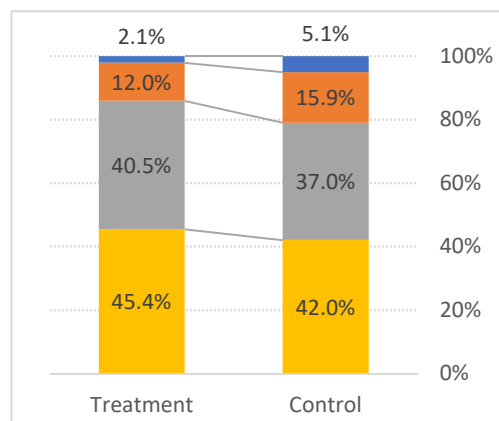
Annex Table 4-1-8 (iii).
Number and Percentage of Respondents for Q8, QGP

		Treatment		Control	
■	Never	22	6.4%	20	7.2%
■	Rarely	40	11.7%	26	9.4%
■	Sometimes	116	33.8%	108	38.8%
■	Always	165	48.1%	124	44.6%

Annex Figure 4-1-8 (iii).
Number and Percentage of Respondents for Q8, QGP
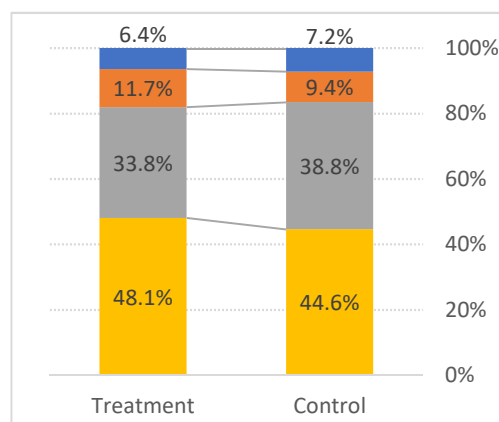
I/The pupil/My child contributes my/his/her ideas in a group discussion (Q9)

Annex Table 4-1-9 (i).
Number and Percentage of Respondents for Q9, QFF

		Treatment		Control	
■	Never	19	9.3%	4	3.6%
■	Rarely	46	22.5%	22	19.8%
■	Sometimes	81	39.7%	54	48.6%
■	Always	58	28.4%	31	27.9%

Annex Figure 4-1-9 (i).
Number and Percentage of Respondents for Q9, QFF
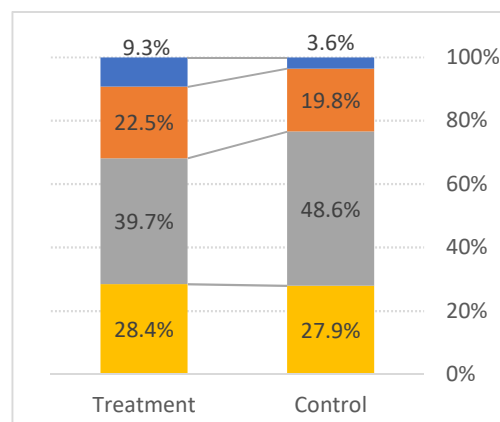
Annex Table 4-1-9 (ii).
Number and Percentage of Respondents for Q9, QCT

		Treatment		Control	
■	Never	11	2.6%	30	10.8%
■	Rarely	83	19.6%	59	21.3%
■	Sometimes	181	42.7%	105	37.9%
■	Always	149	35.1%	83	30.0%

Annex Figure 4-1-9 (ii).
Number and Percentage of Respondents for Q9, QCT
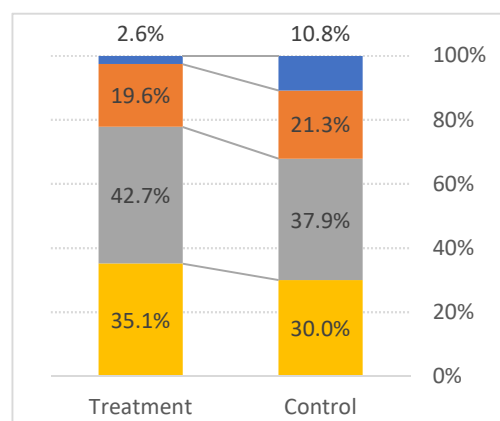
Annex Table 4-1-9 (iii).
Number and Percentage of Respondents for Q9, QGP

		Treatment		Control	
■	Never	30	8.8%	24	8.6%
■	Rarely	54	15.8%	44	15.8%
■	Sometimes	149	43.7%	129	46.4%
■	Always	108	31.7%	81	29.1%

Annex Figure 4-1-9 (iii).
Number and Percentage of Respondents for Q9, QGP
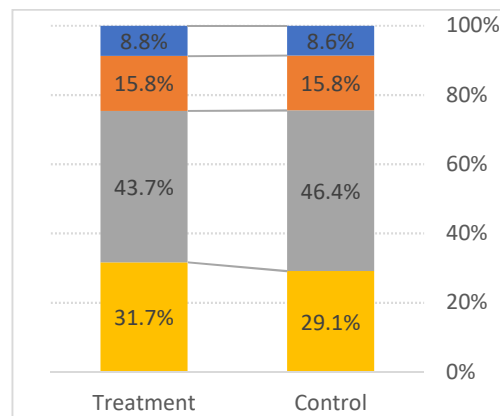
I/The pupil/My child greets a new person and get to know him/her better (Q10)

Annex Table 4-1-10 (i).
Number and Percentage of Respondents for Q10, QFF

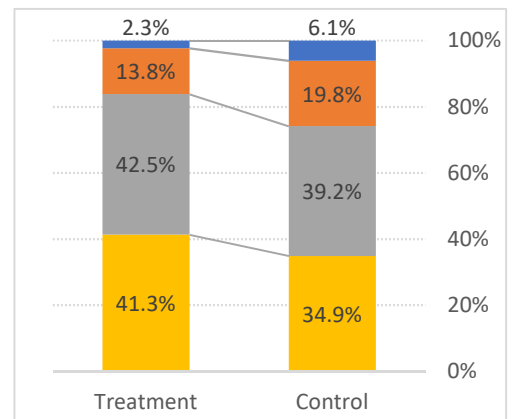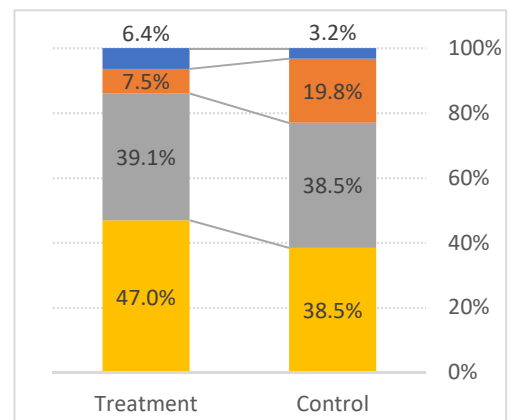|		Treatment		Control	
🟦	Never	21	10.3%	4	3.6%
🟧	Rarely	47	23.0%	16	14.4%
⬜	Sometimes	70	34.3%	59	53.2%
🟨	Always	66	32.4%	32	28.8%

Annex Figure 4-1-10 (i).
Number and Percentage of Respondents for Q10, QFF
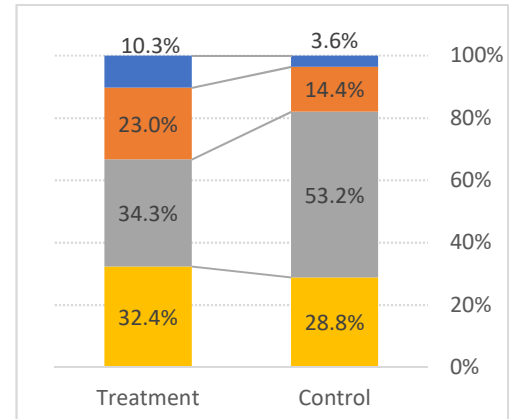
Annex Table 4-1-10 (ii).
Number and Percentage of Respondents for Q10, QCT

		Treatment		Control	
🟦	Never	9	2.1%	31	11.2%
🟧	Rarely	70	16.7%	54	19.4%
⬜	Sometimes	200	47.7%	119	42.8%
🟨	Always	140	33.4%	74	26.6%

Annex Figure 4-1-10 (ii).
Number and Percentage of Respondents for Q10, QCT

Annex Table 4-1-10 (iii).
Number and Percentage of Respondents for Q10, QGP

		Treatment		Control	
🟦	Never	24	7.0%	24	8.7%
🟧	Rarely	49	14.2%	32	11.6%
⬜	Sometimes	140	40.6%	102	36.8%
🟨	Always	132	38.3%	119	43.0%

Annex Figure 4-1-10 (iii).
Number and Percentage of Respondents for Q10, QGP

I/The pupil/My child am/is willing to take new challenges (Q11)

Annex Table 4-1-11 (i).
Number and Percentage of Respondents for Q11, QFF

		Treatment		Control	
🟦	Never	23	11.3%	2	1.8%
🟧	Rarely	48	23.5%	18	16.2%
⬜	Sometimes	69	33.8%	48	43.2%
🟨	Always	64	31.4%	43	38.7%

Annex Figure 4-1-11 (i).
Number and Percentage of Respondents for Q11, QFF
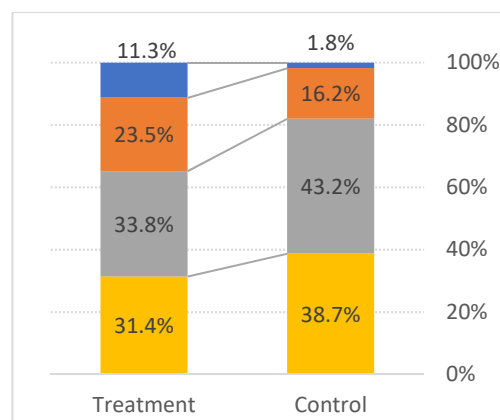
Annex Table 4-1-11 (ii).
Number and Percentage of Respondents for Q11, QCT

		Treatment		Control	
🟦	Never	13	3.1%	28	10.1%
🟧	Rarely	73	17.2%	54	19.5%
⬜	Sometimes	192	45.3%	101	36.5%
🟨	Always	146	34.4%	94	33.9%

Annex Figure 4-1-11 (ii).
Number and Percentage of Respondents for Q11, QCT
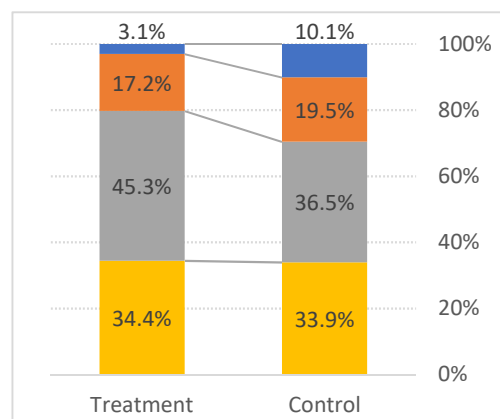
Annex Table 4-1-11 (iii).
Number and Percentage of Respondents for Q11, QGP

		Treatment		Control	
🟦	Never	20	5.8%	18	6.5%
🟧	Rarely	35	10.2%	27	9.7%
⬜	Sometimes	146	42.4%	127	45.8%
🟨	Always	143	41.6%	105	37.9%

Annex Figure 4-1-11 (iii).
Number and Percentage of Respondents for Q11, QGP
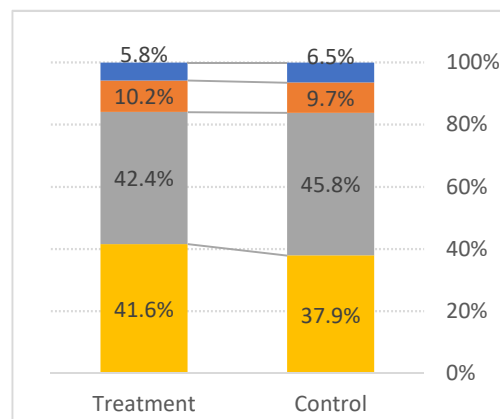
I/The pupil/My child try to complete difficult task without giving up (Q12)

Annex Table 4-1-12 (i).
Number and Percentage of Respondents for Q12, QFF

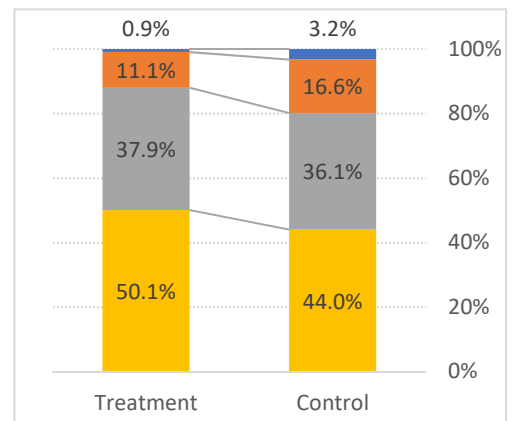|		Treatment		Control	
🟦	Never	17	8.4%	2	1.8%
🟧	Rarely	34	16.7%	16	14.3%
⬜	Sometimes	64	31.5%	55	49.1%
🟨	Always	88	43.3%	39	34.8%

Annex Figure 4-1-12 (i).
Number and Percentage of Respondents for Q12, QFF
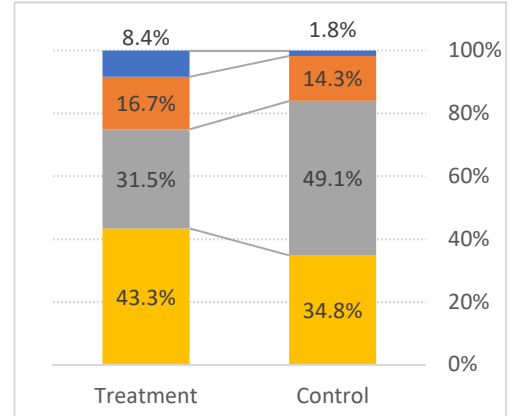
Annex Table 4-1-12 (ii).
Number and Percentage of Respondents for Q12, QCT

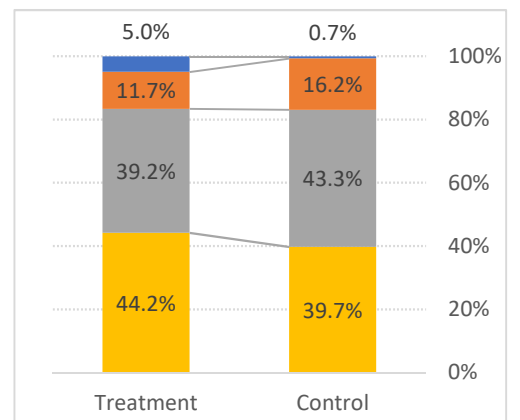|		Treatment		Control	
🟦	Never	10	2.3%	17	6.1%
🟧	Rarely	59	13.8%	55	19.8%
⬜	Sometimes	181	42.5%	109	39.2%
🟨	Always	176	41.3%	97	34.9%

Annex Figure 4-1-12 (ii).
Number and Percentage of Respondents for Q12, QCT

Annex Table 4-1-12 (iii).
Number and Percentage of Respondents for Q12, QGP

		Treatment		Control	
🟦	Never	22	6.4%	9	3.2%
🟧	Rarely	26	7.5%	55	19.8%
⬜	Sometimes	135	39.1%	107	38.5%
🟨	Always	162	47.0%	107	38.5%

Annex Figure 4-1-12 (iii).
Number and Percentage of Respondents for Q12, QGP

I/The pupil/My child prioritizes important tasks (Q13)

Annex Table 4-1-13 (i).
Number and Percentage of Respondents for Q13, QFF

		Treatment		Control	
🟦	Never	10	4.9%	2	1.8%
🟧	Rarely	27	13.3%	10	8.9%
⬜	Sometimes	55	27.1%	46	41.1%
🟨	Always	111	54.7%	54	48.2%

Annex Figure 4-1-13 (i).
Number and Percentage of Respondents for Q13, QFF
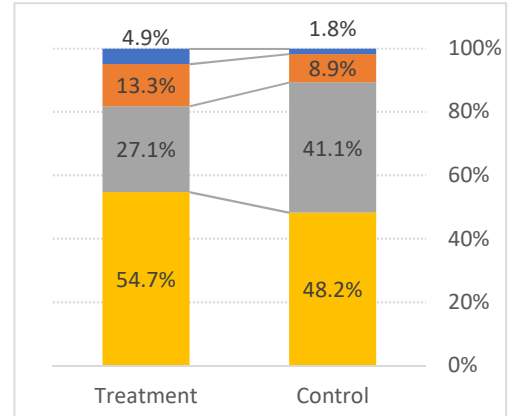
Annex Table 4-1-13 (ii).
Number and Percentage of Respondents for Q13, QCT

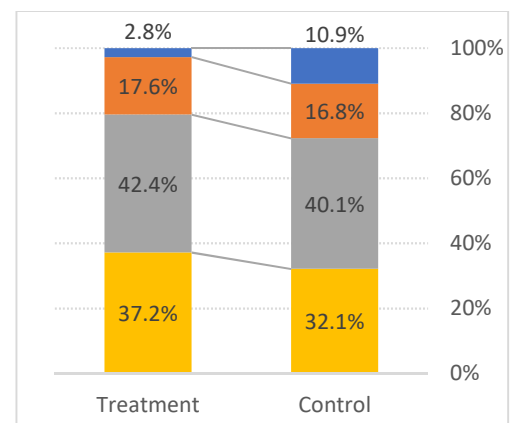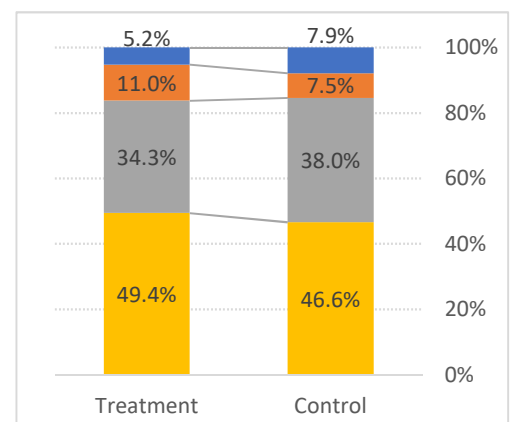|		Treatment		Control	
🟦	Never	14	3.3%	21	7.6%
🟧	Rarely	55	12.9%	54	19.6%
⬜	Sometimes	194	45.5%	115	41.7%
🟨	Always	163	38.3%	86	31.2%

Annex Figure 4-1-13 (ii).
Number and Percentage of Respondents for Q13, QCT
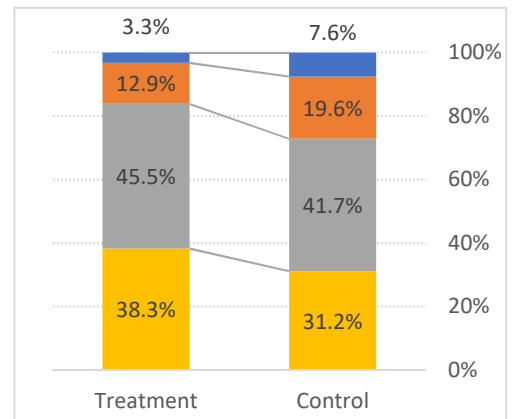
Annex Table 4-1-13 (iii).
Number and Percentage of Respondents for Q13, QGP

		Treatment		Control	
🟦	Never	18	5.2%	17	6.1%
🟧	Rarely	36	10.4%	30	10.8%
⬜	Sometimes	128	37.1%	117	42.1%
🟨	Always	163	47.2%	114	41.0%

Annex Figure 4-1-13 (iii).
Number and Percentage of Respondents for Q13, QGP
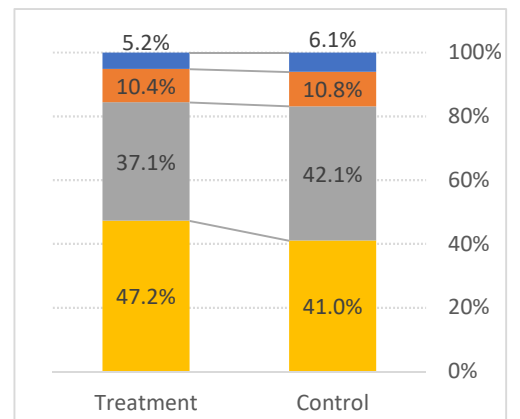
I/The pupil/My child am/is punctual (Q14)

Annex Table 4-1-14 (i).
Number and Percentage of Respondents for Q14, QFF

		Treatment		Control	
🟦	Never	12	5.9%	1	0.9%
🟧	Rarely	48	23.5%	6	5.4%
⬜	Sometimes	109	53.4%	61	55.0%
🟨	Always	35	17.2%	43	38.7%

Annex Figure 4-1-14 (i).
Number and Percentage of Respondents for Q14, QFF
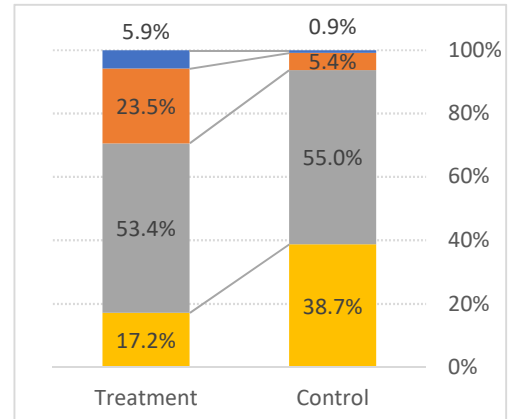
Annex Table 4-1-14 (ii).
Number and Percentage of Respondents for Q14, QCT

		Treatment		Control	
🟦	Never	4	0.9%	9	3.2%
🟧	Rarely	47	11.1%	46	16.6%
⬜	Sometimes	161	37.9%	100	36.1%
🟨	Always	213	50.1%	122	44.0%

Annex Figure 4-1-14 (ii).
Number and Percentage of Respondents for Q14, QCT

Annex Table 4-1-14 (iii).
Number and Percentage of Respondents for Q14, QGP

		Treatment		Control	
🟦	Never	17	5.0%	2	0.7%
🟧	Rarely	40	11.7%	45	16.2%
⬜	Sometimes	134	39.2%	120	43.3%
🟨	Always	151	44.2%	110	39.7%

Annex Figure 4-1-14 (iii).
Number and Percentage of Respondents for Q14, QGP

I/The pupil/My child explore new ideas (Q15)

Annex Table 4-1-15 (i).
Number and Percentage of Respondents for Q15, QFF

		Treatment		Control	
🟦	Never	17	8.4%	2	1.8%
🟧	Rarely	47	23.2%	14	12.5%
⬜	Sometimes	61	30.0%	56	50.0%
🟨	Always	78	38.4%	40	35.7%

Annex Figure 4-1-15 (i).
Number and Percentage of Respondents for Q15, QFF
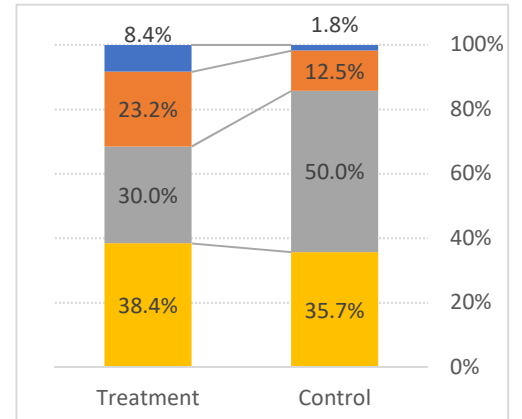
Annex Table 4-1-15 (ii).
Number and Percentage of Respondents for Q15, QCT

		Treatment		Control	
🟦	Never	12	2.8%	30	10.9%
🟧	Rarely	75	17.6%	46	16.8%
⬜	Sometimes	180	42.4%	110	40.1%
🟨	Always	158	37.2%	88	32.1%

Annex Figure 4-1-15 (ii).
Number and Percentage of Respondents for Q15, QCT

Annex Table 4-1-15 (iii).
Number and Percentage of Respondents for Q15, QGP

		Treatment		Control	
🟦	Never	18	5.2%	22	7.9%
🟧	Rarely	38	11.0%	21	7.5%
⬜	Sometimes	118	34.3%	106	38.0%
🟨	Always	170	49.4%	130	46.6%

Annex Figure 4-1-15 (iii).
Number and Percentage of Respondents for Q15, QGP

I/The pupil/My child improves existing methods when things do not work out (Q16)

Annex Table 4-1-16 (i).
Number and Percentage of Respondents for Q16, QFF

		Treatment		Control	
🟦	Never	14	6.9%	4	3.6%
🟧	Rarely	48	23.8%	17	15.2%
⬜	Sometimes	94	46.5%	68	60.7%
🟨	Always	46	22.8%	23	20.5%

Annex Figure 4-1-16 (i).
Number and Percentage of Respondents for Q16, QFF
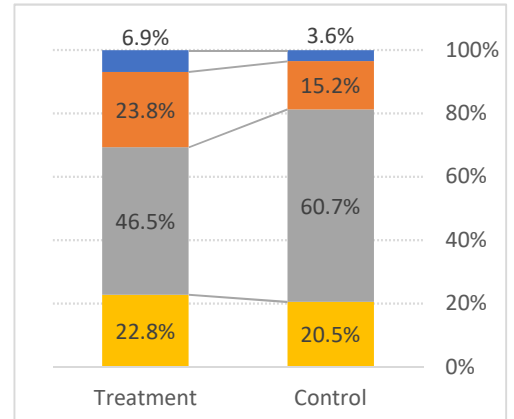
Annex Table 4-1-16 (ii).
Number and Percentage of Respondents for Q16, QCT

		Treatment		Control	
🟦	Never	18	4.3%	30	10.8%
🟧	Rarely	90	21.4%	67	24.1%
⬜	Sometimes	195	46.3%	124	44.6%
🟨	Always	118	28.0%	57	20.5%

Annex Figure 4-1-16 (ii).
Number and Percentage of Respondents for Q16, QCT
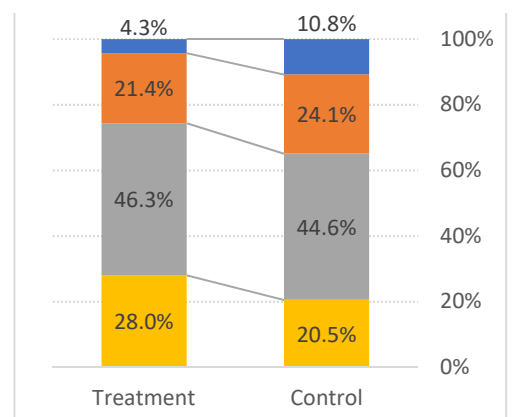
Annex Table 4-1-16 (iii).
Number and Percentage of Respondents for Q16, QGP

		Treatment		Control	
🟦	Never	25	7.2%	26	9.4%
🟧	Rarely	62	17.9%	45	16.2%
⬜	Sometimes	157	45.2%	132	47.5%
🟨	Always	103	29.7%	75	27.0%

Annex Figure 4-1-16 (iii).
Number and Percentage of Respondents for Q16, QGP
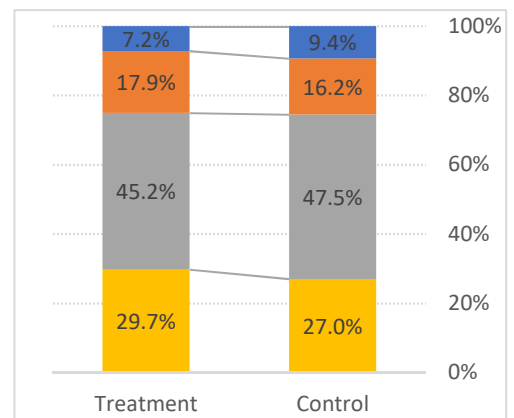
I/The pupil/My child lead discussion during group activities (Q17)

