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The Impact of Malay Language Proficiency, Summative Assessment, Parental Support, and Activities Outside of Teaching Time on Students' Moral Development in Malaysian Secondary Schools: A Conceptual Review

BY

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Abstract

In the 5.0 society, moral education in the classroom is crucial for shaping students' personalities, fostering mutual understanding and collaboration, and ultimately bringing the community closer together in the pursuit of a more civilized society. Improving students' performance in Moral Education only based on their test scores does not reflect the quality of their moral growth. There is a strong emphasis on classroom assessment in moral education, but children' moral development is impacted by more than just that. Consequently, the primary necessity for research into the field of Moral Education is to conduct thorough evaluations in order to produce a new generation of morally upright citizens. The purpose of this research is to determine how language skills, summative assessments, parental involvement, and activities outside of teaching time affect students' moral development in Malaysian secondary schools. Researchers have utilized library review as a means to gather the essential information. The study discovered that the comprehensive moral development of secondary school pupils in Malaysia is influenced by their proficiency in the Malay language, the use of effective evaluation methods, parental engagement, and participation in extracurricular activities. This study's findings can help educators, particularly those responsible for developing and evaluating moral education curricula, to focus on areas beyond classroom assessment that have the greatest impact on students' moral development and character.

Keywords: Malay, Summative Assessment, Parental Support, and Moral Developmen

1. Introduction

Developing the human capital of a country relies significantly on moral education. It surpasses conventional academic education by instilling values, ethics, and integrity in persons, which are crucial elements of comprehensive human capital (Abolarin & Babalola, 2020). By incorporating moral education into the curriculum across all educational levels, individuals are not only provided with knowledge and skills but also instilled with robust ethical ideals and principles (Sabri & Mohamed, 2022). This comprehensive approach to education guarantees that individuals cultivate into well-rounded citizens with profound moral character and integrity. It is crucial to prioritise the development of moral and ethical competence, in addition to academic achievements, since this plays a significant role in developing individuals who can make constructive contributions to society (Peng et al., 2020). Moreover, the incorporation of moral education within the curriculum is crucial for fostering character development and cultivating a sense of national identity and responsibility (Abbas et al., 2021). Figure 1.0 enhances the student's growth by promoting the cultivation of ethics through the components of moral reasoning, moral behavior, and moral emotion.

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Figure 1.0 illustrates the correlation between moral reasoning, moral behaviour, and moral emotions in the development of student morals

Research has indicated that the enhancement of human capital is not exclusively reliant on conventional educational measures, but also on the integration of moral and ethical instruction (Cheng et al., 2021). Emphasising the cultivation of soft skills, such as moral principles, in university graduates is crucial for constructing a productive workforce and enhancing the nation's human capital (Noah & Aziz, 2020). Furthermore, the Islamic perspective on education emphasises the significance of education in fostering moral development and cultivating persons who adhere to societal norms and values (Sarnoto et al., 2022). Furthermore, ensuring the long-term viability of educational resources and materials is crucial for developing human capital and promoting national economic expansion (Okagbue & Ezeachikulo, 2022).

Historically, the development of human capital in universities and other non-academic institutions has not only prioritised academic degrees, but has also placed significant emphasis on moral values, intellectual and creative aspects, and the cultivation of moral and ethical development in individuals. This has greatly contributed to shaping the structure of national education and human capital. Muhardi et al. (2019). In addition, Swartz (2010) proposed the notion of 'moral ecology' and 'moral capital' as a means to comprehend moral education, highlighting the significance of using a sociological approach while examining morality. These themes emphasise the wider influence of moral education on society, extending beyond individual growth.

Studies have demonstrated a clear connection between a nation's human capital and its economic growth and productivity (Cohen & Soto, 2007). By implementing moral education, which encompasses the cultivation of virtues such as integrity, compassion, and accountability, a nation can enhance the calibre of its human resources. Teachers that align with moral culture within the education system are more likely to have a beneficial influence on pupils, underscoring the significance of incorporating moral principles within the education system (Goff et al., 2022).