Annex Table 4-1-17 (i).
Number and Percentage of Respondents for Q17, QFF

		Treatment		Control	
🟦	Never	34	16.7%	14	12.5%
🟧	Rarely	55	27.1%	23	20.5%
⬜	Sometimes	75	36.9%	53	47.3%
🟨	Always	39	19.2%	22	19.6%

Annex Figure 4-1-17 (i).
Number and Percentage of Respondents for Q17, QFF
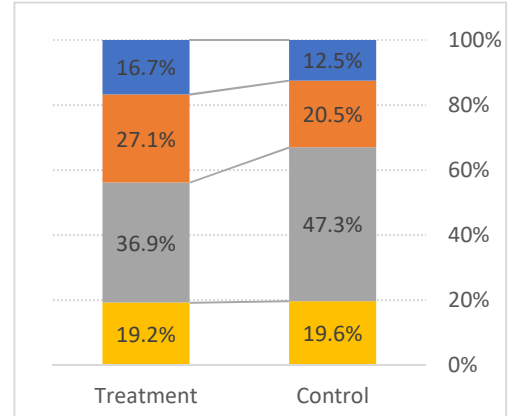
Annex Table 4-1-17 (ii).
Number and Percentage of Respondents for Q17, QCT

		Treatment		Control	
🟦	Never	13	3.1%	28	10.1%
🟧	Rarely	57	13.4%	46	16.5%
⬜	Sometimes	192	45.2%	104	37.4%
🟨	Always	163	38.4%	100	36.0%

Annex Figure 4-1-17 (ii).
Number and Percentage of Respondents for Q17, QCT
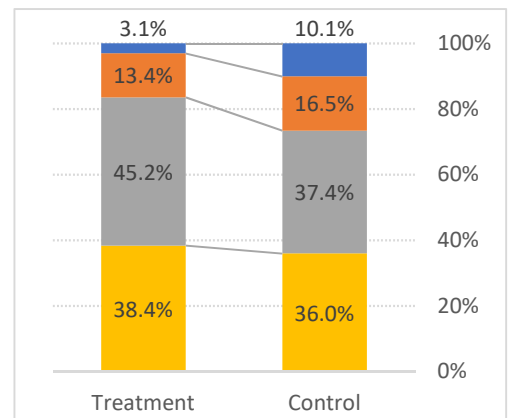
Annex Table 4-1-17 (iii).
Number and Percentage of Respondents for Q17, QGP

		Treatment		Control	
🟦	Never	23	6.7%	24	8.7%
🟧	Rarely	44	12.8%	24	8.7%
⬜	Sometimes	122	35.6%	116	41.9%
🟨	Always	154	44.9%	113	40.8%

Annex Figure 4-1-17 (iii).
Number and Percentage of Respondents for Q17, QGP
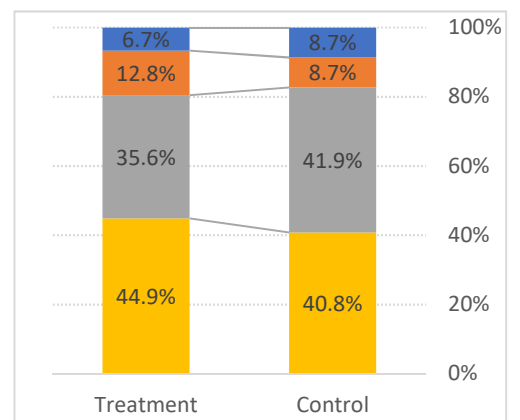
I/The pupil/My child engages with group members to find solution (Q18)

Annex Table 4-1-18 (i).
Number and Percentage of Respondents for Q18, QFF

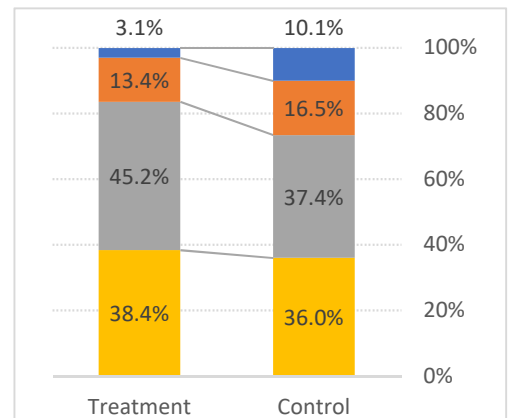|		Treatment		Control	
■	Never	30	14.8%	6	5.4%
■	Rarely	47	23.2%	25	22.3%
■	Sometimes	73	36.0%	38	33.9%
■	Always	53	26.1%	43	38.4%

Annex Figure 4-1-18 (i).
Number and Percentage of Respondents for Q18, QFF
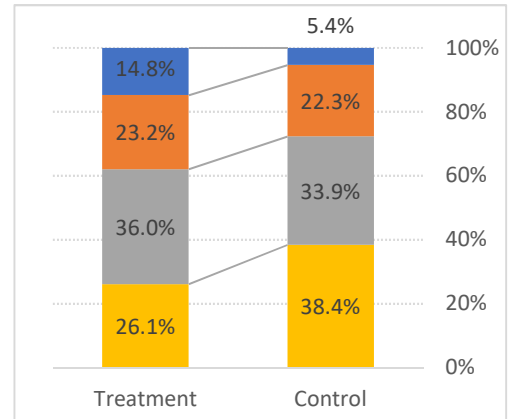
Annex Table 4-1-18 (ii).
Number and Percentage of Respondents for Q18, QCT

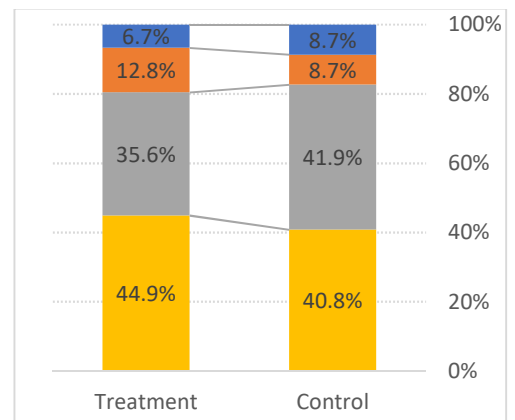|		Treatment		Control	
■	Never	11	2.6%	32	11.6%
■	Rarely	81	19.1%	51	18.5%
■	Sometimes	183	43.3%	101	36.6%
■	Always	148	35.0%	92	33.3%

Annex Figure 4-1-18 (ii).
Number and Percentage of Respondents for Q18, QCT
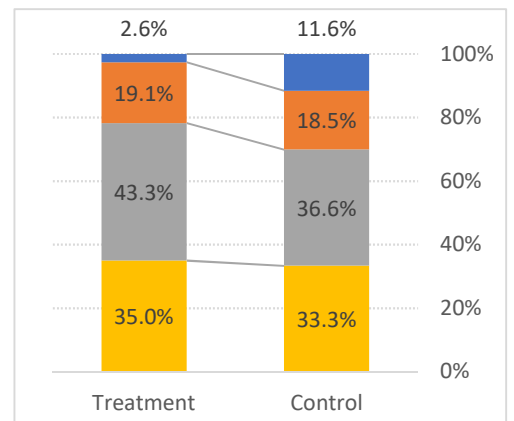
Annex Table 4-1-18 (iii).
Number and Percentage of Respondents for Q18, QGP

		Treatment		Control	
■	Never	46	13.3%	29	10.5%
■	Rarely	51	14.8%	42	15.2%
■	Sometimes	136	39.4%	129	46.6%
■	Always	112	32.5%	77	27.8%

Annex Figure 4-1-18 (iii).
Number and Percentage of Respondents for Q18, QGP
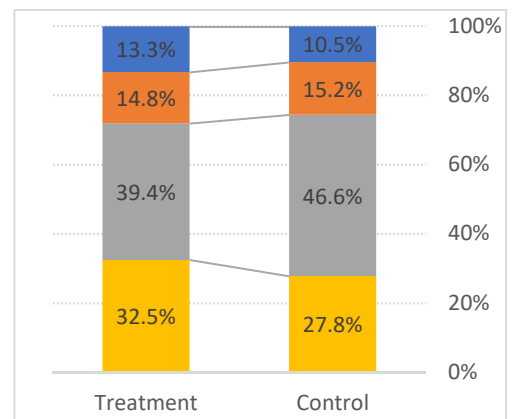
I/The pupil/My child applies previous knowledge or experience to solve a problem (Q19)

Annex Table 4-1-19 (i).
Number and Percentage of Respondents for Q19, QFF

		Treatment		Control	
🟦	Never	16	7.9%	1	0.9%
🟧	Rarely	42	20.7%	15	13.5%
⬜	Sometimes	86	42.4%	61	55.0%
🟨	Always	59	29.1%	34	30.6%

Annex Figure 4-1-19 (i).
Number and Percentage of Respondents for Q19, QFF
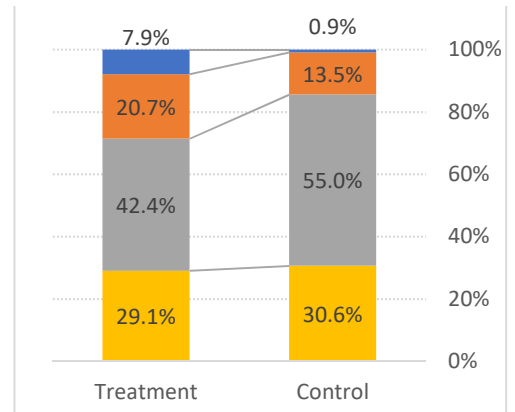
Annex Table 4-1-19 (ii).
Number and Percentage of Respondents for Q19, QCT

		Treatment		Control	
🟦	Never	13	3.1%	28	10.1%
🟧	Rarely	57	13.4%	46	16.5%
⬜	Sometimes	192	45.2%	104	37.4%
🟨	Always	163	38.4%	100	36.0%

Annex Figure 4-1-19 (ii).
Number and Percentage of Respondents for Q19, QCT

Annex Table 4-1-19 (iii).
Number and Percentage of Respondents for Q19, QGP

		Treatment		Control	
🟦	Never	23	6.7%	24	8.7%
🟧	Rarely	44	12.8%	24	8.7%
⬜	Sometimes	122	35.6%	116	41.9%
🟨	Always	154	44.9%	113	40.8%

Annex Figure 4-1-19 (iii).
Number and Percentage of Respondents for Q19, QGP

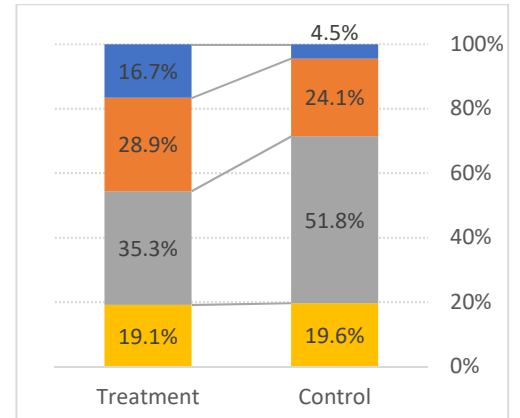## I/The pupil/My child use facts when he/she express his/her opinions to others (Q20)

Annex Table 4-1-20 (i).
Number and Percentage of Respondents for Q20, QFF

	Treatment		Control	
Never	34	16.7%	5	4.5%
Rarely	59	28.9%	27	24.1%
Sometimes	72	35.3%	58	51.8%
Always	39	19.1%	22	19.6%

Annex Figure 4-1-20 (i).
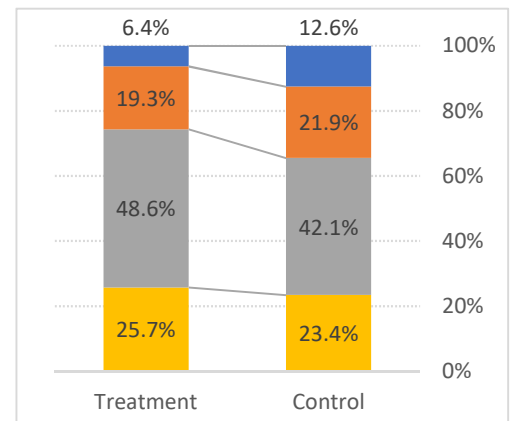Number and Percentage of Respondents for Q20, QFF

Annex Table 4-1-20 (ii).
Number and Percentage of Respondents for Q20, QCT

	Treatment		Control	
Never	27	6.4%	35	12.6%
Rarely	82	19.3%	61	21.9%
Sometimes	206	48.6%	117	42.1%
Always	109	25.7%	65	23.4%

Annex Figure 4-1-20 (ii).
Number and Percentage of Respondents for Q20, QCT

Annex Table 4-1-20 (iii).
Number and Percentage of Respondents for Q20, QGP

	Treatment		Control	
Never	37	10.7%	33	11.9%
Rarely	62	18.0%	50	18.0%
Sometimes	144	41.7%	124	44.6%
Always	102	29.6%	71	25.5%

Annex Figure 4-1-20 (iii).
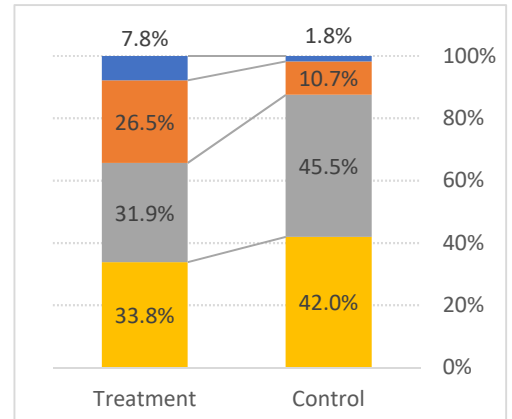Number and Percentage of Respondents for Q20, QGP
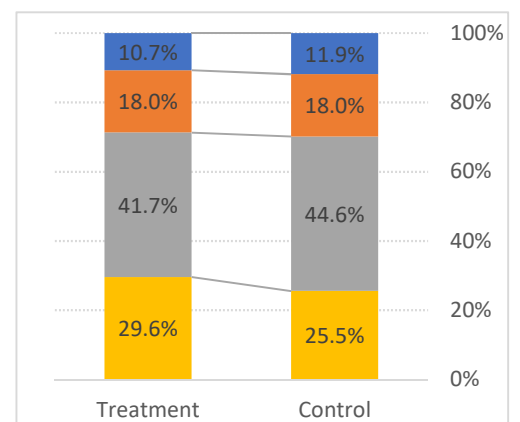
I/The pupil/My child volunteer to do tasks (Q21)

Annex Table 4-1-21 (i).
Number and Percentage of Respondents for Q21, QFF

		Treatment		Control	
■	Never	34	16.7%	5	4.5%
■	Rarely	59	28.9%	27	24.1%
■	Sometimes	72	35.3%	58	51.8%
■	Always	39	19.1%	22	19.6%

Annex Figure 4-1-21 (i).
Number and Percentage of Respondents for Q21, QFF

Annex Table 4-1-21 (ii).
Number and Percentage of Respondents for Q21, QCT

		Treatment		Control	
■	Never	7	1.7%	13	4.7%
■	Rarely	59	13.9%	51	18.5%
■	Sometimes	163	38.4%	87	31.6%
■	Always	195	46.0%	124	45.1%

Annex Figure 4-1-21 (ii).
Number and Percentage of Respondents for Q21, QCT
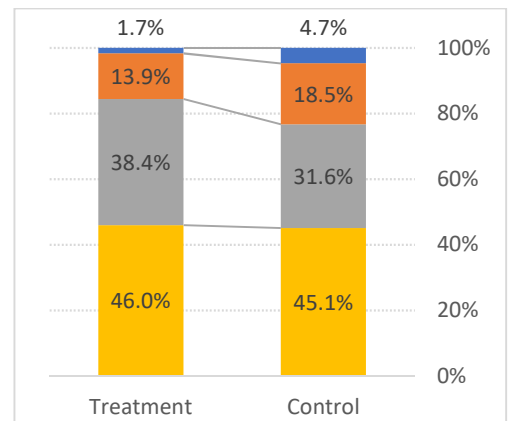
Annex Table 4-1-21 (iii).
Number and Percentage of Respondents for Q21, QGP

		Treatment		Control	
■	Never	23	6.7%	9	3.2%
■	Rarely	38	11.1%	41	14.8%
■	Sometimes	133	38.8%	127	45.8%
■	Always	149	43.4%	100	36.1%

Annex Figure 4-1-21 (iii).
Number and Percentage of Respondents for Q21, QGP
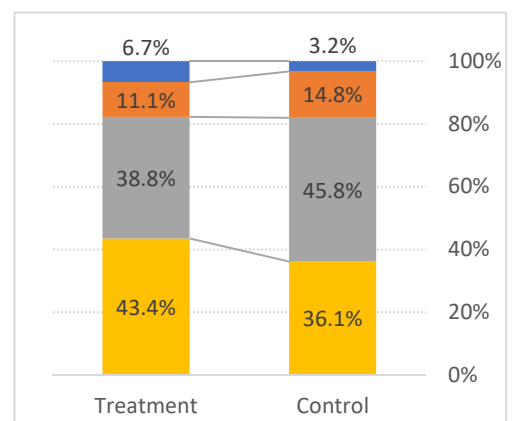
I/The pupil/My child am/is motivated in completing tasks that he/she like (Q22)
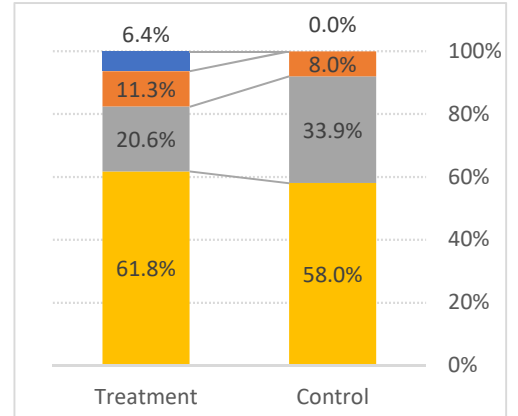
Annex Table 4-1-22 (i).
Number and Percentage of Respondents for Q22, QFF

	Treatment		Control	
Never	13	6.4%	0	0.0%
Rarely	23	11.3%	9	8.0%
Sometimes	42	20.6%	38	33.9%
Always	126	61.8%	65	58.0%

Annex Figure 4-1-22 (i).
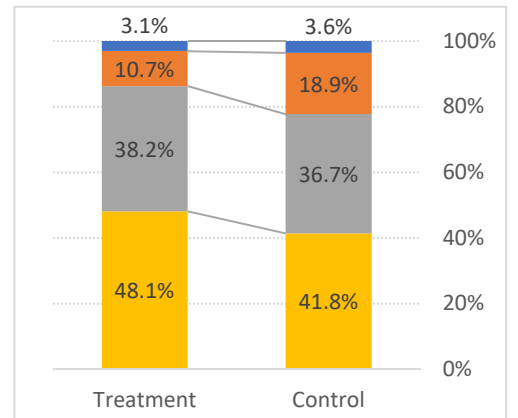Number and Percentage of Respondents for Q22, QFF

Annex Table 4-1-22 (ii).
Number and Percentage of Respondents for Q22, QCT

	Treatment		Control	
Never	13	3.1%	10	3.6%
Rarely	45	10.7%	52	18.9%
Sometimes	161	38.2%	101	36.7%
Always	203	48.1%	115	41.8%

Annex Figure 4-1-22 (ii).
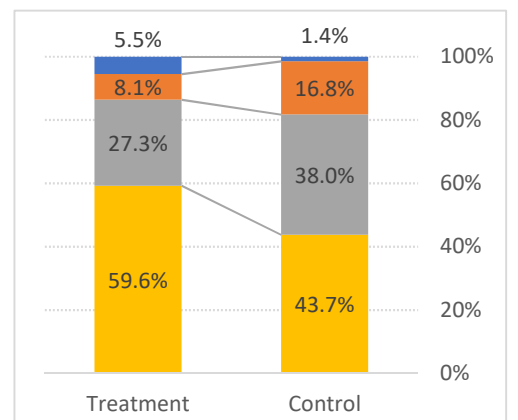Number and Percentage of Respondents for Q22, QCT

Annex Table 4-1-22 (iii).
Number and Percentage of Respondents for Q22, QGP

	Treatment		Control	
Never	19	5.5%	4	1.4%
Rarely	28	8.1%	47	16.8%
Sometimes	94	27.3%	106	38.0%
Always	205	59.6%	122	43.7%

Annex Figure 4-1-22 (iii).
Number and Percentage of Respondents for Q22, QGP

1.2. **Details of the responses for** Guardians' Evaluation

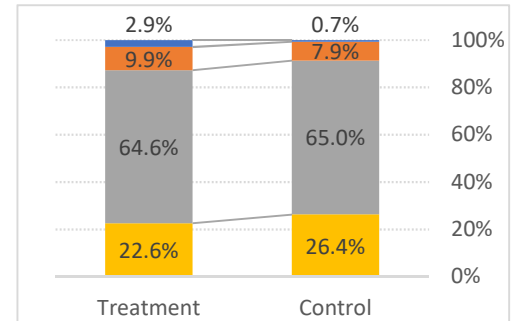### I feel the same way when my child is crying or happy (Q30 in QGP, Q8 in QPS)

Annex Table 4-2-30 (i).
Number and Percentage of Respondents for Q30, QGP

		Treatment		Control	
■	Strongly Disagree	10	2.9%	2	0.7%
■	Disagree	34	9.9%	22	7.9%
■	Agree	223	64.6%	180	65.0%
■	Strongly Agree	78	22.6%	73	26.4%

Annex Figure 4-2-30 (i).
Number and Percentage of Respondents for Q30, QGP

Annex Table 4-2-8 (ii).
Number and Percentage of Respondents for Q8, QPS

		Treatment		Control	
■	Strongly Disagree	4	8.0%	0	0.0%
■	Disagree	4	8.0%	4	17.4%
■	Agree	35	70.0%	8	34.8%
■	Strongly Agree	7	14.0%	11	47.8%

Annex Figure 4-2-8 (ii).
Number and Percentage of Respondents for Q8, QPS
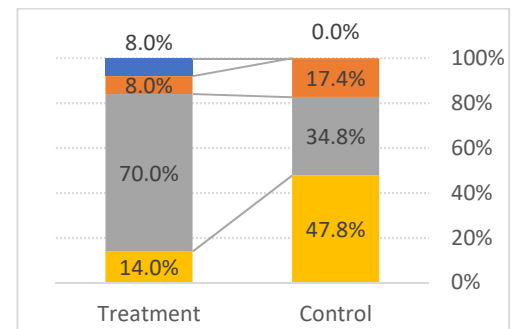
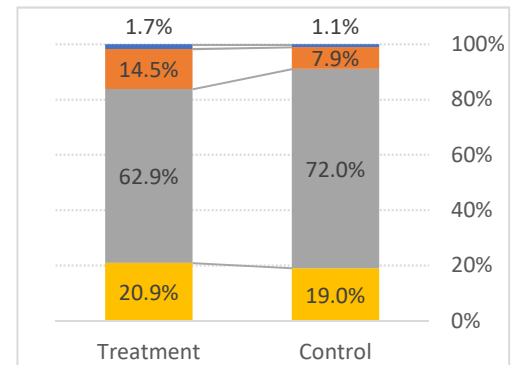### I spend time to play with my child (Q31 in QGP, Q9 in QPS)

Annex Table 4-2-31 (i).
Number and Percentage of Respondents for Q31, QGP

		Treatment		Control	
■	Strongly Disagree	6	1.7%	3	1.1%
■	Disagree	50	14.5%	22	7.9%
■	Agree	217	62.9%	201	72.0%
■	Strongly Agree	72	20.9%	53	19.0%

Annex Figure 4-2-31 (i).
Number and Percentage of Respondents for Q31, QGP

Annex Table 4-2-9 (ii).
Number and Percentage of Respondents for Q9, QPS

		Treatment		Control	
■	Strongly Disagree	0	0.0%	0	0.0%
■	Disagree	3	6.0%	0	0.0%
■	Agree	38	76.0%	11	47.8%
■	Strongly Agree	9	18.0%	12	52.2%

Annex Figure 4-2-9 (ii).
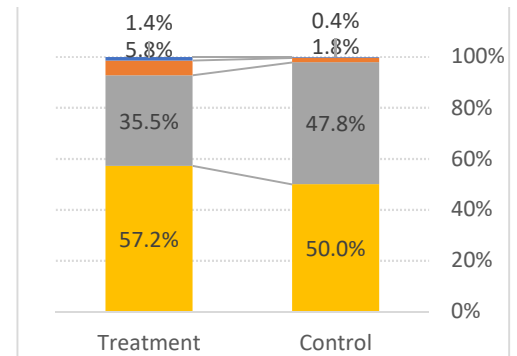Number and Percentage of Respondents for Q9, QPS
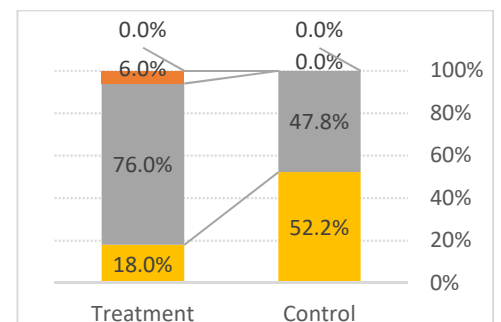
If my child does something wrong, I will forgive him/her without getting angry (Q32 in QGP, Q10 in QPS)

Annex Table 4-2-32 (i).
Number and Percentage of Respondents for Q32, QGP

	Treatment		Control	
■ Strongly Disagree	5	1.4%	1	0.4%
■ Disagree	20	5.8%	5	1.8%
■ Agree	123	35.5%	133	47.8%
■ Strongly Agree	198	57.2%	139	50.0%

Annex Figure 4-2-32 (i).
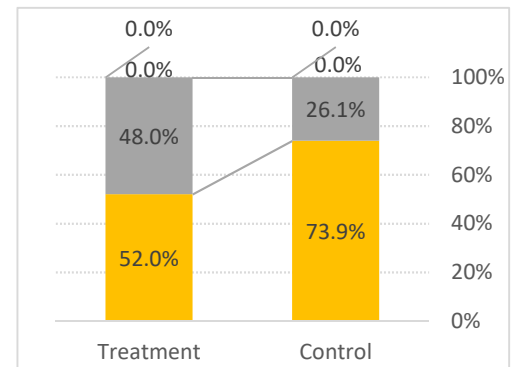Number and Percentage of Respondents for Q32, QGP

Annex Table 4-2-10 (ii).
Number and Percentage of Respondents for Q10, QPS

	Treatment		Control	
■ Strongly Disagree	0	0.0%	0	0.0%
■ Disagree	0	0.0%	0	0.0%
■ Agree	24	48.0%	6	26.1%
■ Strongly Agree	26	52.0%	17	73.9%

Annex Figure 4-2-10 (ii).
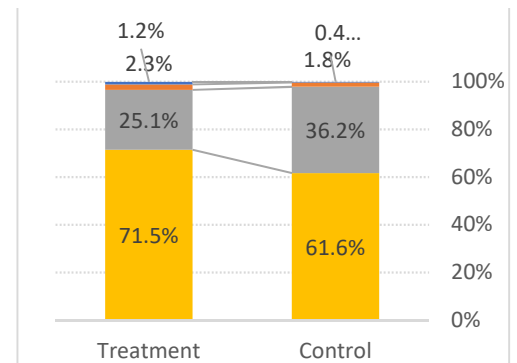Number and Percentage of Respondents for Q10, QPS

If my child breaks a rule, I will tell him/her to follow the rules next time (Q33 in QGP, Q11 in QPS)

Annex Table 4-2-33 (i).
Number and Percentage of Respondents for Q33, QGP

	Treatment		Control	
■ Strongly Disagree	4	1.2%	1	0.4%
■ Disagree	8	2.3%	5	1.8%
■ Agree	87	25.1%	101	36.2%
■ Strongly Agree	248	71.5%	172	61.6%

Annex Figure 4-2-33 (i).
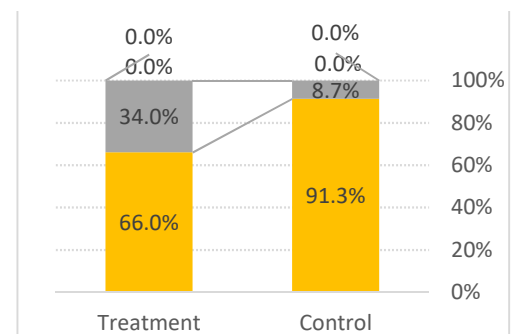Number and Percentage of Respondents for Q33, QGP

Annex Table 4-2-11 (ii).
Number and Percentage of Respondents for Q11, QPS

	Treatment		Control	
■ Strongly Disagree	0	0.0%	0	0.0%
■ Disagree	0	0.0%	0	0.0%
■ Agree	17	34.0%	2	8.7%
■ Strongly Agree	33	66.0%	21	91.3%

Annex Figure 4-2-11 (ii).
Number and Percentage of Respondents for Q11, QPS

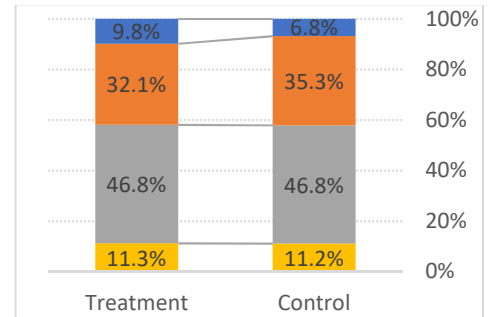## I sometimes scold my child even for small matter (Q34 in QGP, Q12 in QPS)

Annex Table 4-2-34 (i).
Number and Percentage of Respondents for Q34, QGP

	Treatment		Control	
Strongly Disagree	34	9.8%	19	6.8%
Disagree	111	32.1%	98	35.3%
Agree	162	46.8%	130	46.8%
Strongly Agree	39	11.3%	31	11.2%

Annex Figure 4-2-34 (i).
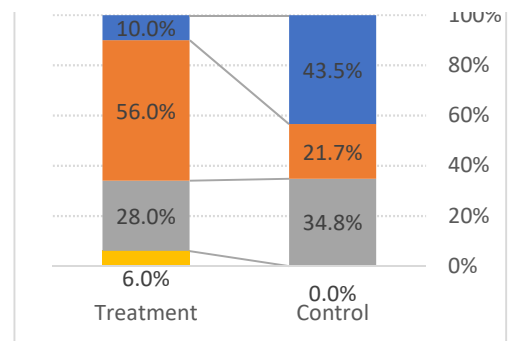Number and Percentage of Respondents for Q34, QGP

Annex Table 4-2-12 (ii).
Number and Percentage of Respondents for Q12, QPS

	Treatment		Control	
Strongly Disagree	5	10.0%	10	43.5%
Disagree	28	56.0%	5	21.7%
Agree	14	28.0%	8	34.8%
Strongly Agree	3	6.0%	0	0.0%

Annex Figure 4-2-12 (ii).
Number and Percentage of Respondents for Q12, QPS

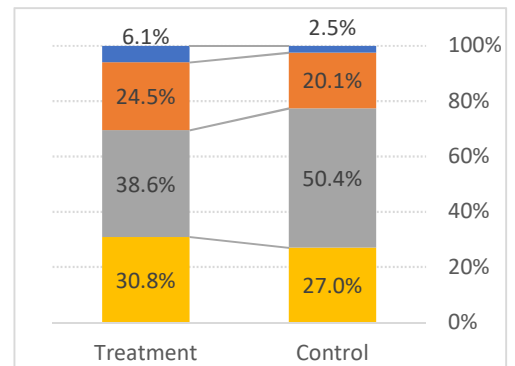## I respect what my child wants to do (Q35 in QGP, Q13 in QPS)

Annex Table 4-2-35 (i).
Number and Percentage of Respondents for Q35, QGP

	Treatment		Control	
Strongly Disagree	21	6.1%	7	2.5%
Disagree	85	24.5%	56	20.1%
Agree	134	38.6%	140	50.4%
Strongly Agree	107	30.8%	75	27.0%

Annex Figure 4-2-35 (i).
Number and Percentage of Respondents for Q35, QGP

Annex Table 4-2-13 (ii).
Number and Percentage of Respondents for Q13, QPS

	Treatment		Control	
Strongly Disagree	3	6.0%	3	13.0%
Disagree	17	34.0%	3	13.0%
Agree	24	48.0%	7	30.4%
Strongly Agree	6	12.0%	10	43.5%

Annex Figure 4-2-13 (ii).
Number and Percentage of Respondents for Q13, QPS
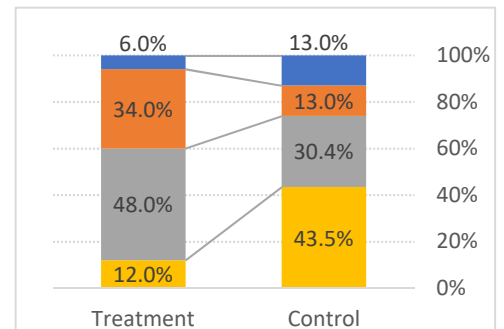
I praise my child's effort (Q36 in QGP, Q14 in QPS)

Annex Table 4-2-36 (i).
Number and Percentage of Respondents for Q36, QGP

	Treatment		Control	
■ Strongly Disagree	5	1.4%	1	0.4%
■ Disagree	10	2.9%	1	0.4%
■ Agree	116	33.5%	120	43.2%
■ Strongly Agree	215	62.1%	156	56.1%

Annex Figure 4-2-36 (i).
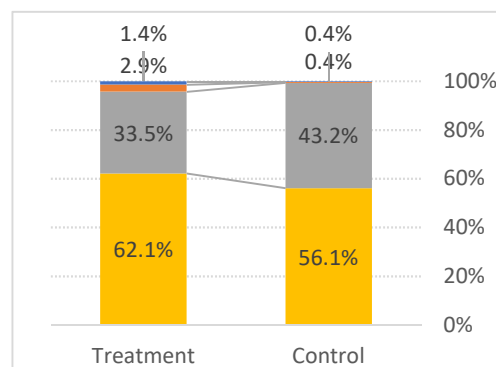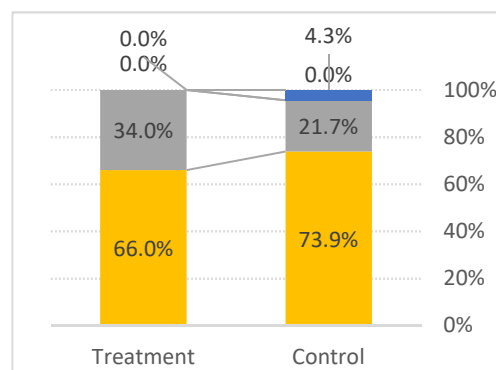Number and Percentage of Respondents for Q36, QGP

Annex Table 4-2-14 (ii).
Number and Percentage of Respondents for Q14, QPS

	Treatment		Control	
■ Strongly Disagree	0	0.0%	1	4.3%
■ Disagree	0	0.0%	0	0.0%
■ Agree	17	34.0%	5	21.7%
■ Strongly Agree	33	66.0%	17	73.9%

Annex Figure 4-2-14 (ii).
Number and Percentage of Respondents for Q14, QPS

I give answers to my child's questions (Q37 in QGP, Q15 in QPS)

Annex Table 4-2-37 (i).
Number and Percentage of Respondents for Q37, QGP

	Treatment		Control	
■ Strongly Disagree	5	1.4%	0	0.0%
■ Disagree	8	2.3%	2	0.7%
■ Agree	134	38.5%	139	50.0%
■ Strongly Agree	201	57.8%	137	49.3%

Annex Figure 4-2-37 (i).
Number and Percentage of Respondents for Q37, QGP
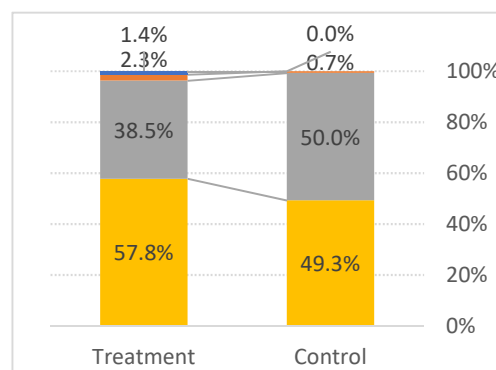
Annex Table 4-2-15 (ii).
Number and Percentage of Respondents for Q15, QPS

	Treatment		Control	
■ Strongly Disagree	0	0.0%	1	4.3%
■ Disagree	0	0.0%	0	0.0%
■ Agree	20	40.0%	6	26.1%
■ Strongly Agree	30	60.0%	16	69.6%

Annex Figure 4-2-15 (ii).
Number and Percentage of Respondents for Q15, QPS

After doing activities with my child, we discuss the experience (Q38 in QGP, Q16 in QPS)
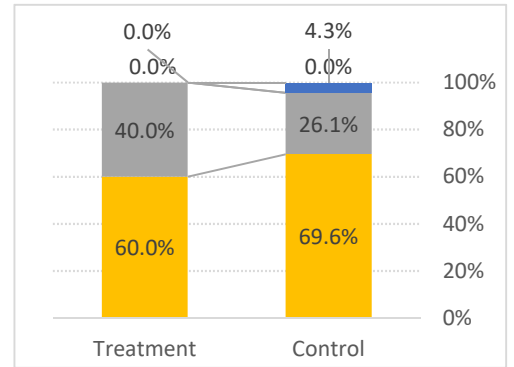
Annex Table 4-2-38 (i).
Number and Percentage of Respondents for Q38, QGP

	Treatment		Control	
■ Strongly Disagree	5	1.4%	0	0.0%
■ Disagree	17	4.9%	15	5.4%
■ Agree	164	47.4%	152	54.5%
■ Strongly Agree	160	46.2%	112	40.1%

Annex Figure 4-2-38 (i).
Number and Percentage of Respondents for Q38, QGP
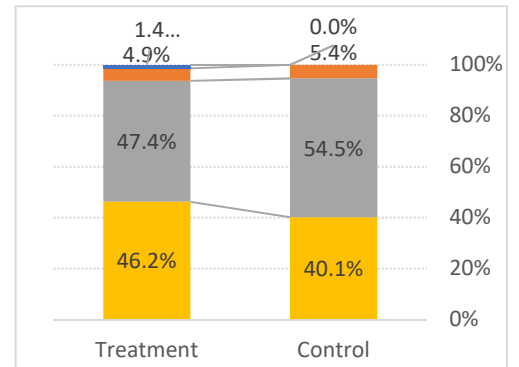
Annex Table 4-2-16 (ii).
Number and Percentage of Respondents for Q16, QPS

	Treatment		Control	
■ Strongly Disagree	1	2.0%	1	4.3%
■ Disagree	1	2.0%	0	0.0%
■ Agree	27	54.0%	8	34.8%
■ Strongly Agree	21	42.0%	14	60.9%

Annex Figure 4-2-16 (ii).
Number and Percentage of Respondents for Q16, QPS
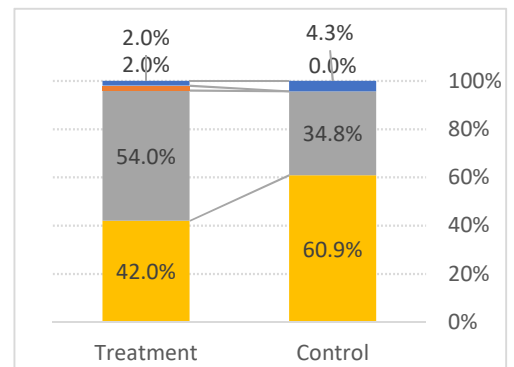
1.3. **Details of the responses for** Pupils' Time Management

Playing outdoors (Q23 in QGP, Q1 in QPS)

Annex Table 4-3-23 (i).

Number and Percentage of Respondents for Q23, QGP

None	35	10.1%	15	5.4%
Less than 30 min	69	20.0%	30	10.8%
31 min - 1 hour	109	31.6%	82	29.6%
1 hour - 2 hours	88	25.5%	85	30.7%
2 hours - 3 hours	31	9.0%	55	19.9%
More than 3 hours	13	3.8%	10	3.6%

Annex Table 4-3-1 (ii).

Number and Percentage of Respondents for Q1, QPS

	Treatment		Control	
None	7	14.0%	0	0.0%
Less than 30 min	10	20.0%	3	13.0%
31 min - 1 hour	15	30.0%	5	21.7%
1 hour - 2 hours	17	34.0%	7	30.4%
2 hours - 3 hours	1	2.0%	7	30.4%
More than 3 hours	0	0.0%	1	4.3%

Reading books (Q24 in QGP, Q2 in QPS)

Annex Table 4-3-24 (i).

Number and Percentage of Respondents for Q24, QGP

	Treatment		Control	
None	18	5.2%	5	1.8%
Less than 30 min	120	34.8%	89	32.0%
31 min - 1 hour	133	38.6%	95	34.2%
1 hour - 2 hours	61	17.7%	50	18.0%
2 hours - 3 hours	10	2.9%	28	10.1%
More than 3 hours	3	0.9%	11	4.0%

Annex Table 4-3-2 (ii).

Number and Percentage of Respondents for Q2, QPS

	Treatment		Control	
None	3	6.0%	0	0.0%
Less than 30 min	23	46.0%	4	17.4%
31 min - 1 hour	19	38.0%	8	34.8%
1 hour - 2 hours	4	8.0%	5	21.7%
2 hours - 3 hours	0	0.0%	2	8.7%
More than 3 hours	1	2.0%	4	17.4%

Annex Figure 4-3-23 (i).
Number and Percentage of Respondents for Q23, QGP

Annex Figure 4-3-1 (ii).
Number and Percentage of Respondents for Q1, QPS

Annex Figure 4-3-24 (i).
Number and Percentage of Respondents for Q24, QGP

Annex Figure 4-3-2 (ii).
Number and Percentage of Respondents for Q2, QPS
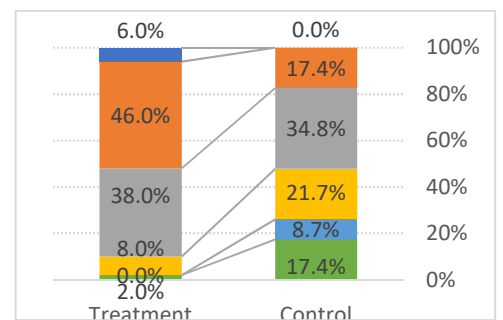
Watching Television (Q25 in QGP, Q3 in QPS)

Annex Table 4-3-25 (i).

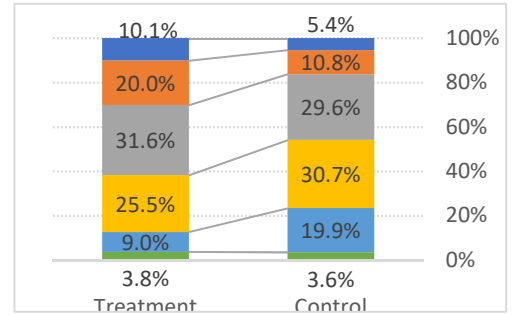*Number and Percentage of Respondents for Q25, QGP*

	Treatment		Control	
None	24	6.9%	6	2.2%
Less than 30 min	55	15.9%	34	12.2%
31 min - 1 hour	98	28.3%	76	27.3%
1 hour - 2 hours	106	30.6%	82	29.5%
2 hours - 3 hours	45	13.0%	72	25.9%
More than 3 hours	18	5.2%	8	2.9%

Annex Table 4-3-3 (ii).

Number and Percentage of Respondents for Q3, QPS

	Treatment		Control	
None	5	10.0%	0	0.0%
Less than 30 min	11	22.0%	3	13.0%
31 min - 1 hour	17	34.0%	6	26.1%
1 hour - 2 hours	14	28.0%	7	30.4%
2 hours - 3 hours	3	6.0%	5	21.7%
More than 3 hours	0	0.0%	2	8.7%

Study (Q26 in QGP, Q4 in QPS)

Annex Table 4-3-26 (i).

Number and Percentage of Respondents for Q26, QGP

	Treatment		Control	
None	8	2.3%	0	0.0%
Less than 30 min	74	21.7%	52	18.8%
31 min - 1 hour	133	39.0%	95	34.3%
1 hour - 2 hours	86	25.2%	84	30.3%
2 hours - 3 hours	34	10.0%	35	12.6%
More than 3 hours	6	1.8%	11	4.0%

Annex Figure 4-3-25 (i).
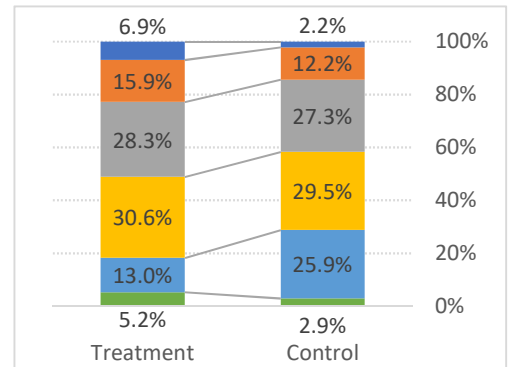Number and Percentage of Respondents for Q25, QGP

Annex Figure 4-3-3 (ii).
Number and Percentage of Respondents for Q3, QPS

Annex Figure 4-3-26 (i).
Number and Percentage of Respondents for Q26, QGP

Annex Table 4-3-4 (ii).
Number and Percentage of Respondents for Q4, QPS

	Treatment		Control	
None	0	0.0%	0	0.0%
Less than 30 min	15	30.0%	3	13.0%
31 min - 1 hour	28	56.0%	6	26.1%
1 hour - 2 hours	6	12.0%	7	30.4%
2 hours - 3 hours	0	0.0%	4	17.4%
More than 3 hours	1	2.0%	3	13.0%

Annex Figure 4-3-4 (ii).
Number and Percentage of Respondents for Q4, QPS

After-school activities (including learning music, sports, etc.) (Q27 in QGP, Q5 in QPS)

Annex Table 4-3-27 (i).
Number and Percentage of Respondents for Q27, QGP

	Treatment		Control	
None	72	20.9%	45	16.2%
Less than 30 min	56	16.3%	24	8.7%
31 min - 1 hour	74	21.5%	72	26.0%
1 hour - 2 hours	83	24.1%	73	26.4%
2 hours - 3 hours	48	14.0%	52	18.8%
More than 3 hours	11	3.2%	11	4.0%

Annex Figure 4-3-27 (i).
Number and Percentage of Respondents for Q27, QGP
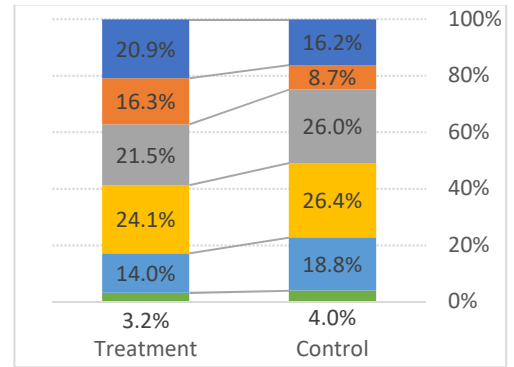
Annex Table 4-3-5 (ii).
Number and Percentage of Respondents for Q5, QPS

	Treatment		Control	
None	22	44.0%	2	8.7%
Less than 30 min	5	10.0%	3	13.0%
31 min - 1 hour	19	38.0%	4	17.4%
1 hour - 2 hours	4	8.0%	5	21.7%
2 hours - 3 hours	0	0.0%	9	39.1%
More than 3 hours	0	0.0%	0	0.0%

Annex Figure 4-3-5 (ii).
Number and Percentage of Respondents for Q5, QPS
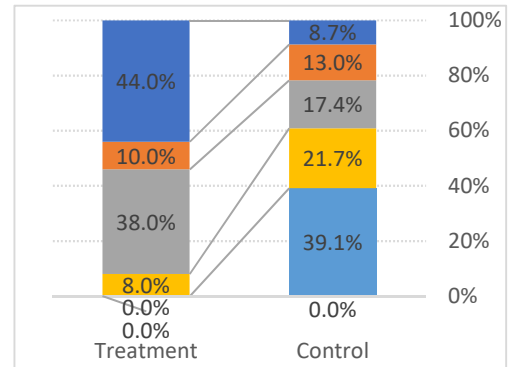
Using smartphones or Annex Tablet devices (Q28 in QGP, Q6 in QPS)

Annex Table 4-3-28 (i).
Number and Percentage of Respondents for Q28, QGP

	Treatment		Control	
None	35	10.1%	22	7.9%
Less than 30 min	64	18.4%	26	9.4%
31 min - 1 hour	66	19.0%	53	19.1%
1 hour - 2 hours	103	29.6%	80	28.8%
2 hours - 3 hours	43	12.4%	71	25.5%
More than 3 hours	37	10.6%	26	9.4%

Annex Figure 4-3-28 (i).
Number and Percentage of Respondents for Q28, QGP

Annex Table 4-3-6 (ii).
Number and Percentage of Respondents for Q6, QPS

	Treatment		Control	
None	9	18.0%	1	4.3%
Less than 30 min	14	28.0%	4	17.4%
31 min - 1 hour	14	28.0%	6	26.1%
1 hour - 2 hours	6	12.0%	9	39.1%
2 hours - 3 hours	6	12.0%	2	8.7%
More than 3 hours	1	2.0%	1	4.3%

Annex Figure 4-3-6 (ii).
Number and Percentage of Respondents for Q6, QPS
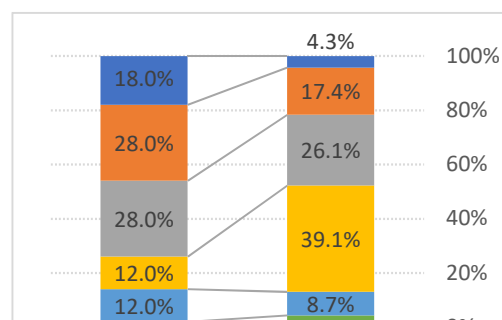
Game consoles (Q29 in QGP, Q7 in QPS)

Annex Table 4-3-29 (i).
Number and Percentage of Respondents for Q29, QGP

	Treatment		Control	
None	122	35.2%	75	27.3%
Less than 30 min	65	18.7%	31	11.3%
31 min - 1 hour	70	20.2%	57	20.7%
1 hour - 2 hours	44	12.7%	64	23.3%
2 hours - 3 hours	28	8.1%	36	13.1%
More than 3 hours	18	5.2%	12	4.4%

Annex Figure 4-3-29 (i).
Number and Percentage of Respondents for Q29, QGP

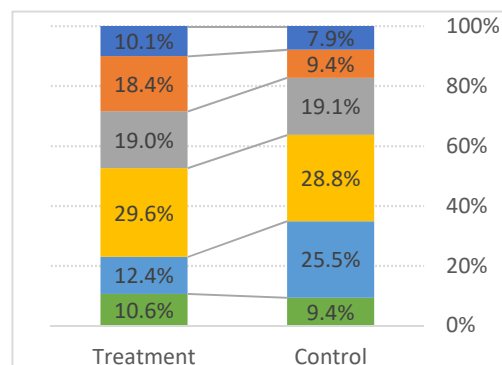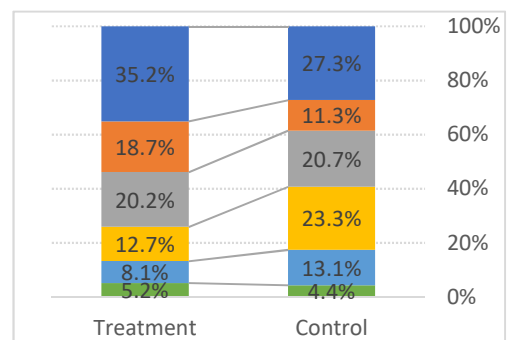**Annex Table 4-3-7 (ii).**
Number and Percentage of Respondents for Q7, QPS

	Treatment		Control	
None	29	58.0%	12	52.2%
Less than 30 min	9	18.0%	4	17.4%
31 min - 1 hour	6	12.0%	1	4.3%
1 hour - 2 hours	2	4.0%	6	26.1%
2 hours - 3 hours	4	8.0%	0	0.0%
More than 3 hours	0	0.0%	0	0.0%

Annex Figure 4-3-7 (ii).
Number and Percentage of Respondents for Q7, QPS
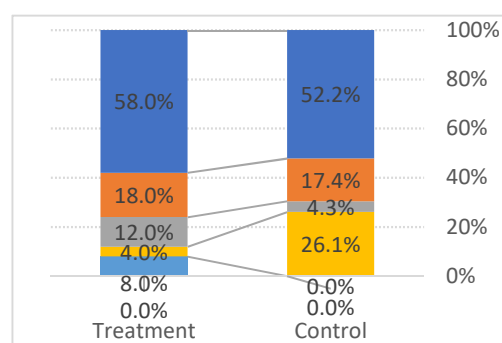
1.4. **Details of the responses for** Guardians and Family Background

<u>Who answers this questionnaire? (Q39 in QGP, Q17 in QPS)</u>

Annex Table 4-5-39 (i).
Number and Percentage of Respondents for Q39, QGP

Father	71	20.5%	78	28.5%
Mother	265	76.4%	185	67.5%
Grandparents/Relatives	11	3.2%	11	4.0%
Others	0	0.0%	0	0.0%

Annex Figure 4-5-39 (i).
Number and Percentage of Respondents for Q39, QGP
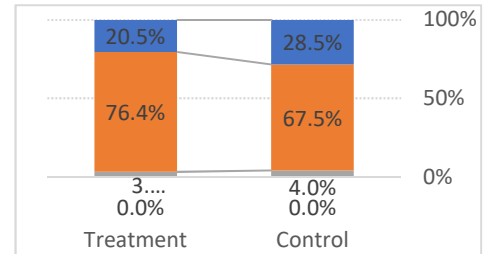
Annex Table 4-5-17 (ii).
Number and Percentage of Respondents for Q17, QPS

	Treatment		Control	
Father	14	28.0%	11	47.8%
Mother	35	70.0%	10	43.5%
Grandparents/Relatives	1	2.0%	2	8.7%
Others	0	0.0%	0	0.0%

Annex Figure 4-5-17 (ii).
Number and Percentage of Respondents for Q17, QPS
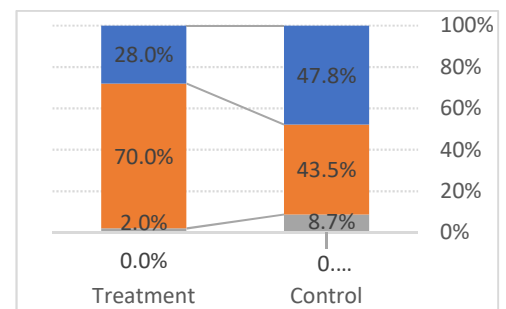
<u>About your spouse/marital status (Q40 in QGP, Q18 in QPS)</u>

Annex Table 4-5-40 (i).
Number and Percentage of Respondents for Q40, QGP

	Treatment		Control	
Married	308	90.6%	257	93.5%
Single parent	18	5.3%	9	3.3%
Divorced	8	2.4%	7	2.5%
Widowed	6	1.8%	2	0.7%