Furthermore, the influence of human capital on organisational success underscores the significance of characteristics such as knowledge, expertise, competencies, innovation, and employee motivation (Almekhlafi, 2022). By cultivating these elements through ethical education, organisations may develop a workforce that achieves excellence in their professional endeavours while maintaining high moral standards and making meaningful contributions to society. In Indonesia, the incorporation of moral education, such as Pancasila economic education, holds great significance in fostering character development and promoting national progress (Supriyanti et al., 2022). By implementing moral education rooted in indigenous values and ethics, nations may guarantee that their people resources are not only productive but also directed by principles that promote the well-being of the broader community.

Incorporating moral education within the education system is crucial for cultivating the human capital of a nation. By prioritising moral principles in addition to academic knowledge and abilities, individuals are equipped not only for professional achievement but also for making ethical and responsible choices, so making a positive impact on the overall well-being and advancement of the nation.

1.1 Study Objectives
This study aims to conduct an impartial literature review to assess and identify the level, relationship, and influence of student moral formation in relation to the factors of malay language proficiency, summative assessment, parental support, and activities outside of teaching hours.

1.2 Problem Statement
There has to be further research on the impact of students' linguistic competence on their moral growth in the classroom. Students' academic achievement and social behaviour are influenced by their language proficiency. Reading, scientific, and mathematical performance can be influenced by students' English language competency, according to research (Cadiz-Gabejan, 2022). Furthermore, research has shown that students' proficiency levels influence the techniques they employ to acquire a language; students with higher levels of proficiency use strategies more effectively (Ma & Samat, 2022). Furthermore, hurdles can arise due to inadequate English proficiency; this is particularly true for university students, as globalisation necessitates a higher standard of English proficiency (Hashim et al., 2020).

Research also shows that students who are proficient in more than one language are more likely to succeed academically in diverse settings, including undergraduates from Kenya who do not speak English as their first language (Kithinji & OHirsi, 2022). Research by Kanamitie et al. (2023) found that students' English proficiency was a predictor of their performance in Biology and other STEM fields. The significance of language skills in developing students'

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ethical and moral competence has also been highlighted, highlighting the role of pedagogy and school practices in moral education (Peng et al., 2020).

Secondary schools in Malaysia use Malay as a unifying language because of the beneficial qualities it imparts to pupils from all walks of life (al., 2021). Nevertheless, there are impediments that can hinder successful language acquisition, such as the Malay language's misunderstanding of Arabic loanwords and the difficulties associated with learning during the COVID-19 epidemic (Abas et al., 2021; Othman et al., 2021). Furthermore, the ARCS model's motivational strategy for national language mastery highlights the significance of tackling obstacles to Malay language acquisition, such as disinterest, inadequate vocabulary, and language disparities (Subramaniam & Arumugam, 2022).

The moral values connected to students' actions are complex, involving both individual and group norms that shape how they act on a daily basis (Yasin et al., 2021). Improving one's moral character is another benefit of incorporating the affective domain into language acquisition through activities like literary translation (Halim, 2022).

In a nutshell, students' moral development in the classroom may be significantly impacted by their proficiency in the Malay language. Important approaches to increase students' moral growth include utilising good teaching methodologies, overcoming the barriers of language acquisition, and integrating moral principles into language education.

Critical to the field of education is the study of how summative assessments affect students' moral development in the classroom. Summative assessments, administered towards the conclusion of a unit of study to gauge students' mastery of material, have the potential to have an unintended impact on their moral growth. There is a risk that an outcome-oriented approach to education will take a back seat to a more results-oriented one if students are pressured to do well on summative assessments. Students' commitment to learning, honesty, and ethical principles may be impacted by this change.

When planning and executing summative evaluations, educators and policymakers should think about the potential effects on student morale. Striking a balance between evaluating students' academic progress and helping them grow as people and ethical citizens is crucial. Educational institutions can better gauge students' progress towards learning outcomes while also encouraging ethical conduct and strong moral principles if they have a firm grasp of the possible ethical ramifications of summative assessment.

When it comes to moulding a child's character, parental encouragement is crucial. Nevertheless, there is a lack of consensus on how parents might best assist educators in their mission to inculcate admirable values in their children. A number of studies have highlighted the impact of parenting styles on moral development, while others have stressed the significance of parental engagement and collaboration with educators in moral education (Fadhilah & Nurahman, 2021; Fadhilah et al., 2022). Additionally, research has looked at how parental supervision affects both academic success and moral character (Akter & Biswas, 2022). Nevertheless, additional research is necessary to thoroughly investigate concrete tactics and interventions that parents might implement to support their children's moral growth while they are at school.