Annex Figure 4-5-40 (i).
Number and Percentage of Respondents for Q40, QGP
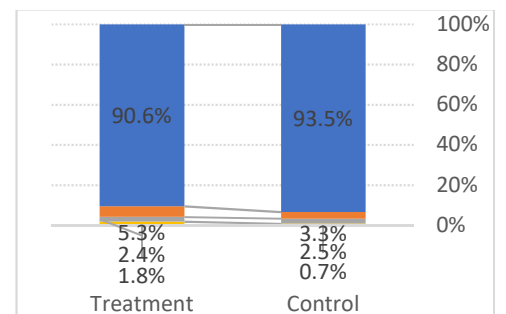
Annex Table 4-5-18 (ii).
Number and Percentage of Respondents for Q18, QPS

	Treatment		Control	
Married	45	91.8%	21	91.3%
Single parent	3	6.1%	1	4.3%
Divorced	1	2.0%	1	4.3%
Widowed	0	0.0%	0	0.0%

Annex Figure 4-5-18 (ii).
Number and Percentage of Respondents for Q18, QPS
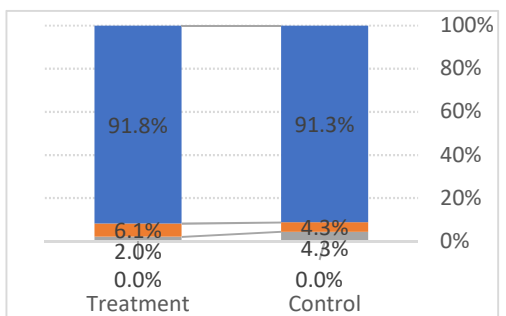
About father's occupation (Q41 in QGP, Q19 in QPS)

Annex Table 4-5-41 (i).
Number and Percentage of Respondents for Q41, QGP

	Treatment		Control	
Full-Time	238	70.6%	203	75.7%
Part-Time/Day job	67	19.9%	52	19.4%
Unemployed	23	6.8%	8	3.0%
Retiree	9	2.7%	5	1.9%

Annex Figure 4-5-41 (i).
Number and Percentage of Respondents for Q41, QGP
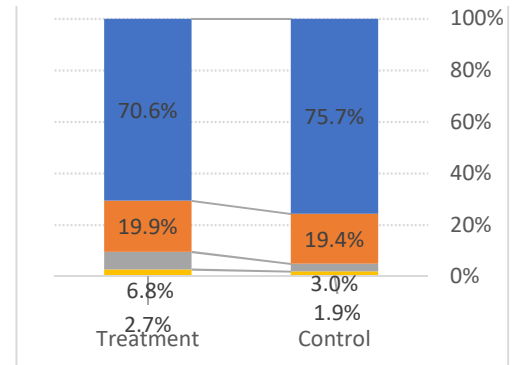
Annex Table 4-5-19 (ii).
Number and Percentage of Respondents for Q19, QPS

	Treatment		Control	
Full-Time	41	83.7%	17	73.9%
Part-Time/Day job	6	12.2%	4	17.4%
Unemployed	2	4.1%	2	8.7%
Retiree	0	0.0%	0	0.0%

Annex Figure 4-5-19 (ii).
Number and Percentage of Respondents for Q19, QPS
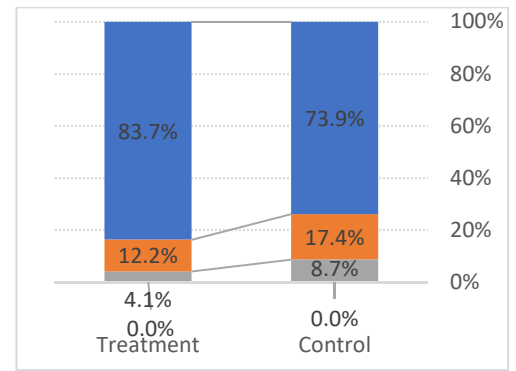
About mother's occupation (Q42 in QGP, Q20 in QPS)

Annex Table 4-5-42 (i).
Number and Percentage of Respondents for Q42, QGP

	Treatment		Control	
Full-Time	176	50.9%	140	51.1%
Part-Time/Day job	36	10.4%	24	8.8%
Unemployed	134	38.7%	109	39.8%
Retiree	0	0.0%	1	0.4%

Annex Figure 4-5-42 (i).
Number and Percentage of Respondents for Q42, QGP
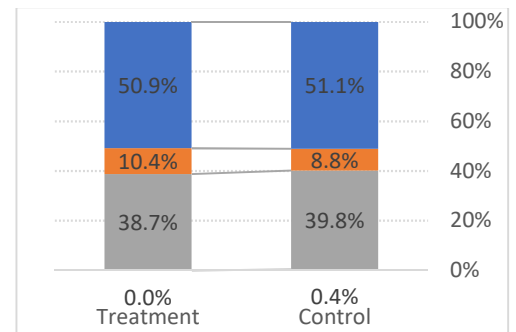
Annex Table 4-5-20 (ii).
Number and Percentage of Respondents for Q20, QPS

	Treatment		Control	
Full-Time	19	38.8%	9	40.9%
Part-Time/Day job	5	10.2%	2	9.1%
Unemployed	25	51.0%	11	50.0%
Retiree	0	0.0%	0	0.0%

Annex Figure 4-5-20 (ii).
Number and Percentage of Respondents for Q20, QPS
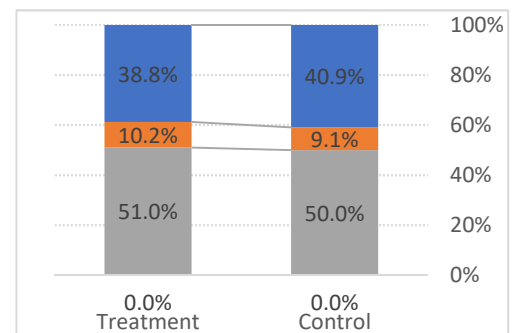
The number of siblings (including the child) (Q43 in QGP, Q21 in QPS)

Annex Table 4-5-43 (i).
Number and Percentage of Respondents for Q43, QGP

	Treatment		Control	
Single child	20	5.7%	12	4.3%
Two	63	18.1%	37	13.4%
Three	120	34.4%	82	29.7%
Four	146	41.8%	145	52.5%

Annex Figure 4-5-43 (i).
Number and Percentage of Respondents for Q43, QGP
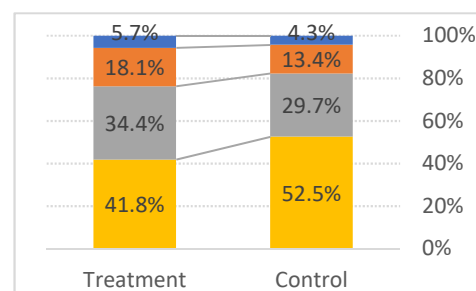
Annex Table 4-5-21 (ii).
Number and Percentage of Respondents for Q21, QPS

	Treatment		Control	
Single child	0	0.0%	1	4.5%
Two	11	22.0%	3	13.6%
Three	24	48.0%	6	27.3%
Four	15	30.0%	12	54.5%

Annex Figure 4-5-21 (ii).
Number and Percentage of Respondents for Q21, QPS
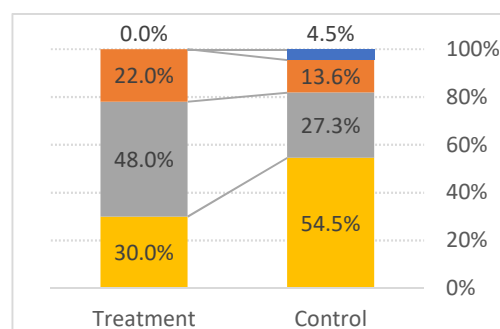
The highest level of school you have completed (Q44 in QGP, Q22 in QPS)

Annex Table 4-5-44 (i).
Number and Percentage of Respondents for Q44, QGP

	Treatment		Control	
Primary	22	6.3%	4	1.5%
Secondary	169	48.6%	174	63.5%
Tertiary	133	38.2%	77	28.1%
Post-graduate	24	6.9%	19	6.9%

Annex Figure 4-5-44 (i).
Number and Percentage of Respondents for Q44, QGP
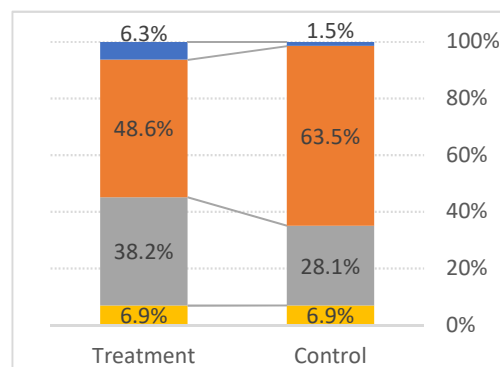
Annex Table 4-5-22 (ii).
Number and Percentage of Respondents for Q22, QPS

	Treatment		Control	
Primary	0	0.0%	0	0.0%
Secondary	26	52.0%	17	77.3%
Tertiary	21	42.0%	5	22.7%
Post-graduate	3	6.0%	0	0.0%

Annex Figure 4-5-22 (ii).
Number and Percentage of Respondents for Q22, QPS
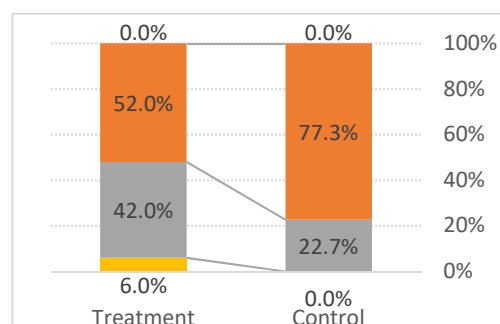
The highest level of school you expect your child to complete (Q45 in QGP, Q23 in QPS)

Annex Table 4-5-45 (i).
Number and Percentage of Respondents for Q45, QGP

	Treatment		Control	
Primary	5	1.5%	0	0.0%
Secondary	19	5.5%	12	4.4%
Tertiary	96	27.9%	104	38.0%
Post-graduate	224	65.1%	158	57.7%

Annex Figure 4-5-45 (i).
Number and Percentage of Respondents for Q45, QGP
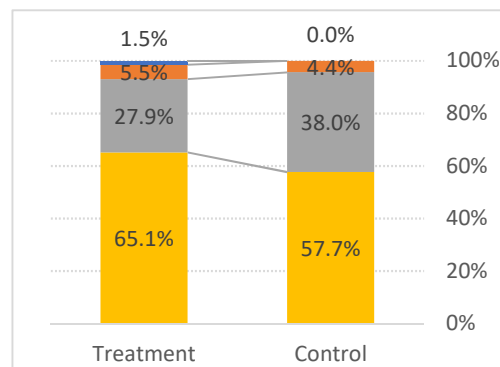
Annex Table 4-5-23 (ii).
Number and Percentage of Respondents for Q23, QPS

	Treatment		Control	
Primary	0	0.0%	0	0.0%
Secondary	2	4.0%	1	4.3%
Tertiary	8	16.0%	9	39.1%
Post-graduate	40	80.0%	13	56.5%

Annex Figure 4-5-23 (ii).
Number and Percentage of Respondents for Q23, QPS
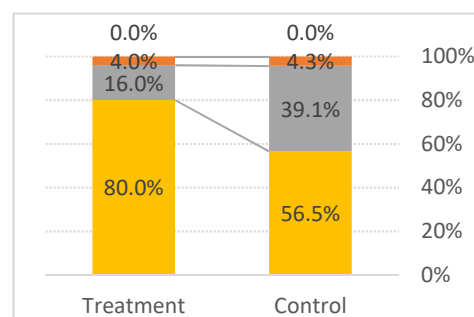
Does your family recognize the importance of inculcating your child's abilities/skills other than subject knowledge and skills in school? (Q46 in QGP, Q24 in QPS)

Annex Table 4-5-46 (i).
Number and Percentage of Respondents for Q46, QGP

	Treatment		Control	
Strongly agree	252	73.3%	191	69.5%
Agree	88	25.6%	78	28.4%
Disagree	2	0.6%	3	1.1%
Strongly Disagree	2	0.6%	3	1.1%

Annex Figure 4-5-46 (i).
Number and Percentage of Respondents for Q46, QGP
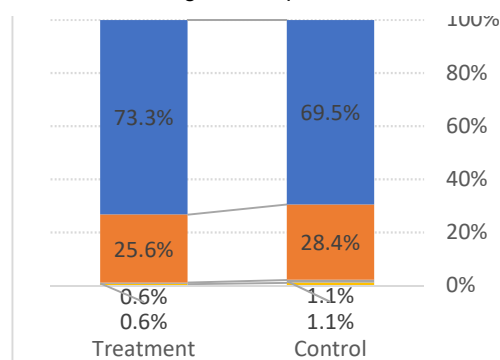
Annex Table 4-5-24 (ii).
Number and Percentage of Respondents for Q24, QPS

	Treatment		Control	
Strongly agree	41	82.0%	17	73.9%
Agree	9	18.0%	5	21.7%
Disagree	0	0.0%	0	0.0%
Strongly Disagree	0	0.0%	1	4.3%

Annex Figure 4-5-24 (ii).
Number and Percentage of Respondents for Q24, QPS
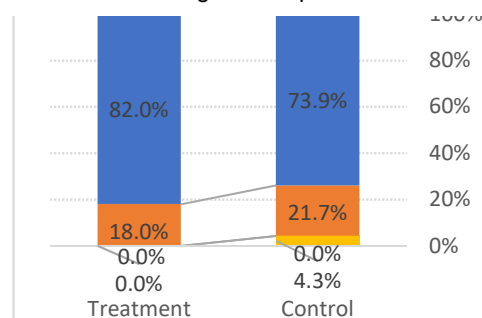
APPENDIX: ADDITIONAL DATA ANALYSIS

Following the data analysis of the relationship between Pupils' Evaluation by Parents/Guardians and family environments of pupils (Pupils' Time Management, Guardians' Evaluation (Parenting Styles), and Family Background) reported in the Base-line Survey Report dated February 2023, we have analysed the relationship between Pupils' Evaluation by Class Teachers and family environments of pupils. Similar to the previous results (refer to section 4.5. "Multiple Regression Analysis" of the Base-line Survey Report dated February 2023), the following items were found to have significant positive relation with pupils' evaluation on the abilities/skills (Q1-22) by class teachers:

Q26: Study times at home

Q38: After doing activities with my child, we discuss the experience

Q44: The highest level of school you (parents) have completed

Q45: The highest level of school you expect your child to complete

Especially, the result on Q38 (After doing activities with my child, we discuss the experience) above suggests the importance of reflecting and communicating regarding children's experiences.

We also analysed the relationship between the acquisition of the number concept and pupils' evaluation on the abilities/skills (Q1-22). However, the dataset collected through the Base-line survey in 2022 did not demonstrate significant relationship between the pupils' evaluation on the abilities/skills (Q1-22) by parents/guardians or by class teachers and the results of the experiment (a type of cognitive ability).

According to Skills Social Progress: The Power of Social and Emotional, OECD, 2015, the cognitive and non-cognitive skills is thought to have dynamic interaction with each other in which one type of skill may foster the development of other skills over time. Thus, we would like to propose tracing the evaluation of pupils' abilities/skills (Q1-22) in future surveys. By comparing the pupils' abilities/skills in the future surveys with the current dataset, we can assess whether their results in the experiments have predictive abilities on the growth of their abilities/skills.

1. Relationship between *Pupils' Evaluation by Class Teachers* and *Pupils' Time Management, Guardians' Evaluation (Parenting Styles), and Family Background*

1.1. *Pupils' Evaluation by Class Teachers* vs. *Pupils' Time Management*, *Guardians' Evaluation (Parenting Styles)*, and *Family Background*

- Dependent variables: *Pupils' Evaluation by Class Teachers*

- Predictors (independent variables): *Time Management* (Q23-Q29), *Parenting Styles* (Q30-Q38), and *Family Background* (Q40-Q46)

Table A1 shows that among the 23 predictors, there are some predictors that significantly predicted the results of *Pupils' Evaluation by Class Teachers* (N= 421, Adjusted R^2 =.10, $F(23, 397)=3,04$, p<.001).

Table A1

Analysis of Variance (ANOVA) of the Regression for 1.1.

ANOVA	df	SS	MS	F value	P value
Regression	23	953.51	41.46	3.04	P < 0.001
Residual	397	5403.07	13.61		
Total	420	6356.58			

Table A2 shows that the following items significantly predicted *Pupils' Evaluation by Class Teachers*:

- Q26 ("Study" times): Positive relation
- Q44 (The highest level of school you(parents) have completed): Positive relation

Table A2

The Effects of Each Predictor in Time Management (Q23-Q29), Parenting Styles (Q30-Q38), and Family Background (Q40-Q46) on Pupils' Evaluation by Class Teachers

Q#	PE by Class Teachers (PC1)			
	Unstandardized Beta (B)	**Standard Error (SE)**	**Standardized Beta (β)**	**T Value**
Q23	0.002	0.004	0.026	0.442
Q24	0.005	0.006	0.061	0.830
Q25	0.000	0.004	-0.002	-0.042
Q26	**0.012**	**0.006**	**0.147**	***2.059**
Q27	-0.002	0.004	-0.034	-0.569
Q28	0.000	0.004	0.005	0.077
Q29	-0.003	0.004	-0.038	-0.632
Q30	-0.384	0.352	-0.061	-1.091
Q31	-0.306	0.377	-0.046	-0.810
Q32	0.201	0.410	0.031	0.489
Q33	0.710	0.461	0.102	1.541
Q34	-0.166	0.242	-0.034	-0.684
Q35	0.058	0.266	0.012	0.220
Q36	0.187	0.481	0.028	0.388
Q37	-0.268	0.525	-0.039	-0.510
Q38	0.694	0.416	0.109	1.667

Q40	1.272	0.742	0.083	1.714
Q41	-0.051	0.456	-0.006	-0.111
Q42	0.476	0.430	0.061	1.107
Q43	-0.082	0.222	-0.018	-0.368
Q44	**0.168**	**0.071**	**0.129**	***2.363**
Q45	0.753	0.418	0.094	1.802
Q46	-0.473	0.454	-0.054	-1.041

1.2. *Pupils' Evaluation by Class Teachers* vs. *Pupils' Time Management*

- Dependent variables: *Pupils' Evaluation by Class Teachers*
- Predictors (independent variables): *Time Management* (Q23-Q29)

When the predictors were restricted to only *Time Management*, among the 7 predictors, there are some predictors that significantly predicted the results of *Pupils' Evaluation by Class Teachers* (N= 476, Adjusted R^2 =.045, F(7, 468)=4.2, p<.001).

Table A3

Analysis of Variance (ANOVA) of the Regression in 1.2.

ANOVA	df	SS	MS	F value	P value
Regression	7	429.05	61.29	4.20	P < 0.001
Residual	468	6827.99	14.59		
Total	475	7257.05			

Table A4 shows that the following item significantly predicted *Pupils' Evaluation by Class Teachers:*

Q26 (Study times): Positive relation

Table A4

The Effects of Each Predictor in Time Management (Q23-Q29) on Pupils' Evaluation by Class Teachers

	PE by Class Teachers (PC1)			
	Unstandardized Beta (B)	**Standard Error (SE)**	**Standardized Beta (β)**	**T Value**
Q23	-0.006	0.004	-0.083	-1.542
Q24	0.002	0.006	0.020	0.294
Q25	-0.001	0.004	-0.009	-0.181
Q26	**0.019**	**0.005**	**0.235**	****3.505**
Q27	0.000	0.004	0.002	0.033
Q28	0.003	0.004	0.052	0.926
Q29	-0.005	0.004	-0.071	-1.245

1.3. *Pupils' Evaluation by Class Teachers* vs. *Guardians' Evaluation (Parenting Styles)*

- Dependent variables: *Pupils' Evaluation by Class Teachers*
- Predictors (independent variables): *Parenting Styles* (Q30-Q38)

When the predictors were restricted to only Guardians' Evaluation (Parenting Styles), among the 9 predictors, there are some predictors that significantly predicted the results of *Pupils' Evaluation by Class Teachers* (N= 477, Adjusted R^2 =.053, $F(9, 467)=4.00$, p<.001).

Table A5

Analysis of Variance (ANOVA) of the Regression in 1.3.

ANOVA	df	SS	MS	F value	P value
Regression	9	518.26	57.58	4.00	P < 0.001
Residual	467	6716.91	14.38		
Total	476	7235.17			

Table A6 shows that the following items significantly predicted *Pupils' Evaluation by Class Teachers:*

Q38 (After doing activities with my child, we discuss the experience.): Positive relation

Table A6

The Effects of Each Predictor in Parenting Styles (Q30-Q38) on Pupils' Evaluation by Class Teachers

	PE by Class Teachers (PC1)			
	Unstandardized Beta (B)	Standard Error (SE)	Standardized Beta (β)	T Value
Q30	-0.400	0.328	-0.064	-1.2183
Q31	0.131	0.353	0.020	0.3699
Q32	-0.230	0.384	-0.036	-0.5988
Q33	0.807	0.436	0.118	1.8509
Q34	-0.155	0.226	-0.031	-0.6832
Q35	0.147	0.249	0.030	0.5907
Q36	0.412	0.449	0.061	0.9175
Q37	0.168	0.485	0.025	0.3458
Q38	**0.848**	**0.388**	**0.133**	***2.1843**

1.4. *Pupils' Evaluation by Class Teachers* vs. *Family Background*

- Dependent variables: *Pupils' Evaluation by Class Teachers*
- Predictors (independent variables): *Family Background* (Q40-Q46)

When the predictors were restricted to only Family Background, among the 7 predictors, there are some predictors that significantly predicted the results of *Pupils' Evaluation by Class Teachers* (N= 449, Adjusted R^2 =.06, F(7, 441)=5.14, p<.001).

Table A7

Analysis of Variance (ANOVA) of the Regression in 1.4.

ANOVA	df	SS	MS	F value	P value
Regression	7	502.54	71.79	5.14	P < 0.001
Residual	441	6157.82	13.96		
Total	448	6660.36			

Table A8 shows that the following items significantly predicted *Pupils' Evaluation by Class Teachers:*

Q44 (The highest level of school you(parents) have completed): Positive relation

Q45 (The highest level of school you expect your child to complete): Positive relation

Table A8

The Effects of Each Predictor in Family Background (Q40-Q46) on Pupils' Evaluation by Class Teachers

	PE by Class Teachers (PC1)			
	Unstandardized Beta (B)	Standard Error (SE)	Standardized Beta (β)	T Value
Q40	1.282	0.719	0.084	1.7844
Q41	0.266	0.426	0.031	0.6231
Q42	0.308	0.410	0.040	0.7512
Q43	-0.192	0.212	-0.043	-0.9034
Q44	**0.164**	**0.066**	**0.128**	***2.5006**
Q45	**1.209**	**0.388**	**0.152**	****3.1200**
Q46	0.000	0.409	0.000	0.0011

2. Relationship between *Pupils' Evaluation by Parents/Guardians* and the *Experiment on the Acquisition of the Number Concept*

2.1 *Acquisition of the Number 5 Concept vs. Pupils' Evaluation by Parents/Guardians*

Correlation

- The absolute values of all the correlation coefficients are less than 0.18, which implies no signification relation between Pupils' Evaluation by

parents/guardians and the result of Experiment on the Acquisition of the Number 5 Concept

- Samples: Year 1, 2, 3 pupils that were evaluated by their own parents/guardians and participated in the experiment

Question #	Sample Size	Correlation coefficient (r)
Q1	314	0.178
Q2	314	0.062
Q3	310	0.113
Q4	312	0.035
Q5	310	0.050
Q6	311	0.087
Q7	308	0.035
Q8	312	0.065
Q9	311	0.055
Q10	313	0.071
Q11	310	0.112
Q12	313	0.085
Q13	313	-0.013
Q14	314	0.007
Q15	312	0.083
Q16	315	0.112
Q17	313	0.071
Q18	313	0.127
Q19	314	0.122
Q20	314	0.119
Q21	313	0.087
Q22	314	0.109

2.2. *Acquisition of the Number 8 Concept vs. Pupils' Evaluation by Parents/Guardians*

Correlation

- The absolute values of all the correlation coefficients are less than 0.11, which implies no signification relation between Parents/Guardians' Evaluation and Experiment (number 8)
- Samples: Year 1, 2, 3 pupils that was evaluated by their own parents/guardians and participated in the experiment

Question #	Sample Size	Correlation coefficient (r)
Q1	200	-0.060
Q2	202	-0.017

Q3	200	-0.085
Q4	200	0.029
Q5	197	-0.002
Q6	199	-0.103
Q7	197	-0.026
Q8	201	0.108
Q9	198	0.027
Q10	200	-0.093
Q11	200	-0.021
Q12	200	-0.031
Q13	201	-0.006
Q14	201	-0.054
Q15	200	-0.057
Q16	202	-0.026
Q17	200	0.091
Q18	202	0.072
Q19	201	-0.009
Q20	201	0.069
Q21	199	-0.076
Q22	201	0.007

3. Relationship between *Pupils' Evaluation by Class Teachers* and the *Experiment on the Acquisition of the Number Concept*

3.1. Acquisition of the Number 5 Concept vs. Pupils' Evaluation by Class Teachers

Correlation

- The absolute values of all the correlation coefficients are less than 0.14 Experiment on Acquisition of the Number 5 Concept which implies no signification relation between class teachers' evaluation of pupils and the results of the experiments.
- Samples: Year 1, 2, 3 pupils that was evaluated by their teachers and participated in the experiment number 5

Question #	Sample Size Experiment Number 5	Correlation coefficient (r) of Experiment Number 5
Q1	347	0.056
Q2	348	0.044
Q3	347	0.088
Q4	348	0.109
Q5	349	0.059
Q6	345	0.039
Q7	347	0.055
Q8	350	0.028

Q9	348	0.048
Q10	347	0.086
Q11	349	0.027
Q12	351	0.127
Q13	349	0.042
Q14	350	0.066
Q15	349	0.113
Q16	348	0.098
Q17	348	0.028
Q18	348	0.096
Q19	350	0.135
Q20	348	0.102
Q21	347	0.105
Q22	348	0.093

3.2. Acquisition of the Number 8 Concept vs. Pupils' Evaluation by Class Teachers

- The absolute values of all the correlation coefficients are less than and 0.19 for the Number 8 Concept, which implies no signification relation between the class teachers' evaluation of pupils and the results of the experiments.
- Samples: Year 1, 2, 3 pupils that was evaluated by their teachers and participated in the experiment number 8

Question #	Sample Size Experiment Number 8	Correlation coefficient (r) Experiment Number8
Q1	218	0.178
Q2	220	0.148
Q3	219	0.084
Q4	220	-0.003
Q5	221	0.077
Q6	217	0.193
Q7	218	0.129
Q8	222	0.180
Q9	219	0.159
Q10	219	0.107
Q11	221	0.034
Q12	222	0.014
Q13	220	0.025
Q14	221	-0.044
Q15	221	0.068
Q16	221	0.080
Q17	220	0.079
Q18	220	0.121
Q19	221	0.128

Q20	219	0.083
Q21	221	0.069
Q22	220	0.036

ANNEX 5
Mid-term Survey Plan (Draft)

THE PROJECT FOR PROMOTING HOLISTIC EDUCATION (MAKMur)
Mid-term Survey Plan

Japan International Cooperation Agency (JICA)
Registered Non-profit Organization Asia SEED
University of Tsukuba

1. Background and Objectives

The Project for Promoting Holistic Education (Memperkasakan Amalan Kemenjadian Murid, in short, "MAKMur") is a technical cooperation initiated by Ministry of Education of Malaysia and the Japan International Cooperation Agency (in short, "JICA"). MAKMur aims at promoting further development of the holistic education in Malaysia. The objectives of this project are to identify effective methods that can enhance mainly pupils' non-cognitive skills and eventually, to further expand these methods throughout Malaysia creating environment for the development of balanced individual.

The survey for MAKMur consisting of Base-line (conducted in 2022), Mid-term (will be conducted in 2023) and End-line (will be conducted in 2024) surveys which aims at assessing the effectiveness of various activities conducted and identify challenges that comes with these activities. This will clarify the efficiency and challenges of MAKMur activities and provide useful information to improve the MAKMur Capacity Building Tool Kit[1].

The data to be gathered at the three timings from two target groups: the intervention group (the 15 pilot schools) and the control group (six primary schools with similar variations to the pilot schools) will form cross-sectional/longitudinal data as well as quantitative/qualitative data. In 2022, indeed, the base-line survey was conducted just before trial implementation of MAKMur activities at pilot schools to collect quantitative data.

==Survey Methods==

Specifically, there are a total of six objectives that will be investigated in the mid-term survey as follows:

No.	Objektif Kajian	Peserta Kajian	Instrumen	Konstruk	Sub Konstruk
1	Mengenal pasti tahap penerapan nilai/kebolehan	Murid tahun 5 & 6 di sekolah rintis dan kawalan yang telah	• Borang Soal Selidik	Demografi	Jantina
					Lokasi sekolah

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[1] In fact, MAKMur Capacity Building Toolkit were revised in February 2023 using the information gained from the base-line survey done in 2022.

		menyertai kajian *baseline*	Murid tahun 5 & 6		(maklumat akan dimohon daripada KPM)
	MAKMur dalam kalangan murid: 1a) perbezaan antara kajian *baseline* dan *midterm* di sekolah rintis dan sekolah kawalan 1b) demografi		• Borang Kebenaran Menjadi Responden	Nilai/Keb olehan MAKMur	Keyakinan Diri
					Toleransi and kemurahan hati
					Fleksibiliti
					Kerjasama
					Komunikasi
					Berani menghadapi cabaran
					Perancanga n
					Kreativiti
					Kepimpinan
					Berfikir secara logik
					Motivasi
		Guru Kelas kepada Murid Tahun 2-6 yang telah menyertai kajian *baseline*	Borang Soal Selidik Guru Kelas tahun 2-6 Borang Kebenaran Menjadi Responden	Demogra fi	Jantina
					Lokasi sekolah (maklumat akan dimohon daripada KPM)
				Nilai/Keb olehan MAKMur	Keyakinan Diri
					Toleransi and kemurahan hati
					Fleksibiliti
					Kerjasama
					Komunikasi
					Berani menghadapi cabaran
					Perancangan
					Kreativiti
					Kepimpinan
					Berfikir secara logik
					Motivasi
		Ibu Bapa/Penjaga Murid Tahun 2-6 yang telah menyertai kajian *baseline*	Borang Soal Selidik Ibu Bapa/penjag a Borang Kebenaran	Demogra fi	Jantina
					Lokasi sekolah
				Nilai/Keb olehan MAKMur	Keyakinan Diri
					Toleransi and kemurahan hati

No.	Objektif	Responden	Instrumen	Konstruk	Sub-konstruk
			Menjadi Responden		Fleksibiliti
					Kerjasama
					Komunikasi
		Kelas Tahun 2 & 4 di Sekolah Rintis dan Kawalan	Borang Pencerapan PdP	Nilai/Kebolehan MAKMur	Keterlibatan Murid
					Motivasi Kendiri
					Memudahcara
					Pemikiran Kritis
					Daya Kreativiti
2	Mengenal pasti hubungan di antara penglibatan ibu bapa/penjaga dengan nilai/ kebolehan MAKMur murid serta menganalisis: 2a) Perbezaan antara *baseline* dan *midterm* di kalangan sekolah rintis dan kawalan 2b) demografi	Ibu Bapa/Penjaga Murid Tahun 2-6 yang telah menyertai kajian *baseline*	Borang Soal Selidik Ibu Bapa/penjaga Borang Kebenaran Menjadi Responden	Demografi	Pengurusan Masa
					Latar belakang Keluarga
				Penglibatan Ibu Bapa/Penjaga	
3	Mengenalpasti aktiviti-aktiviti di dalam dan luar kelas yang berkait dengan MAKMur	Guru Kelas Tahun 1-6	Borang Soal Selidik Pelaksanaan Aktiviti MAKMur	Aktiviti di dalam dan luar kelas yang berkaitan dengan MAKMur	Perancangan Kelas
					Pengajaran dan Pembelajaran
					Aktiviti Kokurikulum
					Acara Sekolah
4	Mengenal pasti pendekatan pengajaran dan pembelajaran guru di sekolah rintis dan kawalan.	Kelas Tahun 2 dan 4 di Sekolah Rintis dan Kawalan	Borang Pencerapan PdP	Pelaksanaan PdP	Gaya Pengajaran dan Pembelajaran Guru
5	Mendapatkan pandangan tambahan daripada guru, murid, dan ibu bapa/penjaga tentang aktiviti-aktiviti MAKMur yang dilaksanakan di sekolah, serta perubahan dan	Guru (Penyelaras MAKMur, Guru Kelas tahap 1, Guru kelas tahap 2)	Protokol Temu Bual Guru	Kesan pelaksanaan aktiviti MAKMur yang boleh dilihat di sekolah	Perubahan tingkah laku murid. Perubahan cara mengajar (teknik pengajaran) guru

		cabaran yang datang bersama aktiviti MAKMur				Cabaran-cabaran dalam melaksanakan aktiviti MAKMur
		Murid Tahun 6	Protokol Temu Bual Murid Borang Kebenaran Temu Bual - Murid	Pandangan murid tentang pelaksanaan aktiviti MAKMur di sekolah		Adakah murid seronok melaksanakan aktiviti MAKMur? Apa pandangan murid tentang sesi refleksi selepas sesi PdP?
		Ibu Bapa/Penjaga	Protokol Temu Bual Ibu Bapa/Penjaga Borang Persetujuan Temu Bual- Ibu Bapa/Penjaga	Pandangan ibu bapa/penjaga tentang pelaksanaan aktiviti MAKMur di sekolah anak/anak jagaan		Perubahan tingkah laku anak/anak jagaan. Perubahan gaya penglibatan ibu bapa/penjaga dengan anak/anak jagaan.

3. Survey Areas

Table 2 shows the 21 schools that were selected for the survey in 2022: the intervention group comprises 15 schools; the control group 6 schools. The member of the schools will be the same for the mid-term survey.

Table 2 Intervention Group and Control Group

District	Intervention/Control	School
Sentul, Kuala Lumpur	Intervention	SK Intan Baiduri
		SK Sentul Utama
		SK Seri Nilam
		SK Seri Murni
		SK Batu Muda
	Control	SK Segambut Makmur
		SK Kiaramas
Bentong, Pahang	Intervention	SK Lebu
		SK Lurah Bilut
		SK Sungai Marong
		SK Sungai Dua
		SK Sri Layang

	Control	SK Janda Baik
		SK Tuanku Fatimah
Pasir Mas, Kelantan	Intervention	SK Lati
		SK Lemal
		SK Sultan Ibrahim
		SK Baroh Pial
		SK Banggol Petai
	Control	SK Sri Kiambang
		SK Gelang Mas

4. Data Collection

4.1 Data Collection for Questionnaires

There are four types of questionnaires for the mid-term survey.

1. Questionnaires for Pupils

The target group of this data collection are the Year 5 & 6 pupils in intervention and control groups who participated in the base-line survey in 2022.

2. Questionnaires for Class Teacher

The target group of this data collection are the class teachers of Year 2-6 in intervention and control groups who participated in the base-line survey in 2022. Each class teacher will answer questions regarding each target pupil in their class.

3. Questionnaires for Parents/Guardians

Parents/Guardians of pupils in Intervention and Control groups that participated in the base-line survey in 2022, will answer the same questionnaire as the base-line survey.

4. Questionnaires for Headmaster/Headmistress

Headmaster/Headmistress of each school will answer a questionnaire about the teaching and learning styles in their own school, the same as the base-line survey.

5. Questionnaires Regarding the Implementation of MAKMur Activities in Schools

All class teachers in the intervention group will be asked regarding the current situation of the implementation of MAKMur activities in each school.

Questionnaires for Pupils, Questionnaires for Class Teachers, and Questionnaires for Parents/Guardians were designed to track the differences of the target population before and after MAKMur activities implementation, in terms of 1) The inculcation of pupils' non-cognitive abilities from the perspectives of pupils, class teachers, and parents/guardians, 2) Parents/Guardians' engagements towards their child, and 3) Pupils' time management. Apart from the three questionnaires, the Questionnaire Regarding the implementation of MAKMur Activities in Schools, has been newly

designed to grasp the current situation of the MAKMur activities implementation in each school.

Table 3 shows the expected sample sizes for each questionnaire.

Table 3 Targets and Sample Sizes for Each Questionnaire

Name of Questionnaires	Target Respondents	Appendix No.	Relates to Objectives	Expected Number of Respondents	
				Intervention	Control
Questionnaire for Year 5 & 6 Pupils	Year 5 & 6 Pupils	1	1	204	112
Questionnaire for Class Teachers Regarding Pupils Abilities	Class Teachers of Year 2-6 Pupils	2	1	428	278
Questionnaire for Primary Pupils' Guardians	Parents/Guardians of primary pupils in year 2- 6	3	1, 2	349	279
Questionnaire Regarding the Implementation of MAKMur Activities in Schools	Class Teachers of Year 1-6 Pupils	4	3	199+Year 6 Class Teachers	0

For families with access to the internet, the schools will notify the parents/guardians of the questionnaires and the questionnaire will be distributed through Google Forms. On the other hand, for families with no access to the internet, teachers will distribute the questionnaires to pupils.

4.2. Data Collection for Interview

The target of this data collection is the MAKMur coordinators, lower primary class teachers, upper primary class teachers, year 6 pupils and parents/guardians from four of the schools in the intervention group[2].

Table 4 Targets and Sample Sizes for Interview

School	MAKMur Coordinator	Lower Primary Class Teachers	Upper Primary Class Teachers	Year 6 Pupils	Guardians
SK Intan Baiduri, Sentul	1	1	1	3	1

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[2] Before distributing the revised MAKMur Capacity Building Toolkit to all pilot schools, the Ministry of Education requested the four schools to help in creating supporting materials (videos and photos). Due to this, these four schools have longer experience of using the revised MAKMur Capacity Building Toolkit, and thus, were chosen to participate in the interview.

SK Sentul Utama, Sentul	1	1	1	3	1
SK Sungai Marong, Bentong	1	1	1	3	1
SK Lemal, Pasir Mas	1	1	1	3	1

The interview will be done in groups for the Year 6 pupils, while the teachers (MAKMur coordinator, lower primary class teacher, upper primary class teacher) and guardians' interview will be done individually.

4.3 Data Collection of Class Observation

All classes of **Year 2** and **Year 4** in 2023 from the intervention and control groups.

Observers will watch classes that will be held at each class and evaluate student performance as a class (collective performance), as well as the teaching and learning styles of teachers in both pilot and non-pilot schools using the Class Observation Form.

5. Significance of Mid-term Survey to Ministry of Education Malaysia

5.1. Provide an Evidence of effectiveness of MAKMur activities

By evaluating the changes of non-cognitive abilities/skills in *pilot schools (intervention group)* and *non-pilot schools (control group)*, if their differences are significant, it will indicate a causal relationship between the MAKMur activities and the development of abilities/skills of children. In other words, it provides evidence of the effectiveness of MAKMur activities using the toolkit to a certain degree.

The information to be gained from class observations and interview in Intervention and Control groups may also provide additional indirect evidence regarding the effectiveness of MAKMur activities.

5.2. Finalise MAKMur Tool Kit

We can check how MAKMur activities have been implemented in the pilot schools using MAKMur Capacity Building Toolkit Ver. 2 and whether the activities are contributing to pupils' abilities. This is one of the most important information to finalise MAKMur Capacity Building Toolkit.

KEMENTERIAN PENDIDIKAN

KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur) TAHUN 2023

SOAL SELIDIK
MURID TAHUN 5 DAN 6

Murid-murid yang dikasihi,

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) adalah program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Kajian ini bertujuan untuk menilai keberkesanan aktiviti MAKMur di sekolah. Pasukan penyelidik bagi kajian ini terdiri daripada pihak Asia SEED yang merupakan konsultan yang dilantik oleh JICA.

Sehubungan dengan itu, anda telah dipilih sebagai responden untuk kajian ini. Kerjasama anda amatlah diharapkan untuk menjawab **SEMUA** soalan yang terkandung dalam soal selidik ini dengan **IKHLAS** dan **JUJUR**.

Segala maklumat yang anda berikan adalah **SULIT** dan hanya digunakan untuk tujuan kajian ini sahaja. Sekiranya anda memerlukan sebarang penjelasan lanjut mengenai kajian ini, anda boleh menghubungi **Dr. Ueno Ryoichi (Ketua Penyelidik Asia SEED)/ Encik Muhamad Aiman Ismail (Pembantu Penyelidik Asia SEED) di talian 018-5723234 atau e-Mel makmur@asiaseed.org**

Perhatian dan kerjasama anda dalam menjayakan kajian ini amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

BAHAGIAN A
Arahan: Sila isi maklumat berikut.

NAMA SEKOLAH	
KELAS	
NAMA PENUH MURID	
JANTINA	

BAHAGIAN B

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap penyataan.

1	Tidak Pernah	😢
2	Jarang	
3	Kadang-kadang	🙂
4	Selalu	

Pilih jawapan yang paling sesuai menggambarkan diri anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
	😢		🙂	
① Saya bercakap dengan yakin.	1	2	3	4
② Saya menceritakan kejayaan diri sendiri kepada orang lain.	1	2	3	4
③ Saya mendengar dengan teliti ketika perbincangan kumpulan.	1	2	3	4
④ Saya menghormati pendapat orang lain.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan diri anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
	☹		☺	
⑤ Saya dapat menyiapkan tugasan walaupun jadual berubah secara tiba-tiba.	1	2	3	4
⑥ Saya meluangkan masa untuk menyertai aktiviti selain dari belajar.	1	2	3	4
⑦ Saya boleh bekerjasama dengan orang yang berbeza pendapat dengan saya.	1	2	3	4
⑧ Saya berbincang dengan ahli kumpulan ketika melakukan sesuatu aktiviti.	1	2	3	4
⑨ Saya memberikan idea ketika perbincangan kumpulan.	1	2	3	4
⑩ Saya menyapa orang baru untuk berkenalan dengan lebih lanjut.	1	2	3	4
⑪ Saya sanggup menghadapi cabaran baharu.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan diri anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
	☹		☺	
⑫ Saya berusaha menyiapkan tugasan yang sukar.	1	2	3	4
⑬ Saya mengutamakan tugasan yang lebih penting.	1	2	3	4
⑭ Saya menepati masa.	1	2	3	4
⑮ Saya suka mencuba idea baharu.	1	2	3	4
⑯ Saya menambah baik kaedah sedia ada untuk menyelesaikan sesuatu tugasan.	1	2	3	4
⑰ Saya mengetuai perbincangan berkumpulan.	1	2	3	4
⑱ Saya melibatkan ahli kumpulan untuk mencari penyelesaian sesuatu masalah.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan diri anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
		☹		☺
⑲ Saya menggunakan pengetahuan sedia ada untuk menyelesaikan sesuatu masalah.	1	2	3	4
⑳ Saya menggunakan fakta ketika menyampaikan pendapat kepada orang lain.	1	2	3	4
㉑ Saya sukarela untuk melakukan sesuatu tugasan.	1	2	3	4
㉒ Saya bermotivasi untuk menyiapkan tugasan yang saya suka.	1	2	3	4

KERJASAMA ANDA SANGAT DIHARGAI DAN DIUCAPKAN TERIMA KASIH.

2

KEMENTERIAN PENDIDIKAN

JICA

KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur) TAHUN 2023

SOAL SELIDIK
GURU KELAS TAHUN 2, 3, 4, 5 DAN 6

Tuan/Puan yang dihormati,

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) adalah program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Kajian ini bertujuan untuk menilai keberkesanan aktiviti MAKMur di sekolah. Pasukan penyelidik bagi kajian ini terdiri daripada pihak Asia SEED yang merupakan konsultan yang dilantik oleh JICA.

Sehubungan dengan itu, tuan/puan telah dipilih sebagai responden untuk kajian ini. Kerjasama tuan/puan amatlah diharapkan untuk menjawab **SEMUA** soalan yang terkandung dalam soal selidik ini dengan **IKHLAS** dan **JUJUR**.

Segala maklumat yang tuan/puan berikan adalah **SULIT** dan hanya digunakan untuk tujuan kajian ini sahaja. Sekiranya tuan/puan memerlukan sebarang penjelasan lanjut mengenai kajian ini, tuan/puan boleh menghubungi **Dr. Ueno Ryoichi (Ketua Penyelidik Asia SEED)/ Encik Muhamad Aiman bin Ismail (Pembantu Penyelidik Asia SEED) di talian 018-5723234 atau e-Mel makmur@asiaseed.org**

Perhatian dan kerjasama tuan/puan dalam menjayakan kajian ini amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

BAHAGIAN A
Arahan: Sila isi maklumat berikut.

NAMA SEKOLAH	
KELAS	
NAMA PENUH MURID	
JANTINA MURID	

BAHAGIAN B

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap penyataan.

1	Tidak Pernah
2	Jarang
3	Kadang-kadang
4	Selalu

Pilih jawapan yang paling sesuai menggambarkan murid anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
① Murid bercakap dengan yakin.	1	2	3	4
② Murid menceritakan kejayaan diri sendiri kepada orang lain.	1	2	3	4
③ Murid mendengar dengan teliti ketika perbincangan kumpulan.	1	2	3	4
④ Murid menghormati pendapat orang lain.	1	2	3	4
⑤ Murid dapat menyiapkan tugasan walaupun jadual berubah secara tiba-tiba.	1	2	3	4
⑥ Murid meluangkan masa untuk menyertai aktiviti selain dari belajar.	1	2	3	4
⑦ Murid boleh bekerjasama dengan orang yang berbeza pendapat dengan mereka.	1	2	3	4

Pilih jawapan yang paling sesuai menggambarkan murid anda untuk setiap item berikut.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
⑧ Murid berbincang dengan ahli kumpulan ketika melakukan sesuatu aktiviti.	1	2	3	4
⑨ Murid memberikan idea ketika perbincangan kumpulan.	1	2	3	4
⑩ Murid menyapa orang baru untuk berkenalan dengan lebih lanjut.	1	2	3	4
⑪ Murid sanggup menghadapi cabaran baru.	1	2	3	4
⑫ Murid berusaha menyiapkan tugasan yang sukar.	1	2	3	4
⑬ Murid mengutamakan tugasan yang lebih penting.	1	2	3	4
⑭ Murid menepati masa.	1	2	3	4
⑮ Murid suka mencuba idea baharu.	1	2	3	4
⑯ Murid menambah baik kaedah sedia ada untuk menyelesaikan sesuatu tugasan.	1	2	3	4
⑰ Murid mengetuai perbincangan berkumpulan.	1	2	3	4
⑱ Murid melibatkan ahli kumpulan untuk mencari penyelesaian sesuatu masalah.	1	2	3	4
⑲ Murid menggunakan pengetahuan sedia ada untuk menyelesaikan sesuatu masalah.	1	2	3	4
⑳ Murid menggunakan fakta ketika menyampaikan pendapat kepada orang lain.	1	2	3	4
㉑ Murid sukarela untuk melakukan sesuatu tugasan.	1	2	3	4
㉒ Murid bermotivasi untuk menyiapkan tugasan yang mereka suka.	1	2	3	4

KERJASAMA TUAN/PUAN SANGAT DIHARGAI DAN DIUCAPKAN TERIMA KASIH.

KEMENTERIAN PENDIDIKAN

JICA

KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur) TAHUN 2023

SOAL SELIDIK IBU BAPA/PENJAGA MURID TAHUN 2, 3, 4, 5 DAN 6

Tuan/Puan yang dihormati,

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) adalah program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Kajian ini bertujuan untuk menilai keberkesanan aktiviti MAKMur di sekolah. Pasukan penyelidik bagi kajian ini terdiri daripada pihak Asia SEED yang merupakan konsultan yang dilantik oleh JICA.

Sehubungan dengan itu, tuan/puan telah dipilih sebagai responden untuk kajian ini. Kerjasama tuan/puan amatlah diharapkan untuk menjawab **SEMUA** soalan yang terkandung dalam soal selidik ini dengan **IKHLAS** dan **JUJUR**.

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Perhatian dan kerjasama tuan/puan dalam menjayakan kajian ini amat dihargai dan didahului dengan ucapan ribuan terima kasih.

Sekian.

BAHAGIAN A

Arahan: Sila isi maklumat berikut.

NAMA SEKOLAH	1
KELAS	
NAMA ANAK	
JANTINA ANAK	

BAHAGIAN B-1

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap penyataan.

1	Tidak Pernah
2	Jarang
3	Kadang-kadang
4	Selalu

Pilih jawapan yang paling sesuai menggambarkan anak anda untuk setiap pernyataan.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
1) Anak saya bercakap dengan yakin.	1	2	3	4
2) Anak saya menceritakan kejayaan diri sendiri kepada orang lain.	1	2	3	4
3) Anak saya mendengar dengan teliti ketika perbincangan kumpulan.	1	2	3	4
4) Anak saya menghormati pendapat orang lain.	1	2	3	4
5) Anak saya dapat menyiapkan tugasan walaupun jadual berubah secara tiba-tiba.	1	2	3	4
6) Anak saya meluangkan masa untuk menyertai aktiviti selain dari belajar.	1	2	3	4
7) Anak saya boleh bekerjasama dengan orang yang berbeza pendapat dengan saya.	1	2	3	4
8) Anak saya berbincang dengan ahli kumpulan ketika melakukan sesuatu aktiviti.	1	2	3	4
9) Anak saya memberikan idea ketika perbincangan kumpulan.	1	2	3	4
10) Anak saya menyapa orang baru untuk berkenalan dengan lebih lanjut.	1	2	3	4

1	Tidak Pernah
2	Jarang
3	Kadang-kadang
4	Selalu

Pilih jawapan yang paling sesuai menggambarkan anda untuk setiap pernyataan.	Tidak Pernah	Jarang	Kadang-kadang	Selalu
11) Anak saya sanggup menghadapi cabaran baru.	1	2	3	4
12) Anak saya berusaha menyiapkan tugasan yang sukar.	1	2	3	4
13) Anak saya mengutamakan tugasan yang lebih penting.	1	2	3	4
14) Anak saya menepati masa.	1	2	3	4
15) Anak saya suka mencuba idea baharu.	1	2	3	4
16) Anak saya menambah baik kaedah sedia ada untuk menyelesaikan sesuatu tugasan.	1	2	3	4
17) Anak saya mengetuai perbincangan berkumpulan.	1	2	3	4
18) Anak saya melibatkan diri dengan ahli kumpulan untuk mencari penyelesaian sesuatu masalah.	1	2	3	4
19) Anak saya menggunakan pengetahuan sedia ada untuk menyelesaikan sesuatu masalah.	1	2	3	4
20) Anak saya menggunakan fakta ketika menyampaikan pendapat kepada orang lain.	1	2	3	4
21) Anak saya sukarela untuk melakukan sesuatu	1	2	3	4
22) Anak saya bermotivasi untuk menyiapkan tugasan yang saya suka.	1	2	3	4

BAHAGIAN B-2

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap pernyataan.

1	Tiada
2	Kurang dari 30 minit
3	30 minit - 1 jam
4	1 jam - 2 jam
5	2 jam - 3 jam
6	Lebih dari 3 jam

Pilih jawapan yang sesuai menggambarkan tempoh anak anda menghabiskan masa di rumah dengan aktiviti berikut pada hari persekolahan.	Tiada	Kurang dari 30 minit	30 minit - 1 jam	1 jam - 2 jam	2 jam - 3 jam	Lebih dari 3 jam
23) Bermain di luar rumah.	1	2	3	4	5	6
24) Membaca buku.	1	2	3	4	5	6
25) Menonton televisyen.	1	2	3	4	5	6
26) Belajar.	1	2	3	4	5	6
27) Aktiviti selepas sekolah (contoh: belajar muzik, sukan, atau lain-lain).	1	2	3	4	5	6
28) Menggunakan telefon pintar atau tablet.	1	2	3	4	5	6
29) Konsol permainan (video game).	1	2	3	4	5	6

BAHAGIAN B-3

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap pernyataan.

1	Sangat Tidak Setuju
2	Tidak Setuju
3	Setuju
4	Sangat Setuju

Nyatakan sejauh mana anda bersetuju dengan pernyataan berikut.	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
30) Saya juga dapat merasakan perasaan yang sama dialami oleh anak saya.	1	2	3	4
31) Saya menghabiskan masa bermain dengan anak saya.	1	2	3	4
32) Saya ikhlas memaafkan anak saya jika dia melakukan kesalahan.	1	2	3	4
33) Saya menasihati anak saya untuk mematuhi peraturan.	1	2	3	4
34) Saya memarahi anak saya walaupun untuk perkara kecil.	1	2	3	4
35) Saya menyokong apa sahaja yang ingin dilakukan oleh anak saya.	1	2	3	4
36) Saya memuji usaha anak saya.	1	2	3	4
37) Saya menjawab pertanyaan anak saya.	1	2	3	4
38) Saya dan anak saya bercakap tentang pengalaman kami selepas melakukan aktivit bersama-sama.	1	2	3	4

BAHAGIAN B-4

Arahan: Sila pilih jawapan yang paling sesuai untuk setiap kenyataan.

Sila pilih jawapan yang sesuai berhubung dengan situasi keluarga anda.			
39) Siapakah yang menjawab borang kaji selidik ini?			
☐ Bapa	☐ Ibu	☐ Ahli keluarga	☐ Lain-lain
40) Status perkahwinan:			
☐ Berkahwin	☐ Ibu tunggal /Bapa tunggal	☐ Bercerai	☐ Kematian suami/isteri
41) Pekerjaan bapa/penjaga lelaki:			
☐ Sepenuh masa	☐ Separuh masa/kerja harian	☐ Tidak bekerja	☐ Pencen
42) Pekerjaan ibu/penjaga wanita:			
☐ Sepenuh masa	☐ Separuh masa/kerja harian	☐ Tidak bekerja	☐ Pencen
43) Bilangan anak:			
☐ Anak tunggal	☐ Dua	☐ Tiga	☐ Empat dan ke atas
44) Taraf pendidikan tertinggi yang anda:			
☐ Sekolah Rendah	☐ Sekolah Menengah	☐ Ijazah	☐ Ijazah Sarjana/PhD
45) Taraf pendidikan tertinggi yang anda harapkan untuk anak anda:			
☐ Sekolah Rendah	☐ Sekolah Menengah	☐ Ijazah	☐ Ijazah Sarjana/PhD
46) Adakah keluarga anda memahami kepentingan untuk mengajar anak anda kemahiran lain selain daripada mata pelajaran dan kemahiran yang diajar di sekolah?			
☐ Sangat Setuju	☐ Setuju	☐ Tidak Setuju	☐ Sangat Tidak Setuju

KERJASAMA TUAN/PUAN SANGAT DIHARGAI DAN DIUCAPKAN TERIMA KASIH.

4

KEMENTERIAN PENDIDIKAN

jiCA

KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur) TAHUN 2023

SOAL SELIDIK
PELAKSANAAN AKTIVITI MAKMUR DI SEKOLAH

Tuan/Puan yang dihormati,

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) adalah program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Kajian ini yang merupakan aktiviti di bawah Projek MAKMur dilaksanakan bertujuan untuk mengenal pasti status pelaksanaan aktiviti MAKMur di 15 buah sekolah rintis MAKMur. Pasukan penyelidik bagi kajian ini terdiri daripada pihak Asia SEED yang merupakan konsultan yang dilantik oleh JICA.

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Sekian.

BAHAGIAN A: DEMOGRAFI
Arahan: Sila isi maklumat berikut.