Many obstacles persist in the classroom when it comes to successfully instilling moral principles in pupils, despite the widely acknowledged role of moral education in moulding students' character and conduct. The insufficiency of moral education is exacerbated by factors such as drug addiction, family discord, and domestic violence in students' homes. Additionally, some families do not realise the importance of teachers in their children's moral growth. More obstacles to students' moral development include a lack of time for moral education classes, inadequate integration of religious values into the curriculum, and the lack of a comprehensive moral education subject in school curricula. Furthermore, students' moral values have declined due to the effects of modernity and technological growth, highlighting the necessity for an all-encompassing strategy for moral education that extends beyond the confines of the conventional classroom.

Ultimately, the task of instilling moral ideals in pupils transcends the confines of conventional classroom instruction and necessitates an integrated strategy that considers various social, cultural, technological, and institutional aspects. The significance of this study is rooted in the fact that it investigates the effects of secondary school students' moral development in Malaysia on factors such as language competency, summative evaluation, parental support, and extracurricular activities.

2.0 Literature Review

a) The Role of Malay Language Proficiency in the Development of Moral Character in Students

The impact of Malay language on school morality is a multi-faceted and intricate subject. According to Husin and Sii (2020), students' learning styles can be enhanced and a sense of humour can be established through the incorporation of Malay literature components into the classroom. Tambak et al. (2020) found that teaching pupils about Riau's Malay culture through approaches including guidance, inspiration, and instruction greatly aided their moral development. This exemplifies how kids' moral development can be enriched by cultural aspects of the Malay language.

In addition, according to Yasin et al. (2021), Malay students' daily lives often exhibit a blend of individual and institutional values that constitute pure values practice. As a result, it's clear that the Malay language serves as a medium of communication and a code of conduct for the Malay student body. Furthermore, it is crucial to consider cultural subtleties when evaluating moral identity in Malaysian youth, as highlighted by the Malay translation of the Moral Identity Scale (Yusoff et al., 2022).

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Students' struggles during the COVID-19 epidemic have highlighted the role that online learning, self-management, and the learning environment have in shaping Malay students' academic performance (Othman et al., 2021). Thus, adaption techniques are necessary to maintain the efficacy of Malay language instruction throughout the crisis. To further enhance character education among secondary school pupils, a strategy based on iconic cards representing Malay cultural values has been suggested (Juliana, 2020). That cultural values can be applied creatively and have a positive impact on pupils' moral growth is demonstrated here.

Finally, it is crucial to note that the morality of pupils are greatly influenced by the Malay language and its cultural norms and values. Teachers can help their pupils grow morally and have a better grasp of ethical concepts in the classroom by drawing on the cultural wealth of the Malay language.

B) The Role of Summative Evaluation in Moral Education

After a unit of study, students undergo summative evaluation, which is a crucial part of the educational process (Brownlie, 2023). According to Brownlie (2023), it does more than just assess learning outcomes; it also relays those findings to stakeholders like students, parents, and administrators. Svensäter and Rohlin (2022) suggest combining formative and summative evaluation to help students learn and think more critically. According to Svensäter and Rohlin (2022), teachers should aim to make sure that the two forms of evaluation work together to help students learn.

Summative assessment is carried out after instruction to record the knowledge that students have received, whereas formative assessment is done to evaluate student progress, provide feedback, and direct subsequent instruction (Bazvand, 2023). The problem is that students' autonomous study plans could get messed up if they are constantly being tested in formative assessments, which could lead to poor performance on summative assessments (Sarma et al., 2022).

It is interesting to study how assessment affects the learning outcomes of students. The impact of audience response systems on students' performance in summative examinations has been studied, with a particular emphasis on the topics that were taught utilizing the system (Schmidt et al., 2020). Also, how assessments are structured, both formative and summative, can affect how students act and what they learn (Vicente et al., 2021).