NAMA SEKOLAH	
GURU KELAS	*(contoh: 2 Zuhal)*

BAHAGIAN B: PENGAJARAN DAN PEMBELAJARAN

Perbincangan kumpulan

1. Adakah kelas tuan/puan melaksanakan perbincangan kumpulan ketika sesi PdP?

a. Ya	b. Tidak

2. Kekerapan mengadakan perbincangan kumpulan di kelas tuan/puan. (contoh: sekali seminggu)
…………………..

3. Siapakah yang mengetuai perbincangan berkumpulan?

a. Guru	b. Murid

4. (Berkenaan no. 3) Jika murid, bagaimanakah murid yang bertanggungjawab untuk melaksanakan perbincangan kumpulan dipilih?

a. Sukarela	b. Penggiliran	c. Dipilih oleh guru	d. Undian rakan	e. Lain-Lain

5. Jika 'Lain-lain', sila nyatakan.
…………………………………………………………………………………………… ……………………………………………………………………………………………

6. Bagaimanakah tuan/puan melaksanakan sesi refleksi selepas sesi PdP tuan/puan? (contoh: menggunakan kad refleksi, murid menulis di dalam buku nota, kad 'traffic light' dan lain-lain.)
....

7. Secara amnya, berapa lama masa yang diperuntukkan untuk murid membuat refleksi sesi PdP?

a. Tidak pernah	b. <=5 minit	c. 5-10 minit	d. 10-15 minit	e. Lain-lain

Jika 'Lain-lain', sila nyatakan.
…………………………………………………………………………………………… ……………………………………………………………………………………………

BAHAGIAN C: PERANCANGAN KELAS

Tetapkan Matlamat Kelas

8. Adakah kelas tuan/puan telah menetapkan dan mempamerkan matlamat kelas?

a. Ya	b. Tidak

9. Jika ya, nyatakan matlamat kelas tuan/puan.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

10. Siapakah yang menetapkan matlamat kelas?

a. Guru	b. Murid

11. Bagaimanakah Matlamat Kelas ditetapkan?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

12. Kekerapan penukaran matlamat kelas tuan/puan.

	a. Sebulan sekali	b. 3 bulan sekali	c. 6 bulan sekali	d. Setahun sekali

13. Nyatakan sebab matlamat kelas ditukar.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

Tetapkan Matlamat Individu

14. Adakah murid kelas tuan/puan telah menetapkan matlamat individu masing-masing?

a. Ya	b. Tidak

15. Bagaimanakah Matlamat Kelas ditetapkan?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

16. Kekerapan penukaran matlamat individu murid kelas tuan/puan

	a. Sebulan sekali	b. 3 bulan sekali	c. 6 bulan sekali	d. Setahun sekali

17. Nyatakan sebab matlamat individu ditukar.

…………………………………………………………………………………………………

………………………………………………………………………………………………..

Pamer Hasil Kerja Murid	
18. Adakah tuan/puan mempamerkan hasil kerja semua murid di dalam kelas?	
a. Ya	b. Tidak
19. Kekerapan mempamerkan hasil kerja baharu murid? (contoh: sekali sebulan)	

Perbualan Pagi dan Jom Kemas				
20. Adakah kelas tuan/puan melaksanakan aktiviti Perbualan Pagi dan Jom Kemas?				
a. Ya	b. Tidak			
21. Kekerapan aktiviti Perbualan Pagi dilaksanakan di kelas tuan/puan. (contoh: setiap hari)				
22. Kekerapan aktiviti Jom Kemas dilaksanakan di kelas tuan/puan? (contoh: dua kali sehari)				

Lain-lain (biarkan kosong jika tidak berkenaan)
23. Sila nyatakan jika tuan/puan ada melaksanakan aktiviti lain yang berasaskan kriteria aktiviti MAKMur

……………………………………………………………………………………………………
……………………………………………………………………………………………………
24. Kekerapan aktiviti ini dilaksanakan di kelas tuan/puan.

Lain-lain (biarkan kosong jika tidak berkenaan)
25. Sila nyatakan jika tuan/puan ada melaksanakan aktiviti lain yang berasaskan kriteria aktiviti MAKMur …………………………………………………………………………………………… ……………………………………………………………………………………………
26. Kekerapan aktiviti ini dilaksanakan di kelas tuan/puan?

BAHAGIAN D: AKTIVITI KOKURIKULUM

27. Adakah tuan/puan menerapkan prinsip aktiviti MAKMur semasa menjalankan aktiviti kokurikulum a. Ya, b. Tidak	
28. Siapakah yang mencadangkan aktiviti mingguan setiap kali perjumpaan kokurikulum?	
a. Guru	b. Murid

BAHAGIAN E: ACARA SEKOLAH

29. Adakah murid di sekolah tuan/puan diberi peluang untuk mengurus dan melaksana acara sekolah?	
a. Ya	b. Tidak
30. Adakah semua murid di sekolah tuan/puan diberi peluang untuk menyertai acara sekolah.	
a. Ya	b. Tidak

5-1

KEMENTERIAN PENDIDIKAN

JICA

KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur)

TAHUN 2023

BORANG PENCERAPAN PENGAJARAN DAN PEMBELAJARAN (MURID)

Bahagian A: Maklumat Pencerap	
1. Nama Pencerap	
2. Organisasi	
3. Tarikh	

Bahagian B: Maklumat Sekolah		
Nama Sekolah		
Jenis Sekolah	Rintis	Kawalan
Lokasi Sekolah	Bandar	Luar Bandar

Bahagian C: Maklumat Kelas yang dicerap			
1. Nama Guru			
2. Bil. Murid	____orang	Lelaki:	Perempuan:
3. Tahun/Kelas	Tahun: Kelas:		
4. Masa			
5. Mata pelajaran			

BAHAGIAN D: PENCERAPAN MURID

Tandakan 0, 1 , 2, 3, atau 4 pada lajur yang disediakan bagi setiap aspek di bawah

0= 0%

1= 1-49%

2= 50-79%

3= 80-89%

4=90-100%

Bil.	Item	Tandakan	Catatan *(Nyatakan contoh/evidens yang berkaitan)*
1.	Keterlibatan murid dikenal pasti apabila murid dapat: Pupils' participations can be confirmed when the pupils are able to:		
	a. menyumbang pandangan dalam perbincangan. Contribute opinions in a discussion		
	b. mendengar pandangan yang dikemukakan rakan. Listen to other pupils' opinions.		
	c. mengajak rakan untuk melaksanakan tugasan yang diberikan. Invite(?) other pupils to carry out a task		
2.	Memudah cara dikenal pasti apabila murid dapat: Facilitation can be confirmed when the pupils are able to:		
	a. menentukan penyelesaian terbaik selepas perbincangan. Decide on the best solutions after discussion.		
	b. menyelesaikan perbezaan pendapat dan mencapai konsensus. Solve differing opinions and reach consensus.		
	c. Menggalakkan rakan untuk menyatakan pandangan mereka. Encourage other friends to express their opinions		
3.	Motivasi kendiri dikenal pasti apabila murid: pupils' self motivation can be confirmed when the pupils		
	a. berinisiatif untuk menyelesaikankan tugasan yang diberi oleh guru. Take initiative to finish a task given by the teacher		
	b. melaksanakan aktiviti dalam kumpulan secara inisiatif kendiri. Pupils carry out group activities on their own initiative		
4.	Pemikiran kritis dikenal pasti apabila murid: Critical thinking can be confirmed when the pupils:		
	a. menjana idea kritis berdasarkan maklumat sedia ada. Generate critical ideas based on given information		

Bil.	Item	Tandakan	Catatan (Nyatakan contoh/evidens yang berkaitan)
	b. mengaplikasi pemikiran logik bersandarkan maklumat/eviden untuk menyelesaikan masalah. Apply logical thinking based on information/evidence when solving problems to solve problems		
5.	Daya kreativiti dikenal pasti apabila murid: Creativity can be confirmed when pupils:		
	a. mampu memikirkan idea tersendiridengan menggunakan pengetahuan sedia ada. Are able to think through original idea based on existing knowledge		
	b. menggunakan alternatif yang berbeza untuk menyelesaikan masalah. Find different alternatives to solve problems		

Bahagian F: Refleksi (Diisi oleh pencerap semasa menemubual guru)

1. Adakah berlaku perubahan positif pada murid dalam kelas tuan/puan daripada permulaan tahun pembelajaran sehingga kini?

   a. Ya   b. Tidak

2. Jika ya, nyatakan bentuk perubahan tersebut.

3. Jika ya (no. 1), pada pandangan tuan/puan mengapa perubahan ini berlaku?

RUMUSAN PENCERAP

Dicerap oleh,

………………………………………………..

Cap Rasmi

Tarikh:

KEMENTERIAN PENDIDIKAN

JICA

KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur)

TAHUN 2023

BORANG PENCERAPAN PENGAJARAN DAN PEMBELAJARAN (GURU)

Bahagian A: Maklumat Pencerap	
1. Nama Pencerap	
2. Organisasi	
3. Tarikh	

Bahagian B: Maklumat Sekolah		
Nama Sekolah		
Jenis Sekolah	Rintis	Kawalan
Lokasi Sekolah	Bandar	Luar Bandar

Bahagian C: Maklumat Kelas yang dicerap			
1. Nama Guru			
2. Bil. Murid	____orang	Lelaki:	Perempuan:
3. Tahun/Kelas	Tahun: Kelas:		
4. Masa			
5. Mata pelajaran			

BAHAGIAN D: PENCERAPAN PdP GURU

Tandakan **1** untuk **Ya** atau **2** untuk **Tidak** pada lajur yang disediakan bagi setiap aspek di bawah.

Bil.	Item	Tandakan Ya = 1 Tidak = 2	Catatan *(Nyatakan contoh/evidens yang berkaitan)*
1.	Guru melaksanakan PdP yang berpusatkan murid. The teacher conducted a student-centered T&L **S**		
2.	Guru berinteraksi dengan: the teacher interacted by:		
	a. memberi arahan yang jelas. Giving clear instructions **T**		
	b. menggunakan laras bahasa yang mudah difahami oleh murid. Using words that are easy to understand **T**		
	c. mengawal perlakuan murid sepanjang aktiviti PdP. Control students' behaviour during the T&L **T**		
	d. memastikan penglibatan aktif murid dalam aktiviti PdP. Encourage students' participation in the T&L **E**		
	e. menghubungkaitkan pembelajaran dengan penyelesaian masalah. Relate the class to problem solving. **L**		
	f. menggalakkan murid menyelesaikan masalah secara kolaboratif. Encourage students to collaboratively solve problems **L**		
	g. menggalakkan murid mengemukakan soalan. Encourage students to ask questions **S**		
	h. menggalakkan murid menjawab soalan yang dikemukakan rakan. Encourage students to answer questions asked by friends **S**		
	i. memberi maklum balas terhadap semua soalan yang dikemukakan murid. Respond to all questions asked by students **E**		
	j. menyelitkan unsur didik hibur. Insert fun-learning aspect **L**		
3.	Guru mengemukakan soalan/tugasan: The teacher gave task/questions Sila nyatakan soalan atau tugasan atau kedua-duanya. State whether it is question, task, or both		
	a. secara terbuka (*open-ended question*). **L**		
	b. yang merangsang inkuiri murid. That stimulates students' inquiries **S**		

Bil.	Item	Tandakan Ya = 1 Tidak = 2	Catatan (Nyatakan contoh/evidens yang berkaitan)
	c. yang menjurus kepada pemikiran kritis dan kreatif. That support critical and creative thinking **L**		
4.	Guru menerapkan amalan refleksi dalam kalangan murid dengan: The teacher introduced reflection activities among students by:		
	a. memperuntukkan masa yang mencukupi. Allocating ample times **L**		
	b. membimbing murid membuat refleksi. Guide students to reflect. **S**		
	c. memberi maklum balas kepada refleksi murid. Gave feedback to students' reflection **E**		
5.	Guru memotivasikan murid dengan: The teacher motivate students by:		
	a. menggalakkan mereka mengemukakan pandangan. Encourage them to convey their opinions **S**		
	b. terus mencuba sehingga berjaya menyelesaikan tugasan. Keep trying until the task is succesfully done **S**		
	c. memberikan kata pujian. Give compliments **S**		
	d. sentiasa prihatin dengan keperluan mereka. Always be concern about students' needs. **E**		
6.	Guru melatih murid untuk belajar daripada kesilapan dengan: The teacher train students to learn from mistake by:		
	a. memberi peluang kepada murid membuat keputusan. Let students have the change to make their own decision **E**		
	b. menggalakkan murid untuk mencari alternatif kepada penyelesaian. Encourage students to find alternative solutions **L**		
	c. memperuntukkan masa kepada murid untuk berfikir. Give time for students to think by themselves **L**		
	d. memperuntukkan masa untuk murid mencuba semula. Give time for students to try again **L**		
7.	Guru memberikan peluang yang sama rata kepada setiap murid dengan:		

Bil.	Item	Tandakan Ya = 1 Tidak = 2	Catatan *(Nyatakan contoh/evidens yang berkaitan)*
	The teacher gave equal opportunity to each students by:		
	a. melaksanakan PdP terbeza conducting *differentiated learning.* **E**		
	b. bertindak sebagai fasilitator semasa aktiviti berkumpulan. Act as a facilitator during group activities **E**		
	c. memastikan murid berpeluang mengemukakan pendapat. Make sure students are given the chance to express their opinions **E**		
	d. mengingatkan murid menerima pandangan rakan. Remind students to accept other people's opinions **E**		
	e. menyerlahkan keupayaan setiap murid untuk memimpin. exhibit/display **E**		
8.	Persekitaran kelas yang dicerap berada dalam keadaan yang kondusif seperti yang berikut: The environment of the observed class were condusive as follows:		
	a. kelas berada dalam keadaan yang bersih The class is clean **C**		
	b. murid membuat penggiliran dalam jadual bertugas harian. The students made rotation for duty roster **C**		
	c. murid sentiasa memastikan tempat duduk masing-masing bersih. The students made sure their seats are clean **C**		
	d. matlamat kelas telah ditetapkan oleh murid dan dipaparkan. The classroom goal is decided by students and put up in the class **C**		
	e. hasil kerja semua murid ditampal dalam kelas all students' artwork are posted in the class **C**		
	f. suasana pembelajaran yang menyeronokkan. Fun study environment		

RUMUSAN PENCERAP

Dicerap oleh,

………………………………………………..

Cap Rasmi

Tarikh:

6

KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK
MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur)

TAHUN 2023

PROTOKOL TEMU BUAL GURU

(PENYELARAS MAKMur DAN GURU KELAS)

Bahagian A: Senarai Semak Penyelidik

1. Maklumat Sekolah

   a. Nama Sekolah :
   b. Lokasi Sekolah:

2. Maklumat Peserta Kajian

   a. Peserta 1 (Guru Penyelaras MAKMur)
      Bilangan Tahun Mengajar:

   b. Peserta 2 (Guru Kelas Tahun ….)
      Bilangan Tahun Mengajar:

   c. Peserta 3 (Guru Kelas Tahun ….)
      Bilangan Tahun Mengajar:

Bahagian B: Protokol Temu Bual

1. Apakah kesan pelaksanaan MAKMur pada diri murid

What is the effects of MAKMur implemention on pupils?

2. Apakah perubahan terhadap PdP tuan/puan selepas melaksanakan aktiviti MAKMur?

What are the changes in your T&L after the implementation of MAKMur?

3. Apakah bentuk sokongan yang diterima oleh tuan/puan dalam melaksanakan aktiviti MAKMur?

What kind of supports have you received in implementing MAKMur?

4. Apakah cabaran yang dihadapi oleh tuan/puan sepanjang melaksanakan aktiviti MAKMur?

What kind of challenges have you faced during the implementation MAKMur activities?

5. Apakah cadangan penambahbaikan pelaksanaan aktiviti MAKMur?

What is your suggestion to improve the implementation MAKMur activities?

7

PROTOKOL TEMU BUAL MURID

Bahagian A: Senarai Semak Penyelidik
1. Maklumat Sekolah
   a. Nama Sekolah:
   b. Lokasi Sekolah:

2. Maklumat Peserta Kajian
   a. Peserta 1: Kelas …………..
   b. Peserta 2: Kelas …………..
   c. Peserta 3: Kelas …………..

Bahagian B: Protokol dan Soalan Temu Bual

Syarat: Sesi temu bual perlu ditemani oleh seorang guru sekolah dan seorang pegawai Pejabat Pendidikan Daerah

Q-1. Adakah anda seronok datang ke sekolah?

Do you feel happy coming to school?

Q-2. Kenapa anda rasa seronok/ tidak seronok? (to the answer to Q1)

Why do you feel happy/not happy?

Q-3. Apa perubahan yang anda perasan telah berlaku melalui penglibatan dalam aktiviti yang telah dilaksanakan ?

What kind of changes have you noticed happened through your participations in activities that has been done in your school.

8

KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur)

TAHUN 2023

PROTOKOL TEMU BUAL IBU BAPA/PENJAGA

Bahagian A: Senarai Semak Penyelidik
1. Maklumat Sekolah
   a. Nama Sekolah :
   b. Lokasi Sekolah :

2. Maklumat Peserta Kajian
   a. Kelas Anak/Anak Jagaan:
   b. Hubungan dengan Anak/Anak Jagaan:

Bahagian B: Protokol Temu Bual

Syarat: Sesi temu bual perlu ditemani oleh seorang pegawai Pejabat Pendidikan Daerah

1. Adakah tuan/puan tahu tentang aktiviti MAKMur di sekolah anak/anak jagaan tuan/puan?

Do you know about the MAKMur activities in your child's school?

Jika Ya (soalan 1)

2. Bagaimana tuan/puan mengetahui tentang aktiviti MAKMur di sekolah anak/anak jagaan tuan/puan?

How did you know about the MAKMur activities in your child's school?

3. Adakah tuan/puan perasan sebarang perubahan dari segi kelakuan anak/anak jagaan tuan/puan selepas aktiviti MAKMur mula dilaksanakan di sekolah? (Jika tidak, terus ke soalan 7)

Have you noticed any changes in your child's behaviour after the MAKMur activities started to be implemented?

4. Nyatakan perubahan tersebut.

7. Bagaimanakah cara dan bentuk sokongan tuan/puan kepada sekolah dalam pelaksanaan aktiviti MAKMur, jika ada?

How have you support the school in implementing MAKMur activities, if any?

Jika Tidak (soalan 1)

2. Bermula dari Ogos 2022 sehingga sekarang, adakah tuan/puan perasan sebarang perubahan dari segi kelakuan anak/anak jagaan tuan /puan? tidak, terus ke soalan 5)

3. Nyatakan perubahan tersebut.

State the changes.

4. Mengikut pandangan tuan/puan, mengapa perubahan tersebut berlaku?

In your opinion, why do you think such changes in your child occurred?

5. Bagaimanakah cara dan bentuk sokongan tuan/puan kepada sekolah dalam pelaksanaan aktiviti-aktiviti di sekolah, jika ada?

How have you support the school in implementing school activities, if any?

KEMENTERIAN PENDIDIKAN   JICA

BORANG KEBENARAN IBU BAPA/PENJAGA UNTUK PENGLIBATAN ANAK/ANAK JAGAAN DALAM KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur) TAHUN 2023

Tuan/Puan yang dihormati,

Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023 merupakan salah satu daripada aktiviti di bawah Projek MAKMur yang merupakan program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Pentadbiran kajian ini dilaksanakan oleh pasukan penyelidik daripada Asia SEED yang telah dilantik oleh JICA dengan kebenaran daripada KPM. Pasukan penyelidik ini juga bertanggungjawab mengendalikan maklumat peribadi responden yang diperoleh daripada kajian ini.

PERSETUJUAN IBU BAPA/PENJAGA

Adalah saya _____*ibu/bapa/penjaga kepada _____ dari Kelas _____ yang sedang belajar di _____

Dengan ini, saya *BERSETUJU/TIDAK BERSETUJU:

1. **membenarkan** anak/anak jagaan saya menjadi responden Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023; dan

2. **membenarkan** anak/anak jagaan saya menjawab soal selidik Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023.

Dengan ini, saya juga memahami bahawa:

1. segala maklumat peribadi yang diperolehi daripada Kajian Penilaian Pertengahan Tahun

Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023 adalah sulit dan hanya digunakan untuk tujuan kajian semata-mata. Maklumat tersebut juga tidak akan diberikan kepada pihak ketiga tanpa kebenaran bertulis daripada KPM;

2. pihak Asia SEED bertanggungjawab terhadap data/maklumat peribadi yang diperolehi melalui Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023 dan pihak Asia SEED mengambil langkah keselamatan yang sewajarnya untuk memastikan maklumat peribadi anak/ anak jagaan saya adalah dilindungi dan disimpan dengan selamat;

3. saya dan anak/anak di bawah jagaan saya boleh memohon secara rasmi kepada Asia SEED di e-mel **makmur@asiaseed.org** melalui KPM untuk mendapatkan penjelasan lanjut tentang tujuan penggunaan maklumat peribadi saya dan anak/anak di bawah jagaan saya. Saya juga boleh mengemukakan permohonan rasmi kepada Asia SEED di e-mel yang sama melalui KPM untuk menarik balik kebenaran penggunaan maklumat peribadi saya dan anak/anak di bawah jagaan saya.

Tarikh (hari/bulan/tahun):	
Nama Penuh:	
Tandatangan:	
No. Kad Pengenalan:	

KEMENTERIAN PENDIDIKAN

BORANG KEBENARAN IBU BAPA/PENJAGA UNTUK PENGLIBATAN ANAK/ANAK JAGAAN DALAM TEMU BUAL KAJIAN PENILAIAN PERTENGAHAN TAHUN PROJEK MEMPERKASAKAN AMALAN KEMENJADIAN MURID (MAKMur) TAHUN 2023

Tuan/Puan yang dihormati,

Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023 merupakan salah satu daripada aktiviti di bawah Projek MAKMur yang merupakan program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Pentadbiran kajian ini dilaksanakan oleh pasukan penyelidik daripada Asia SEED yang telah dilantik oleh JICA dengan kebenaran daripada KPM. Pasukan penyelidik ini juga bertanggungjawab mengendalikan maklumat peribadi responden yang diperoleh daripada kajian ini.

PERSETUJUAN IBU BAPA/PENJAGA

Adalah saya _____*ibu/bapa/penjaga* kepada _____ dari Kelas _____ yang sedang belajar di _____

Dengan ini, saya *BERSETUJU/TIDAK BERSETUJU*:

1. **membenarkan** anak/anak jagaan saya menjadi responden Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023; dan

2. **membenarkan** anak/anak jagaan saya ditemu bual oleh pasukan penyelidik Asia SEED ditemani oleh seorang (1) guru sekolah dan seorang (1) pegawai Pejabat Pendidikan Daerah, berkenaan Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023; dan

3. **membenarkan** sesi temu bual anak/anak jagaan saya dirakam dalam bentuk audio.

Dengan ini, saya juga memahami bahawa:

1. segala maklumat peribadi yang diperolehi daripada Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023 adalah sulit dan hanya digunakan untuk tujuan kajian semata-mata. Maklumat tersebut juga tidak akan diberikan kepada pihak ketiga tanpa kebenaran bertulis daripada KPM;

2. pihak Asia SEED bertanggungjawab terhadap data/maklumat peribadi yang diperolehi melalui Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023 dan pihak Asia SEED mengambil langkah keselamatan yang sewajarnya untuk memastikan maklumat peribadi anak/ anak jagaan saya adalah dilindungi dan disimpan dengan selamat;

3. rakaman audio sesi temu bual tidak akan digunakan untuk sebarang tujuan lain selain daripada Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023;

4. saya dan anak/anak di bawah jagaan saya boleh memohon secara rasmi kepada Asia SEED di e-mel **makmur@asiaseed.org** melalui KPM untuk mendapatkan penjelasan lanjut tentang tujuan penggunaan maklumat peribadi saya dan anak/anak di bawah jagaan saya. Saya juga boleh mengemukakan permohonan rasmi kepada Asia SEED di e-mel yang sama melalui KPM untuk menarik balik kebenaran penggunaan maklumat peribadi saya dan anak/anak di bawah jagaan saya.

Tarikh (hari/bulan/tahun): _____

Nama Penuh: _____

Tandatangan: _____

No. Kad Pengenalan: _____

KEMENTERIAN PENDIDIKAN **JICA**

BORANG PERSETUJUAN UNTUK
TEMU BUAL KAJIAN *MIDTERM SURVEY* PROJEK MEMPERKASAKAN
AMALAN KEMENJADIAN MURID (MAKMur)
TAHUN 2023

Tuan/Puan yang dihormati,

Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023 merupakan salah satu daripada aktiviti di bawah Projek MAKMur yang merupakan program kerjasama di antara Kementerian Pendidikan Malaysia (KPM) dan *Japan International Cooperation Agency* (JICA). Pentadbiran kajian ini dilaksanakan oleh pasukan penyelidik daripada Asia SEED yang telah dilantik oleh JICA dengan kebenaran daripada KPM. Pasukan penyelidik ini juga bertanggungjawab mengendalikan maklumat peribadi responden yang diperoleh daripada kajian ini.

PERSETUJUAN IBU BAPA/PENJAGA

Adalah saya _____*ibu/bapa/penjaga* kepada _____ dari Kelas _____ yang sedang belajar di _____

Dengan ini, saya *BERSETUJU/TIDAK BERSETUJU*:

1. menjadi responden Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023; dan

2. ditemu bual oleh pasukan penyelidik Asia SEED berkenaan Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023; dan

3. **membenarkan** sesi temu bual saya dirakam dalam bentuk audio.

Dengan ini, saya juga memahami bahawa:

1. segala maklumat peribadi yang diperolehi daripada Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023 adalah sulit dan hanya digunakan untuk tujuan kajian semata-mata. Maklumat tersebut juga tidak akan diberikan kepada pihak ketiga tanpa kebenaran bertulis daripada KPM;

2. pihak Asia SEED bertanggungjawab terhadap data/maklumat peribadi yang diperolehi melalui Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023 dan pihak Asia SEED mengambil langkah keselamatan yang sewajarnya untuk memastikan maklumat peribadi saya adalah dilindungi dan disimpan dengan selamat;

3. rakaman audio sesi temu bual tidak akan digunakan untuk sebarang tujuan lain selain daripada Kajian Penilaian Pertengahan Tahun Projek Memperkasakan Amalan Kemenjadian Murid (MAKMur) Tahun 2023;

4. saya boleh memohon secara rasmi kepada Asia SEED di e-mel **makmur@asiaseed.org** melalui KPM untuk mendapatkan penjelasan lanjut tentang tujuan penggunaan maklumat peribadi saya. Saya juga boleh mengemukakan permohonan rasmi kepada Asia SEED di e-mel yang sama melalui KPM untuk menarik balik kebenaran penggunaan maklumat peribadi saya.

Tarikh (hari/bulan/tahun): _____

Nama Penuh: _____

Tandatangan: _____

No. Kad Pengenalan: _____

ANNEX 6

MAKMur Capacity Building Toolkit Prototype Version

MAKMur

MAKMur
Capacity Building Tool Kit
Prototype Version

This toolkit is designed to assist teachers in their work of planning, implementation and reflection of activities to foster balanced individuals.

	Preschool	Primary School
STEP 1	Read 01 and jump in URL/QR Code to get familiarized with what MAKMur aims and why MAKMur is important.	
STEP 2	Work on 02 to plan and implement activities.	Work on 03 by referring to 04 to plan and implement activities.
STEP 3	Read and work on 05	

Contents

01 INTRODUCTION

| Tokkatsu Activities | Adapt and adopt ▶▶▶ considering context | MAKMur Activities |

MAKMur, *Memperkasakan Amalan Kemenjadian Murid* (MAKMur) or Fostering Students' Positive Values, is a process of enhancing the learning environment by providing opportunities for children to realize their potential and develop their characters towards becoming balanced individuals.

There may be many series of activities that lead the children to becoming balanced individuals. The purpose of this toolkit is to assist teachers in planning activities that suits each school/class.

This toolkit includes some exemplars taken from special activities conducted in Japanese schools called "*Tokkatsu*". It is important to adapt and adopt these exemplars depending on the context and existing practices in each respective school. Therefore, DO NOT copy directly from these Japanese Tokkatsu exemplars as they only serve as references when planning and implementing MAKMur Activities.

Access

- VIDEO LINK to Tokkatsu:
  https://youtu.be/QwrcNy4tmbo

You will get more information about background of MAKMur from the following link.

Access

BACKGROUND: URL and QR Code
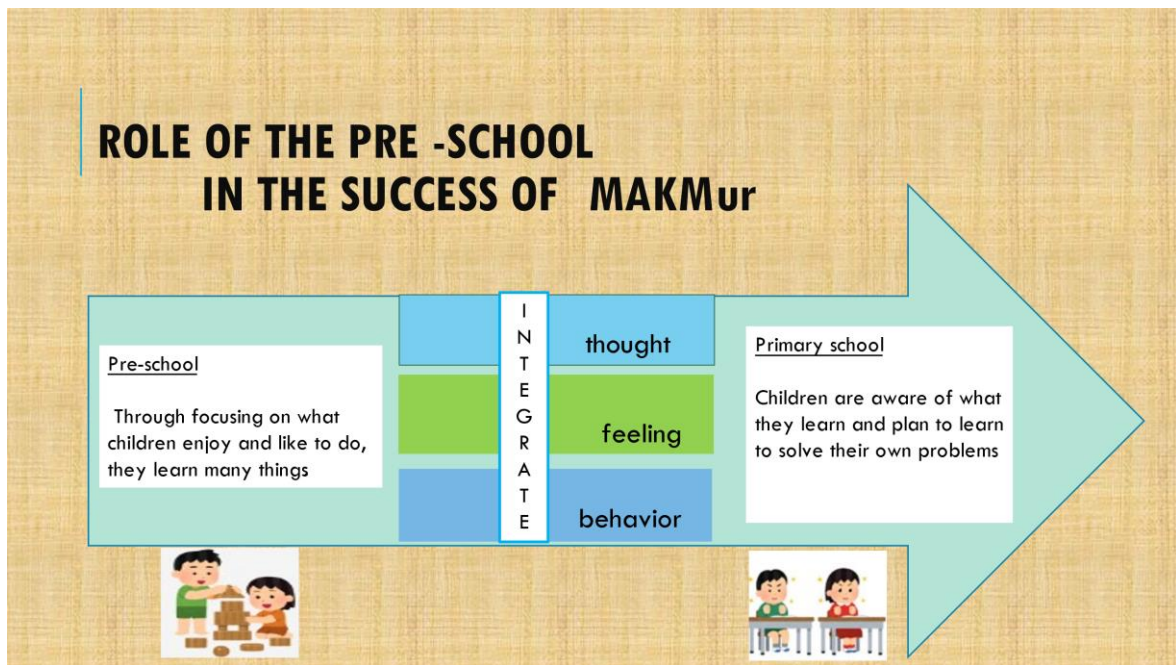
Three domains (thought, feeling and behaviour) are developed through play
Children develop non-cognitive skills such as concentration and perseverance by "playing for fun" where these skills provide them the ability to cope with a new learning environment. Whether this foundation can be established will have a significant impact on subsequent learning in primary school education and the integration of though, feeling and behaviour through their life.

The difference between pre-school and primary school
It is challenging for small children to learn the new concept only by language. However, a play includes many elements related to cognitive skills such as language and notion of quantity, size of objects, etc., provides children with opportunities to think from various perspectives such as the concept of hygiene and the importance of cooperation. These things are called **learning through play**.

Access

VIDEO LINK to Introduction of Preschool Education
https://youtu.be/kSZ4QxfQ8jI

2.1. Role of Pre-school to create a foundation for MAKMur

MAKMur adds value to Malaysia Education system.

Such a good thing to try!

Pre-school
-Foundation-

Lower primary
-Growth-

Upper primary
-Self-supporting-

*Gaining confidence through duty activities
*Develop social skills through group activities
*Develop non-cognitive and cognitive skills through play

*Develop a sense of responsibility through duty activities
*Be able to an organized manner through group activities
*Make schoolwork fun

*Be motivated to solve class problems on their own (organaise a class meeting)
＊Plan activities on their own initiative
*Learn to work autonomously

Good for Children

Children are more likely to think and act when their education is developmentally appropriate

Good for Teacher

It will change teachers view of teaching and enhance your teaching skills

Good for School

By making MAKMur a whole school initiative, it can improve the primary school education system

Good for Guardians

Guardians' awareness is raised through the child's own development

2.2. Principle of MAKMur pre-school

*Building good communication and trust with children

*Guaranteed time and space for play

The above two points should always be kept in mind by teachers as basic principles. When a child's first teacher is kind and compassionate, his or her emotional state becomes more stable and he or she becomes more interested in learning about the environment.

Based on a relationship of trust with children, the teacher should extend the time and space for free-play.

Early years children learn through play, so a variety of environments need to be created in the class room. In general, free-play lasts between one and one and a half hours, where children choosing their own play and activities. It is therefore necessary for the teacher to guarantee the space and time for free-play, linking it to the curriculum.

2.3. Steps for pre-school of MAKMur

Children in pre-school are characterised by learning through play, and pre-school is the first time for them to live in a group called pre-school life. Therefore, we have to take a different approach to primary school.

From the two points above, you can improve pre-school education through the following five steps.

Step 1. Provide an environment where children can choose their activities (Activity corners)

Step 2. Extend the time for free play

Improve your pre-school environment

Step 3. Opportunity to take part in duty roster in the daily programme

Step4. Form small groups and provide opportunities for group activities

Conduct in your daily programme

Step5. Cooperative activities in the pre-school

Follow the school yearly goals

Step1. Provide an environment

Work.1.1. Set up a corner system in the classroom (Draw a picture)

Activity Corner Example:

● Playing house: Through pretend play, language is enriched and role-play is developed, such as playing shop.
● Constructive play: Spatial awareness and imagination are developed by playing with blocks.
● Math corner: Mancala (Congkak) is a game played with the decomposition of the number 5 or 7, which naturally develops number concepts.
● Art corner: drawing pictures and making things out of scrap materials not only develops creativity but also logical thinking such as spatial

awareness and temporal order.

- Reading corner: Not only does the teacher read to the children, but the children also learn to read themselves through picture books.

Other environments:

Outdoor play is also important for children to improve their physical functioning. We also encourage children to grow their own flowers and vegetables.

Step2. Extend the time for free-play

Preschool education aims to develop the potential of children between the ages of four to six in a comprehensive and integrated manner with respect to their physical, emotional, spiritual, intellectual and social development in a safe and enriching learning environment through fun, creative and meaningful activities. Therefore, Free-play is very important in developing the above aims, but it has only 20 minutes of time and needs to be extended to include other subjects in curriculum. Children are more likely to concentrate when corner system is included in their free play time. This helps the development of non-cognitive and cognitive skills.

MASA HARI	7.55-8.15(20m)	8.15-8.35(20m)	8.35-9.05(30m)	9.05-9.35(30m)	9.35-10.05(30m)	10.05-10.35(30m)	10.35-11.05(30m)	11.05-11/45(40m)	11.45-11.55(10m)
ISININ	PA	MAIN B.	BM	AP	R	PI/PM	PI/PM	AP	PENUTUP
SELASA	PA	FIZIKAL	BI	AP	E H	AP	AP	MATEMAtiK AWAL	PENUTUP
RABU	PA	FIZIKAL	AP	AP	A	PI/PM	PI/PM	AP	PENUTUP
KHAMIS	PA	MAIN B.	BM	BI	T	AP	AP	AP	PENUTUP
JUMAAT	PA	MAIN B	AP	AP		AP	AP	AP	PENUTUP

PA: Morning assembly, MAIN B.: Free play, BM: Malay language,
PI: Islamic education, PM: Moral education, Fizikal: Physical Activity,

7

BI: English language, MATEMATIK AWAL: Math, REHAT: Recess,　PENUTUP: Closing assembly, AP: Learning Activity

Work 2.1 Where can you extend free play in the above timetable?

Example of Extending free play

● Integrate free play and other subject: Implementing corner system with two or three Bahasa, Maths and English etc.
● AP : Parallel implement of free play during AP time.

Step 3. Opportunity to take part in duty work in the daily programme

Children will take a leadership role in front of others and will want to help their teachers. Children take it in turns to be in charge of the daily routine activities. This starts with a greeting at the morning assembly, followed by tidying up, where only the person on duty takes a broom and cleans the room. To make sure that their classmates know that they are on duty that day, they wear badges or draw their own faces on them and put them out as a daily reminder. The children look forward to their turn and gain confidence through the activities they do.

Work 2.1 Where do you think children can do their duty in the above timetable?

Example of duty work in daily programme

● Perbualan Awal: Saying the morning greetings, Announce the date, day and weather for the day
● Aktviti Pembelajaran: Passing out papers on behalf of the teacher
● Rehat: praying before meals

Step 4. Form small groups and have opportunities for group activities

Children at the age of five begin to enjoy playing together with their friends. For this reason, pre-schools provide opportunities for children to work with their friends in groups of about five. The teacher first divides the children into groups. Sometimes the children themselves decide on their group mates, but sometimes the teacher decides on the groups beforehand with an intention. The name of the group is decided in consultation with the children in the group. The advantage of small group activities is that they are able to discuss, define and implement their own roles. For example, small group activities can be a useful way of deciding on roles in drama and making props.

9

Work 3.1 Where do you think children can do small group activities in the above timetable?

```

```

Example of duty work small group activities

● PHYSICAL: Running against the group
● SCIENCE: Each group decides which vegetables to grow and grows them.

Step5. Cooperative activities in the pre-school

The activities should be organized according to the school yearly goals. Young children can do the same activities in a simple way. The opportunity to work with primary school children is also exciting for young children and they want to grow up quickly. And with the elder student as models, the children realise the need for discipline and try to emulate them.

03   PLANNING AND IMPLEMENTATION – PRIMARY SCHOOL

3.1. Planning
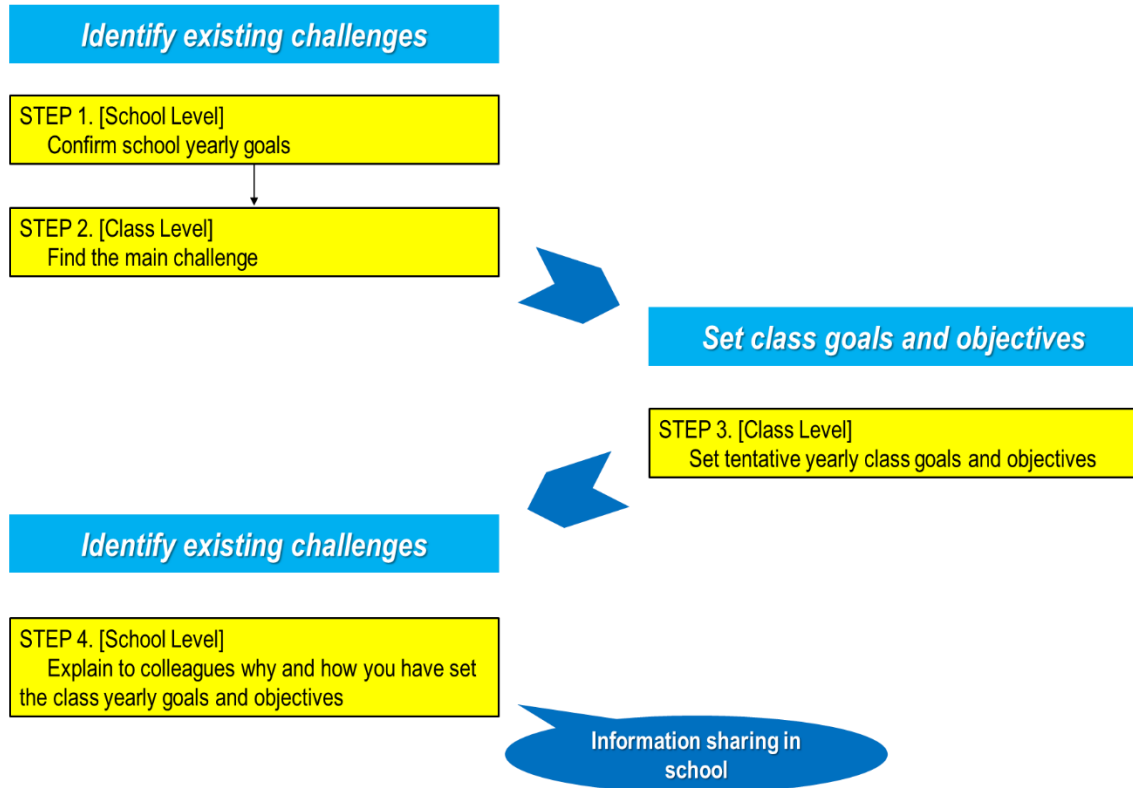
Identify existing challenges

STEP 1. [School Level]
    Confirm school yearly goals

STEP 2. [Class Level]
    Find the main challenge

Set class goals and objectives

STEP 3. [Class Level]
    Set tentative yearly class goals and objectives

Identify existing challenges

STEP 4. [School Level]
    Explain to colleagues why and how you have set the class yearly goals and objectives

Information sharing in school

3.1.1. Identify existing challenges

STEP 1. [School Level] To confirm school yearly goals

Let's confirm school yearly goals prepared by the school management.

Work 1.

Write yearly goals of your school prepared by the school management.

```
School yearly goals:


```

Example A: "I can use what I have learnt in daily life."

Example B: "I can tell my own strong points and weak points."

Example C: "I can tell what I have learnt in the previous lesson."

> **Replace examples by typical" or "average" school goals in Malaysia.**

STEP 2. [Class Level] To find the main challenge.

In Work 1, you have considered school yearly goals to stimulate the children to make their way to grow holistically, both cognitive and non-cognitive. What do you think the main problem of your class in current situation to reach these goals

Work 2 [Discussion]

Reflecting current situation of class, describe challenges that you think should be solved to reach the school yearly goals. And then **pick up the main challenge which you think difficult to solve only by existing learning/practices or can be improved through help of special activities**. Note that the main challenge should be concrete and supposed to be improved in a span of one year considering time restrictions and budget.

The main challenge in grade/class:

Example A: "There are some children who cannot control time in home." (problem on daily habits)

Example B: "There are some children too shy to express their feeling or opinions." (problem on attitude or self-esteem.)

Example C: "There are some children weak at calculation of fractions." (problems on basic academic skills)

3.1.2. Set class goals and objectives

<div align="center">

Set class goals and objectives

STEP 3. [Class Level]
     Set tentative yearly class goals and objectives

</div>

STEP 3. [Class Level] To set a tentative yearly class goal.

The grade/class yearly goal should be positive words that express the situation that the central problem is solved.

Work 3 (for Teachers) [Discussion]

Describe tentative class the yearly goal.

```
The class yearly goal (tentative):
```

Example A: "Everyone can control time in home."

Example B: "Everyone can express their feeling or opinions."

Example C: "Everyone can make calculation of fractions."

3.1.3. Review goals and objectives

Identify existing challenges

STEP 4. [School Level]
    Explain to colleagues why and how you have set
the class yearly goals and objectives

STEP 4. [School Level]

To explain in cooperation with MAKMur Coordinator to colleagues why and how you have set the class yearly goals and objectives.

Work 5 (for Teachers) [Short Presentation]

Make short presentation to colleagues.

3.2. Implementing MAKMur activities

Implementation should be handled in cooperation with MAKMur Coordinator.

Choose activities

STEP 1. [Class Level]
Find appropriate activities

STEP 2. [School Level]
Explain the tentative choice of activities in terms of effectiveness and feasibility to your colleagues and get feedback

STEP 3. [School Level]
Adjust the choice of activities if necessary and share in school

Carry out activities

STEP 4. [Class Level]
Sketch plan and carry out the plan

STEP 5. [Class Level]
Conduct reflection activity after activities

STEP 6. [Class Level]
Record children's activities

STEP 7. [School Level]
Share the record among teachers monthly, exchange views and adjust the activities if necessary

STEP 8. [School Level]
Share the overview of children's change with PTA in the end of each semester

3.2.1. Choose activities

Choose activities

STEP 1. [Class Level]
　　Find appropriate activities

↓

STEP 2. [School Level]
　　Explain the tentative choice of activities in terms of effectiveness and feasibility to your colleagues and get feedback

↓

STEP 3. [School Level]
　　Adjust the choice of activities if necessary and share in school

STEP 1. [Class Level]

To find appropriate activities.

Work 2.1 (for Teachers)

Consider which activity at school and home is appropriate referring O3 EXEMPLARS - PRIMARY SCHOOL taking into consideration of **restrictions of time and place** as well as **budget and other resources such as the number of teachers.**

> Suitable activities:

Example of cleaning activities
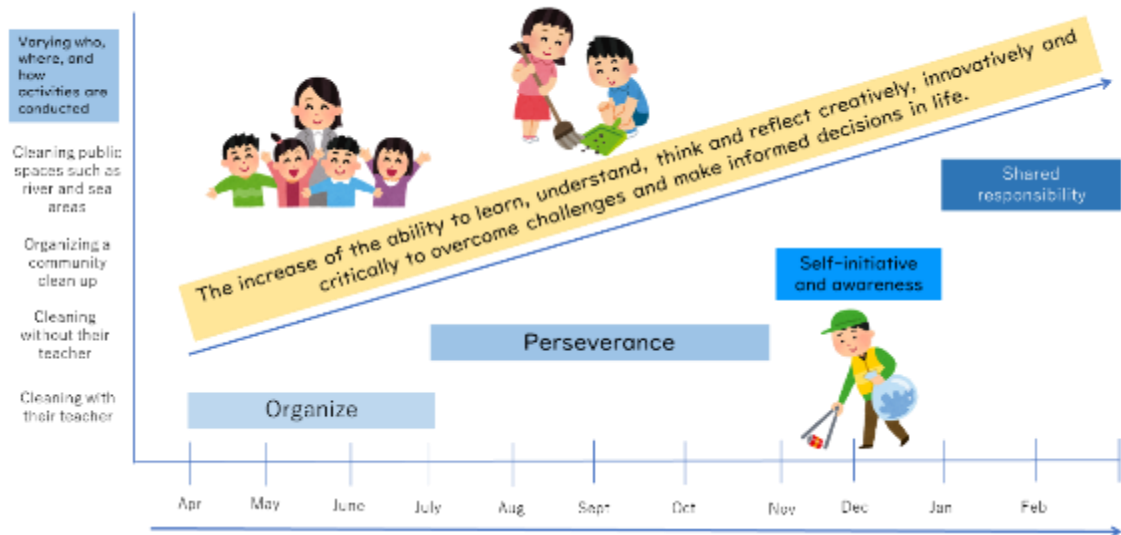
Varying who, where, and how activities are conducted

Cleaning public spaces such as river and sea areas

Organizing a community clean up

Cleaning without their teacher

Cleaning with their teacher

The increase of the ability to learn, understand, think and reflect creatively, innovatively and critically to overcome challenges and make informed decisions in life.

Shared responsibility

Self-initiative and awareness

Perseverance

Organize

Apr | May | June | July | Aug | Sept | Oct | Nov | Dec | Jan | Feb

17

STEP 2. [School Level]

To explain the tentative choice of activities in terms of effectiveness and feasibility to your colleagues and get feedback.

Work 2.3 (for Teachers) [Short Presentation]

Make short presentation of the tentative yearly plan including facilities/environment, budget, the number of teachers/PTA members necessary for activities/events, relations to school schedule, etc.

STEP 3. [School Level]

To adjust the choice of activities if necessary and share in school.

3.2.2. Carry out activities

MAKMur Coordinators are expected to facilitate activities.

Carry out activities

STEP 4. [Class Level]
    Sketch plan and carry out the plan

STEP 5. [Class Level]
    Conduct reflection activity after activities

STEP 6. [Class Level]
    Record children's activities

STEP 7. [School Level]
    Share the record among teachers monthly,
exchange views and adjust the activities if necessary

STEP 8. [School Level]
    Share the overview of children's change with PTA
in the end of each semester

STEP 4. [Class Level]

To sketch plan and carry out the plan.

Sketch plan and include the plan into your usual lesson plan. Then carry out the plan.

STEP 5. [Class Level]

To conduct reflection activity after activities.

Conduct reflection activity after activities so that each child can notice meaning of the activities and improve their abilities/skills more., for example, using.

> **TIPS**
>
> "Reflection Card" on which each child writes their reflection, will be useful to gather information from the children in your

Sample of Reflection Card

Let's manage time at home!	Date: *27 Jun 2022*

Grade: Class: Name:

1. My previous objectives.

Time for game: within 30 minutes weekdays, 1hour weekends.

2. Let's look back previous week. (Well-done! ◎ OK ○ No △)

20 Jun	21 Jun	22 Jun	23 Jun	24 Jun	25 Jun	26 Jun
◎	◎	○	○	○	△	△

I played congkak with my sister instead of game. It's fun.

3. What I learnt through today's class meeting.

Too much time for game is bad for sleeping health.

4. My new objectives.

Previous objective + To not play game 1 hour before sleeping.

5. From teacher

(Teacher's comment)

STEP 6. [Class Level]

To record children's activities.

Memo on Reflection Cards

Use this Reflection Card when carrying out MAKMur activities to record your students' activities, positive outcomes and challenges as well as behavioural changes in your students. As these Reflection Cards allow the students to better understand how they are working or learning or playing and reflect upon their work, effort and learning, these Reflection Cards should be returned to students.

*During MAKMur project period, PDF/Photos of the cards of sample students (10% of students) are expected to be shared and uploaded to MAKMur Official Face Book Page.

Video record

Video record will be helpful when you share the activities with your colleagues.

*During MAKMur project period, videos of students enjoying MAKMur activities are expected to be shared and uploaded to MAKMur Official Face Book Page.

STEP 7. [School Level]

To share the record among teachers monthly, exchange views and adjust the activities if necessary.

STEP 8. [School Level]

To share the overview of children's change with PTA in the end of each semester.

EXEMPLARS – PRIMARY SCHOOL

In order to rear these abilities/skills, the series of activities should be conducted by student initiative gradually, and so your careful leading will be needed at the starting time and your continuous observation and guidance are always important.

Among these exemplars, **Class Meeting** is expected to be placed central but challenging. It is an activity for children themselves to find problems, to propose solutions or/and ideas, to discuss for better solutions and to practice the solutions. So, **Class Meeting is suitable for Upper Primary and can be implemented after students get familiar with enjoying type of activities through student initiative.**

Day Duty and **Cleaning**, which can be implemented for all grade without a big hurdle, are **recommendable for you to implemented first**.

GUIDE TO EXEMPLARS

Items included

① **Title of the activity**

Title is not fixed. Feel free to rename the activity whatever suitable for your case.

② **Context of the implementation of the activity**

There are four types of context to implement the MAKMur's activities: class; school; home; and community. The activities can be implemented in one of the four types or in a combination of some of them.

③ **Overview of the activity**

Backgrounds, purposes, contents of the activity are briefly described.

④ **Main abilities/skills to be enhanced**

Abilities/skills expected to be enhanced by implementation of activities are selected from MAKMur's 14 target abilities/skills.

Ability/Skill	Ability/Skill
A. Facilitation	B. Sense of self-esteem and self-worth
C. Tolerance and generosity	D. Flexibility
E. Cooperation	F. Communication
G. Proactive and challenging	H. Planning
I. Critical thinking	J. Creativity
K. Leadership	L. Participation
M. Reasoning	N. Motivation

⑤ **Methods of implementation in online or hybrid manner**

⑥ Time planning

Expected timing, duration and time allocation to implement the activity are explained.

⑦ Equipment needed

Tools and materials needed to implement the activity are listed.

⑧ Steps

Steps to implement the activity are explained.

⑨ Tips

Useful and important information to plan and implement the activity is given.

⑩ Advanced activities

Advanced ways of the activity are introduced. Please consider the current conditions of students, environment, etc., whether they are ready enough or not, before implementing the activity in the advanced ways.

⑪ Others

Points to note or visual materials are illustrated here.

② **CLASS**

① *Day Duty*

③ **OVERVIEW OF ACTIVITIES**

DAY DUTY is an activity which is assigned to ALL students. The major objectives of this activity are as follows.

- To provide all students an opportunity to lead class members
- To have all students understand the importance of fulfilling a role in a group
- To provide all students an opportunity to contribute to operating classroom life smoothly
- To provide all students an opportunity to work cooperatively with peers

④ **MAIN ABILITIES/SKILLS TO BE ENHANCED**

Facilitation	Sense of self-esteem and self-worth	Tolerance and generosity
Flexibility	Cooperation	Communication
Proactive and challenging	Planning	Critical thinking
Creativity	Leadership	Participation
Reasoning	Motivation	

⑤ **METHODS OF IMPLEMENTATION IN ONLINE OR HYBRID MANNER**

[Online] Arrange duties suitable for online.

[Hybrid] Assign students who attend real classroom to DAY DUTY.

⑥ **TIME PLANNING**

Time planning of DAY DUTY depends on types of duties.

⑦ **EQUIPMENT NEEDED**

· Day Duty schedule
· Poster, check sheet, logbook

STEPS	TIPS
[Step 1] Decide on duties and rules of Day Duty.	**A Tip for Step 1, (1)** Can decide on duties in class meeting with students depending on their stage of development in order to have them responsibility.

⑧ Examples of Duties

- Morning greetings and greetings before going home
- Facilitation in assembly
- Assisting teachers in class
- Turning on and off the classroom lights

⑨

A Tip for Step 1, (2)
The types of duties and total workload should be depending on the stage of capacity of students so that they can complete their duties.

Examples of Rules

- Students must work on every duty responsibly
- Every day, two students are assigned to Day Duty in turn

[Step 2] Have students on duty on the day work on the duties, and check their work.

[Step 3] Recognise and thank the work of the students on duty on the day and confirm who will be on duty next time.

A Tip for Step 1, (3)
Assign multiple students a day to have them cooperate each other.

A Tip for Step 2, (1)
Take a measure to inform students what they must do as Day Duty (e.g., poster, check sheet, logbook).

A Tip for Step 2, (2)
Make sure that students do complete their duties by using poster, check sheet, logbook, etc.

A Tip for Step 3
Setting a time for Day Duty handover ceremony is an idea. Asking the students (especially, upper graders) on duty on the day to comment on the activities allow them to reflect on their work and to recognise what they have achieved. Then, class members can recognise and thank the work of the students with applause. In this way, the students on duty can feel self-esteem and self-worth. Also, the students on duty next time can increase the awareness of their work by appointment. Expected timing is at the end of the day before going home.

⑩

ADVANCED ACTIVITIES

None

OTHERS: Images of poster, check sheet and logbook ⑪

Poster

Check Sheet

Logbook

CLASS

Day Duty

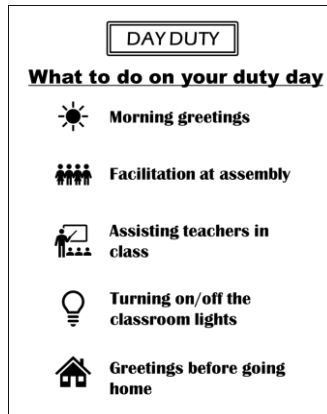| OVERVIEW OF ACTIVITIES |
|---|
| DAY DUTY is an activity which is assigned to ALL students. The major objectives of this activity are as follows.

o To provide all students an opportunity to lead class members
o To have all students understand the importance of fulfilling a role in a group
o To provide all students an opportunity to contribute to operating classroom life smoothly
o To provide all students an opportunity to work cooperatively with peers |

MAIN ABILITIES/SKILLS TO BE ENHANCED

Facilitation	**Sense of self-esteem and self-worth**	Tolerance and generosity
Flexibility	**Cooperation**	Communication
Proactive and challenging	Planning	Critical thinking
Creativity	**Leadership**	**Participation**
Reasoning	**Motivation**	

METHODS OF IMPLEMENTATION IN ONLINE OR HYBRID MANNER
[Online] Arrange duties suitable for online.
[Hybrid] Assign students who attend real classroom to DAY DUTY.