The ability of teachers to construct various forms of assessment, such as formative and summative evaluations, has been positively impacted by professional development programs that emphasize assessment competency (Tomašević et al., 2021). Finally, students' levels of agency can be reflected in their summative self-evaluations, which can alter the power dynamics in grading (Nieminen, 2020). Finally, research highlights the importance of incorporating summative evaluation into the classroom to track students' personal growth.

b) The Role of Parents in Instilling Moral Values in Their Children

Students' character development at school is greatly influenced by parental support. Many parents hold the view that their children's moral education should be instilled by their parents, while schools should focus on academics, according to research. Research has demonstrated that students' conduct and school retention are greatly affected by the many types of parental support, such as financial assistance, religious affiliation, and counseling (Aga et al., 2022). The importance of parental and educator collaboration in instilling admirable values in children has been emphasised, particularly in difficult circumstances like the current COVID-19 pandemic (Fadhilah & Nurahman, 2021).

Both academic success and personal growth can be enhanced when parents take an active role in their children's education (Carabot, 2022). Furthermore, research highlights the significance of parental assistance and instruction in moral education, demonstrating that this might result in beneficial character transformations in students (Rahayuningsih et al., 2023). In addition, studies have looked at how Islamic moral principles affect student conduct, highlighting the need for the next generation to live by high standards (Nuriman & Fauzan, 2017).

Keep in mind that kids' moral growth can be influenced by their parents' parenting style. Consequently, in order to promote good moral development in children, it is crucial for parents to take an approach to parental engagement that is well-rounded, concentrating on offering support and direction but also promoting independence and moral reasoning.

Parents' encouragement plays a significant role in shaping their children's values at home and in the classroom. Parents have a significant impact on their children's moral development and well-being throughout their educational journey through working together with teachers, imparting ethical ideals, and providing various forms of assistance.

d) The role of Activities outside of Teaching Time in shaping student morality

Extracurricular activities in the sphere of education have a significant impact on the development of student's character, particularly in the realm of moral education. Studies have demonstrated that integrating moral education activities beyond the conventional classroom environment can greatly influence kids' character development. Studies have highlighted the significance of incorporating active learning techniques into moral education to enhance the cognitive abilities of diverse pupils (Thambu et al., 2021). Moreover, the utilisation of mobile applications in moral education courses has been discovered to be efficacious in enhancing pedagogical approaches and fostering student involvement (Liu & Xu, 2021).

Furthermore, research conducted by Jamaluddin et al. (2021) has established that extracurricular activities have a significant role in shaping the character of pupils. These activities have a dual benefit

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of enhancing student discipline and promoting social well-being and intrinsic motivation within the school environment (Mygind & Bølling, 2022). Moreover, incorporating physically active breaks into the teaching process has been empirically demonstrated to yield favourable outcomes in terms of educational attainment and student dispositions (Holik et al., 2021).

Moreover, the literature underscores the significance of moral education during early life, emphasising its function in moulding the character of young children and inculcating moral principles (Shih, 2021). Emphasising the topic of moral education is recommended in preschool education to foster ethical principles in children at a young age. By incorporating various strategies including active learning, extracurricular activities, and technology-enhanced teaching methods, educators can successfully foster students' moral ideals, social skills, and overall character development.

3.0 Methodology
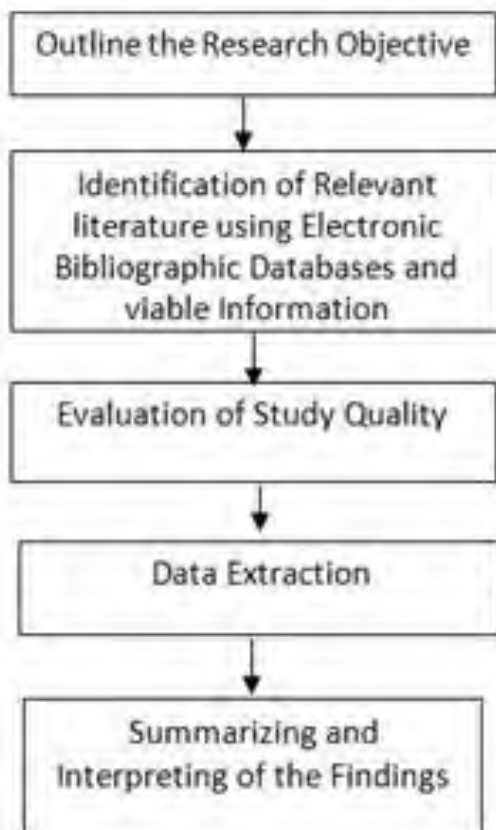
Figures 2.0 Represents of the systematic approach of the literature