TIME PLANNING
Time planning of DAY DUTY depends on types of duties.

EQUIPMENT NEEDED
·   Day Duty schedule ·   Poster, check sheet, logbook

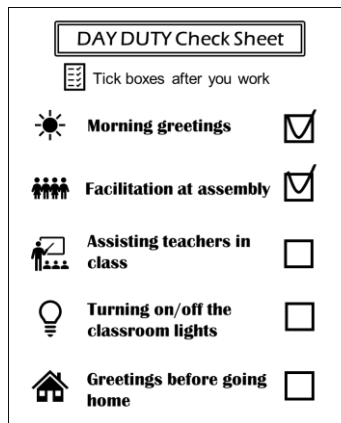| STEPS	TIPS
[Step 1] Decide on duties and rules of Day Duty. Examples of Duties ▪ Morning greetings and greetings before going home ▪ Facilitation in assembly ▪ Assisting teachers in class ▪ Turning on and off the classroom lights Examples of Rules ▪ Students must work on every duty responsibly ▪ Every day, two students are assigned to Day Duty in turn	**A Tip for Step 1, (1)** Can decide on duties in class meeting with students depending on their stage of development in order to have them responsibility. **A Tip for Step 1, (2)** The types of duties and total workload should be depending on the stage of capacity of students so that they

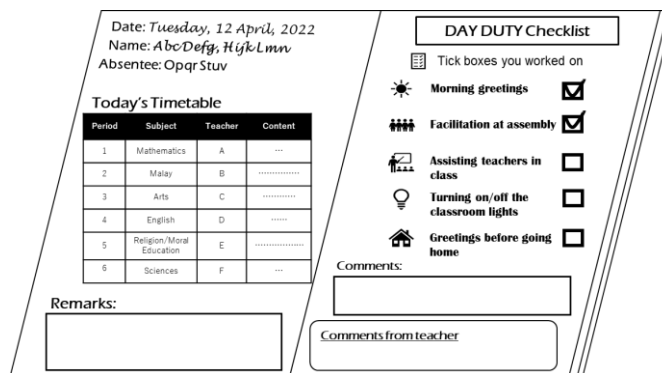|	
	can complete their duties. **A Tip for Step 1, (3)** Assign multiple students a day to have them cooperate each other. **A Tip for Step 2, (1)** Take a measure to inform students what they must do as Day Duty (e.g., poster, check sheet, logbook).
[Step 2] Have students on duty on the day work on the duties, and check their work.	**A Tip for Step 2, (2)** Make sure that students do complete their duties by using poster, check sheet, logbook, etc.
[Step 3] Recognise and thank the work of the students on duty on the day and confirm who will be on duty next time.	**A Tip for Step 3** Setting a time for Day Duty handover ceremony is an idea. Asking the students (especially, upper graders) on duty on the day to comment on the activities allow them to reflect on their work and to recognise what they have achieved. Then, class members can recognise and thank the work of the students with applause. In this way, the students on duty can feel self-esteem and self-worth. Also, the students on duty next time can increase the awareness of their work by appointment. Expected timing is at the end of the day before going home.
ADVANCED ACTIVITIES	
None	

OTHERS: Images of poster, check sheet and logbook

Poster

Check Sheet

Logbook

CLASS	HOME
SCHOOL	COMMUNITY

EXEMPLAR 2   Cleaning

CLEANING

OVERVIEW OF ACTIVITIES
The existing practices on cleaning in schools involve limited areas i.e. the classrooms. Each class have their own duty roster for classroom cleaning and cleaning of the other school common areas like the assembly areas, toilets and school canteen are normally done by school supporting staff. Occasionally schools (under PTA) will organize *'gotong royong'* program which involve teachers, parents and students to do cleaning activities of school areas together in half a day event (school event).   Thus, there are not enough opportunities for more students to take the leading roles and initiate the cleaning activities in the current practices.   Major objectives: ·Each student is excited and happy to do the classroom cleaning together (shared responsibility)   ·Classrooms are clean and neat so it is ready for the next day / the next class   ·The cleanliness of the school becomes shared responsibility of each student, teacher and community.   ·Students ensure their schools are always clean and neat.

MAIN ABILITIES/SKILLS TO BE ENHANCED		
Facilitation	Sense of self-esteem and self-worth	Tolerance and generosity
Flexibility	Cooperation	Communication
Proactive and challenging	Planning	Critical thinking
Creativity	Leadership	Participation
Reasoning	Motivation	

METHODS OF IMPLEMENTATION IN ONLINE OR HYBRID MANNER

[Online]	
[Hybrid]	

TIME PLANNING	

EQUIPMENT NEEDED
Cleaning tools, List of grouping of students

PROCEDURE	TIPS
[Step 1] • School may allocate specific time (around 20 minutes) for classroom cleaning activity sessions to teach and demonstrate the way to do the cleaning may be conducted so that students learn the efficient way to do the cleaning process. • School/Class prepare appropriate equipment and tools to conduct the cleaning and also storage for keeping the equipment. **[Step 2]** • Students conduct classroom meeting to decide following items (guided by teacher) ➢ Decide five-six areas in classroom where should be cleaned ➢ Divide the class members into five-six groups ➢ Assign the clearing are for each group	**Tips for Step 2** If possible, let upper primary students to divide the class members into five-six groups by themselves.

Clean window — Group 6
Sweep floor — Group 1
Clean blackboard — Group 5
Collect garbage — Group 2
Wipe seat surface — Group 4
Wipe desk top — Group 3

*Rotate the cleaning area every week

[Step 3] • Each group clean their designated place in classroom for one period (i.e. a week or a month). • Change their area in turn **[Step 4]** • Class teacher and students do their own reflections to improve their cleaning exercise • Teachers are to emphasize on the competencies and skills developed from the cleaning exercise	**Tips for Step 4** After the reflections, students can share the advices on cleaning designated area.

ADVANCED ACTIVITIES
Common area cleaning • Each common area in the school are to be assigned to class(es) as caretakers • Each class take turns as caretakers for each common area (weekly or monthly) • Cleaning of the common areas may be conducted regularly as school events • School prefects may take the role to monitor the process

OTHERS

[NOTE]

• Suggested time to clean the classroom is at the end of the school period with close monitoring by class teacher
• It is necessary to consider whether cleaning by groups can be conducted depending on the status of COVID-19.

Time Management

OVERVIEW OF ACTIVITIES
Time Management is an activity which can be allocated to ALL children at primary school. Activities for time management will vary to level of children: for lower primary level, activities would be just a planning; for upper primary level, activities include setting of objectives that are thought to be achievable in a fixed period of time. The major objectives of this activity are as follows. o   To provide all children with an opportunity to consider how to plan and prioritise their time o   To provide all children with an opportunity to reflect if they can manage their time as planned o   To provide all children at upper primary level with an opportunity to consider objectives that can be achieved in a fixed period of time

MAIN ABILITIES/SKILLS TO BE ENHANCED

Facilitation	Sense of self-esteem and self-worth	Tolerance and generosity
Flexibility	Cooperation	Communication
Proactive and challenging	Planning	Critical thinking
Creativity	Leadership	Participation
Reasoning	Motivation	

METHODS OF IMPLEMENTATION IN HOMEWORK OR HYBRID MANNER / HOMEWORK
[Homework] Follow-up by guardians needed.

TIME PLANNING
School holidays

EQUIPMENT NEEDED
Schedule, Diary: for lower primary Schedule, Diary, SMART Goal: for upper primary

PROCEDURE FOR LOWER PRIMARY	TIPS

[Step 1] A child discusses plan of days in school holidays with guardians.	Tips for Step 1 For guardians: Please talk with your child about time of get-up, go-to-bed, study, meals.
[Step 2] Make plan of days in school holidays with guardians.	Tips for Step 2 For guardians: Please check if the plan is reasonable.
[Step 3] Reflect each day and write down shortly. - date, day of the week, the weather - what you played, studied, where you have been to, who you met etc. - what did you feel? Excited, fun, etc. - if you achieve plan, put ☺	Tips for Step 3 For guardians: Praise will encourage your child. Please praise your child if plan is achieved each day!
PROCEDURE FOR UPPER PRIMARY	TIPS
[Step 1] A child discusses plan of periods of school holidays with guardians. [Step 2] Make SMART Goal. SMART: Specific, Measurable, Achievable, Realistic, and Time-bound [Step 3] Reflect each day and write down shortly. - date, day of the week, the weather - what you played, studied, where you have been to, who you met etc.	Tips for Step 1 For guardians: Please talk with your child what he/she wants to achieve during school holidays as well as time of get-up, go-to-bed, study, meals. Tips for Step 2 For guardians: Please check if SMART Goal is reasonable. Tips for Step 3 For guardians:

	Praise will encourage your child. Please praise your child if plan is achieved each day!
- what did you feel? Excited, fun, etc. - if you achieve plan, put ☺ **[Step 4]** Reflect in the end of school holidays. - What is achieved? What is not achieved?	
	Tips for Step 3 For guardians: Please praise your child if goal is achieved!

ADVANCED ACTIVITIES
None

OTHERS: Samples of Day Plan, Diary, SMART Goal

Day Plan

Let's plan! How will you spend your time during school holidays?

AM

6:00

7:00

8:00

9:00

10:00

11:00

PM

12:00

1:00

2:00

3:00

4:00

5:00

6:00

7:00

8:00

9:00

10:00

Diary

Date	Day of Week	Weather	Plan	Reflection	Check!
1 Aug	Mon	Cloudy	Science homework, pp. 3	Difficult but done!	☺
2 Aug	Tue	Sunny	Visit uncle 's house	Played with cousins. Excited!	☺
3 Aug	Wed	Cloudy	Write essay	Wrote what I did at uncle' s house. It' s fun.	☺
4 Aug	Thu	Cloudy	Math homework, pp 4-5	Tried but couldn' t answer ex. 3, 5 and 8. I will	😐
5 Aug	Fri	Sunny	Drawing	Sketched my younger sister very well!	☺
6 Aug	Sat	Cloudy ・Rainy	Math homework, pp 6-7	Couldn' t finish it. I will adjust the time for homework, as well as time for activities tomorrow.	☹
7 Aug	Sun	Cloudy	Bird-watching	Found hummingbirds. Beautiful!	☺

SMART (Specific, Measurable, Attainable, Realistic, Time) Goal

What do you want make it better? Study, Homework, Sports, Drawing, Writing essay, etc.?

Specific & Time-bound	Let's write down what you want to achieve, and what you must to do to achieve it during school holidays.

Achievable	What do you think you can do to achieve it?

Measurable	What do you have to do in each week to complete it?
Week 1	
Week 2	
Week 3	
Week 4	

Measurable	What do you have to do each day to complete it?

Realistic	Do you think you can do it?

SMART Goal	Let's consider above and write down your goal!

CLASS MEETING

OVERVIEW OF ACTIVITIES

CLASS MEETING is an activity for children themselves to find problems related to yearly grade/class goals and objectives, to propose solutions or/and ideas, to discuss for better solutions and to practice the solutions. For example, "Too much time for game" is a problem to the goal "Everyone can control time in home." Children are expected to discuss how to solve the problem. Through CLASS MEETING, children can develop **all abilities/skills A~N** and so this activity forms basis for all activities.

(Image of activities)

The most important is student initiative

Problem Finding → Discussion and Confirmation → Practice → Reflection

New Challenge

MAIN ABILITIES/SKILLS TO BE ENHANCED		
Facilitation	Sense of self-esteem and self-worth	Tolerance and generosity
Flexibility	Cooperation	Communication
Proactive and challenging	Planning	Critical thinking

40

Creativity	Leadership	Participation
Reasoning	Motivation	

METHODS OF IMPLEMENTATION IN ONLINE OR HYBRID MANNER

[Online]

[Hybrid]

TIME PLANNING

EQUIPMENT NEEDED

[Face-to-face] Black board/White board, Chalk/Marker, Notebook to record
[Online] Devices (PC/Smartphone/Tablet), Notebook to record

PROCEDURE	TIPS
[Step 1] The moderators will make plan for class meeting under supervision of teacher, notify to classmates on the topic and facilitate the meeting. The note-takers will record the discussion. It is preferable to make suitable rotation of the moderators and note-takers so that every student can act the roles at least once a year. **[Step 2]** By right, students themselves are to find the problems to be solved and set meeting topic. Initially it will be better for teacher to suggest topic of class meeting to the moderators.	**Tips for Step 1** For lower primary classes, teacher could be the moderator at first then students will take over the role of moderator after a few times.

Tips for how to find the problems

When the children come to be familiar with class meeting, 'CLASS POST' is a convenient tool to find problems. CLASS POST is like a mailbox with a key into which each child can post what they think a problem to be discussed during next class meeting.

[Step 3] The moderators will make plan of class meeting under teacher advices. The following is a sample (show in below). **[Step 4]** This step is the same as STEP 2 of 3. Implement yearly plan.	
ADVANCED ACTIVITIES	

OTHERS

[Sample of Class Meeting Plan]

The Fifth Class Meeting

Topic	Planning of Malaysian Sweets Potluck Party	
Why this topic chosen?	Introduce traditional Malaysian sweets to each other and plan a potluck party to enjoy.	
Time and Place	Date and Time: 11 May, 2:00~2:40PM, Place: Room 111	
Facilitators	(name)	(name)
Note taker	(name)	
Purpose of discussion	To plan the schedule of the party and to-do of each student	

Facilitators' objective	To confirm all classmates the schedule and necessary preparation for the party day.

Plan	Remark
Greeting	
Introduction of facilitators and note taker	
Explain why this topic chosen.	To explain clearly.
Confirm purpose of discussion	
Discussion	
1. What is the Malaysian sweets potluck party and how, when the party will be held (10 min) —Plan the Malaysian Sweets potluck party to introduce the traditional food and mingle each other —Divide into some group and decide who will bring wich Malaysian sweets	
2. Divide the class into some group (5 min)	
3. Discuss who will bring which Malaysian sweets in each group (10 min)	
4. Confirm the necessary preparation for the party day (5 min) —Schedule —Which Malaysian sweet to bring —Make sure to bring receipt/history of the sweet by interviewing the guardians or shopkeepers	To conclude clearly and confirm the schedule and necessary preparation for the party day.
Teacher's comment	

EXEMPLAR 5　Helping the local farmers and growers

Helping the local farmers and growers

OVERVIEW OF ACTIVITIES
Students who come from farming families may have the opportunity to come into contact with agricultural products by helping farmers with their work. On the other hand, students who are not farmers or who do not have a farm or garden may not know much about agricultural products. By helping farmers and learning how the fruits and vegetables they eat every day are grown and harvested, they can learn how hard farm work is and have an opportunity to appreciate farmers and their produce. In addition to this, helping farmers with their work provides a good opportunity to communicate with people outside of their families and schools. Throughout the activities, they can learn the skills of Cooperation, Communication and Proactive and challenge.

MAIN ABILITIES/SKILLS TO BE ENHANCED		
Facilitation	Sense of self-esteem and self-worth	Tolerance and generosity
Flexibility	Cooperation	Communication
Proactive and challenging	Planning	Critical thinking
Creativity	Leadership	Participation
Reasoning	Motivation	

METHODS OF IMPLEMENTATION IN ONLINE OR HYBRID MANNER
[Online]
[Hybrid]

TIME PLANNING

EQUIPMENT NEEDED	
Suitable cloth for farming, glove for farming, reflection memo	

PROCEDURE	TIPS
[Step 1] To choose one farmer from neighbourhood and ask to let them help Students ask the farmers from neighbourhood and ask to let them help. Once students are accepted to help farmers, consult the visiting schedule and main tasks as follows. Duration: (eg. From March to June) Timing: (eg. Twice in a month) Time: (eg. One hour/visit) Main tasks during duration: (eg. From planting seeds to harvesting of corn) **[Step 2] To help farmers** Students support farmers periodically as consulted above. After each visit, write a reflection memo show in below. **[Step 3] To make presentation after all the visits** After all the visits, students conclude the reflection memo and make a presentation of the experience.	**Tips for Step 2** It is better to take some photos of their activities and crops. The photos can be used for the activity record.
ADVANCED ACTIVITIES	

OTHERS

Reflection memo

Date and Time	11/ June/ 2022, 15:00-16:00
Topic	Plant seeds of corn
Farmer's name	Ms. XXXXX
Place	YYYYY district Pasir-Mas
Today's task	
What I learnt today	
What I will do next time	

Complimenting someone every day or write a thank you card for someone in one day

OVERVIEW OF ACTIVITIES
Expressing gratitude to the people close to ourselves such as family members or/and friends face-to-face may seem easy, but it is actually harder than it seems. In this activity, students will write "Thank You Card" in order to develop a sense of gratitude and consideration for their friends. By expressing gratitude indirectly through the cards, they will feel less embarrassed and will be able to say "thank you" more easily. By conveying the habit of expressing gratitude, various abilities such as Tolerance & Generosity, Communication, Sense of self-esteem and self-worth can be developed.

MAIN ABILITIES/SKILLS TO BE ENHANCED

Facilitation	Sense of self-esteem and self-worth	Tolerance and generosity
Flexibility	Cooperation	Communication
Proactive and challenging	Planning	Critical thinking
Creativity	Leadership	Participation
Reasoning	Motivation	

METHODS OF IMPLEMENTATION IN ONLINE OR HYBRID MANNER

[Online]
Thank you card
[Hybrid]
Thank you card, imitation Post box (or, a box that others cannot see inside), small medal (or small gift)

TIME PLANNING

EQUIPMENT NEEDED	

PROCEDURE	TIPS
[Step 1] To prepare Thank you card (blank), imitation Post box, small medal (or small gift) Teacher and representative students prepare above items. Set post box in the classroom. **[Step 2] To write Thank you card and post it in the post box** Write Thank you card about what made you happy or what you want to say thank you for, and post it. Writing gratitude on a card and putting it in the post box reduces the embarrassment of expressing thank you in person directly. **[Step 3] To collect Thank you card** Teacher or representative students collect Thank you card from Post Box. **[Step 4] To introduce some cards in front of classmates** Teacher or representative students introduce some cards after collecting cards from Post Box. **[Step 5] To give small medal (or small gift) for those who posted Thank you card** Teacher or representative students give small medal (or little gift) for those who posted Thank you card as a proof that he/she was able to show the gratitude to others.	

ADVANCED ACTIVITIES	

*If all students agree, it is possible to display these Thank you cards on the classroom wall so that other students or guardians also see the activity.

*As an advanced activity, set up Post Box at schools so that students of all grades can write "Thank you card" to any student in the school.

THANK YOU CARD	

Date	1/ Aug/ 2022
From	Grade, Class, Name
To	Grade, Class, Name
Thank you for	Thank you for showing me your textbook when I forgot it.

EXEMPLAR 7   Showing appreciation & saying thank you

CLASS
COMMUNITY

Showing appreciation & saying thank you to local community members and businesses especially during COVID-19 etc

OVERVIEW OF ACTIVITIES
Writing letter or making video message of thanks to the people who work or volunteer for community, especially strive to protect the community against Covid-19, for example, healthcare professionals, police officers, city hall officers, public transportation workers, supermarket workers, etc. In this activity, students will discuss to whom they will express their thanks and write a letter or make video message through group work.

MAIN ABILITIES/SKILLS TO BE ENHANCED		
Facilitation	Sense of self-esteem and self-worth	Tolerance and generosity
Flexibility	Cooperation	Communication
Proactive and challenging	Planning	Critical thinking
Creativity	Leadership	Participation
Reasoning	Motivation	

METHODS OF IMPLEMENTATION IN ONLINE OR HYBRID MANNER
[Online]
Paper, pencil
[Hybrid]
Thick paper and paints (for letter), smart phone or tablet (for video)

TIME PLANNING

EQUIPMENT NEEDED

PROCEDURE	TIPS
[Step 1] To form group and discuss to whom they will express their thanks Teacher form groups of children (the number of children in each group: 3 or 4) and let them have a short discussion about to whom they will	Tips for Step 1 For example, students could express their thanks for;

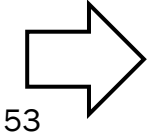|	
express their thanks. Teacher tell them when the letter or video message should be completed. [Step 2] To discuss contents and design Children consider what contents and design are suitable to the people through group discussion. [Step 3] To make contents Each student makes a message. [Step 4] To compile messages Children compile the messages of each member of their group and make a draft of letter or script of video message. [Step 5] To write letter or make video message of thanks Children write letter or make video message of thanks. [Step 6] To take photo of the letter or photo copy of the script, and then send the letter or video to the people [Step 7] To share the photo or the script among classmates	Staff of medical institutes like Doctor and Nurse Driver of public transportation Shopkeeper of grocery stores etc
ADVANCED ACTIVITIES	

My Yearly Goals

OVERVIEW OF ACTIVITIES
This "Yearly Goal Card Sheet" is designed for students to write down their yearly goals of each situation at the year- start and furikaeri (reflection) them at the year-end. The purpose of the sheet is for students to record and feel their own growth, and for their teachers and guardians to comment on and follow students' growth.

MAIN ABILITIES/SKILLS TO BE ENHANCED		
Facilitation	Sense of self-esteem and self-worth	Tolerance and generosity
Flexibility	Cooperation	Communication
Proactive and challenging	Planning	Critical thinking
Creativity	Leadership	Participation
Reasoning	Motivation	

METHODS OF IMPLEMENTATION IN ONLINE OR HYBRID MANNER
[Online]
[Hybrid]

TIME PLANNING
The first month of the grade: Write "Year-start" part
The last month of the grade: Write "Year-end" part

EQUIPMENT NEEDED
• Yearly Goal Sheet (format sample is shown in next page)
• A file to keep the sheet in

PROCEDURE	TIPS
Year-start	Tips for Step 1, (1)
	For lower primary students, it is

[Step 1] Decide on yearly goals of each situation and write down on the sheet in the first month of the grade.

[Step 2] Submit the sheet to the classroom teacher and the teacher comments on the sheet of year-start part.

[Step 3] Submit the sheet to their guardian and the guardian comments on the sheet of year-start part.

Year-end
[Step 4] Make reflection (furikaeri) of the yearly goals of each situation and write own comments on the sheet in the last month of the grade.

[Step 2] Submit the sheet to the classroom teacher and the teacher comments on the sheet of year-end part.

[Step 3] Submit the sheet to their guardian and the guardian comments on the sheet of year-end part.

better to show some options of goals beforehand

Tips for Step 1, (2)
Tips for Step 2
Teacher will give the sheet back with a file to keep the sheet in
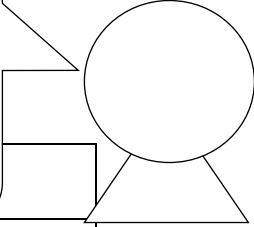
ADVANCED ACTIVITIES

My Yearly Goals Sheet

Class:
Name:

Year-start My Yearly Goals of each situation		Year-end Furikaeri (Reflection)
Study	Study Goal	Achievement Level | Very well ☺	Sometime can 😐	Not so much ☹
	What will I do to achieve the goal?	My Furikaeri comments
School life	School Life Goal	Achievement Level | Very well ☺	Sometime can 😐	Not so much ☹
	What will I do to achieve the goal?	My Furikaeri comments
Life at Home	Life at Home Goal	Achievement Level | Very well ☺	Sometime can 😐	Not so much ☹
	What will I do to achieve the goal?	My Furikaeri comments

[Year-end]

What I enjoyed throughout the year

Message for next grade

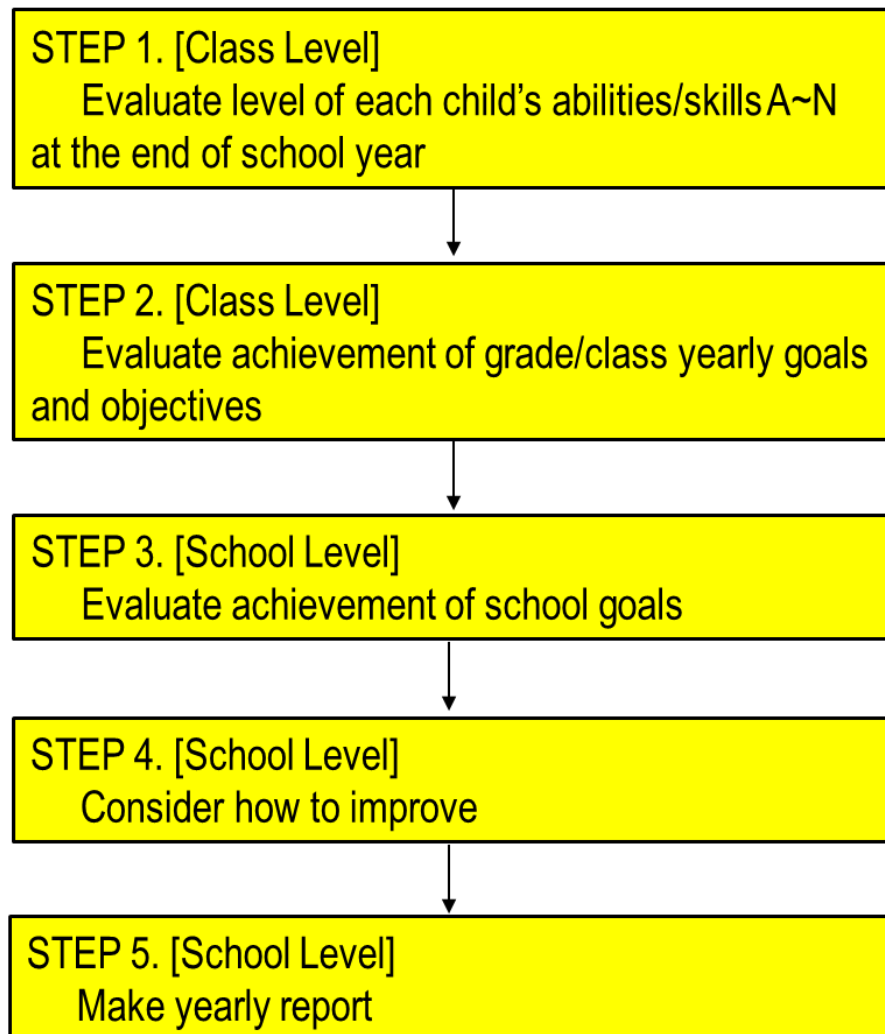|		
Teacher		
Guardian		

05 REFLECTIONS

Purposes:
(1) To evaluate children's engagement and achievement in the various activities and to improve the toolkit.
(2) To test the effectiveness of the activities by examining and comparing changes of children's cognitive and non-cognitive abilities.
(3) To investigate relations between children's cognitive/non-cognitive abilities and their parents' attachment/attitude towards the children, which is useful to create material for awareness-building and promotional activities.

5.1. How to evaluate yearly outcomes.

Reflection

STEP 1. [Class Level]
    Evaluate level of each child's abilities/skills A~N at the end of school year

STEP 2. [Class Level]
    Evaluate achievement of grade/class yearly goals and objectives

STEP 3. [School Level]
    Evaluate achievement of school goals

STEP 4. [School Level]
    Consider how to improve

STEP 5. [School Level]
    Make yearly report

STEP 1. [Class Level]

To evaluate level of each child's abilities/skills A~N at the end of school year.

STEP 2. [Class Level]

To evaluate achievement of grade/class yearly goals and objectives.

STEP 3. [School Level]

To evaluate achievement of school goals. [School Leaders]

STEP 4. [School Level]

To consider how to improve.

STEP 5. [School Level]

To make yearly report.

   For next year's improvement and planning.