This study seeks to analyse the existing research literature on the competency of the Malay language, the connection between language proficiency and moral development, the impact of summative assessment, parental support, and extracurricular activities on the moral growth of secondary school students in Malaysia. A comprehensive review of several research is conducted to collect data in order to assess the overall efficacy of the system. Hence, the objective of this conceptual investigation is to develop a comprehensive understanding of the relationship between competency in the Malay language, summative evaluation, parental support, and extracurricular activities, and their influence on the development of students' moral values.

The methodology depicted in Figure 2.0 illustrates our approach. A comprehensive and sophisticated search engine was utilised to assess factors that influence the development of character traits. This involved analysing a wide range of books and literature properties to aid teachers in effectively managing their subject matter and conducting a thorough evaluation of existing literature. Essentially, the goal is to locate pertinent papers, confirm their methodological accuracy, pick them accordingly, and then subject them to critical evaluation to ensure methodological consistency. Evaluation of data is conducted to collect information, ensuring that the results are trustworthy, interpretable, and intelligible. The majority of knowledge is generated through the use of secondary literature, which encompasses preexisting published works or other printed sources of information.

4.0 Discussion and Implication

In secondary school education, the mastery of the Malay language, summative assessment, parental support, and activities outside of teaching hours play crucial roles in shaping students' morals. Mastery of the Malay language can be a significant factor in moral education, as language is a fundamental tool for expressing moral values and understanding ethical concepts (Sofa, 2020). Additionally, the use of narrative-based stories and thematic care integration in the curriculum can effectively enhance students' moral reasoning skills and sensitivity (Bagherian et al., 2022; Sugiono, 2021).

Summative assessments, when appropriately framed and implemented, can impact students' learning outcomes and moral development. The use of formative and summative assessments can influence nursing competency acquisition and satisfaction in simulation-based assessments (Arrogante et al., 2021). However, it is essential to consider the diverse purposes of formative and summative assessments to ensure they effectively contribute to students' moral growth (Arrogante et al., 2021). Moreover, the perception of formative assessments among students can affect their performance in summative assessments, highlighting the importance of a balanced assessment approach (Sarma et al., 2022).

Parental support is crucial in reinforcing moral values in students. The perceptions of parents and teachers regarding the classroom environment and morality can significantly influence students' moral development (Salahuddin, 2020). Furthermore, involving parents in understanding and supporting the moral education initiatives in schools can create a more holistic approach to nurturing students' morals.

Engaging students in activities outside of teaching hours, such as extracurricular activities like Pencak Silat, can provide additional

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opportunities for moral education and character development (Tambunan & Bangun, 2020). These activities offer platforms for students to practice moral values, teamwork, and leadership skills in real-life situations, complementing the formal curriculum.

In conclusion, a comprehensive approach that integrates language mastery, well-framed assessments, parental involvement, and diverse activities beyond teaching hours is essential for fostering students' moral development in secondary schools. By leveraging these elements effectively, educators can create a nurturing environment that not only focuses on academic achievements but also on the holistic growth of students' moral character.

This study examines contemporary references that cover many areas, serving as a valuable resource for future studies and reference for different stakeholders. Hence, this research has the capacity to enhance knowledge, particularly in terms of theoretical and model dimensions. This research yields the ability to enhance and contribute additional value to the teaching and learning quality of teachers nationwide, specifically in terms of students' moral development within schools.

This research is relevant to the Malaysian Ministry of Education, State Department of Education, District Education Offices, Teacher Education Institutions, and other educational institutions, as well as teachers across Malaysia. This research can provide valuable insights for principals, head teachers, and education policy leaders in recommending and implementing effective methods and procedures to enhance the quality of teachers' instruction and student learning. Specifically, it focuses on how teachers can shape students' moral development in school.

Moreover, this study indirectly enhances the methodology and literature review, expands the area of the existing study, and addresses the deficiencies and gaps in earlier research. Public universities or Teachers Colleges that engage in training future educators might enhance their curriculum by incorporating applied courses and periodically imparting teaching professionalism through research.

This research can also enhance the requirements of instructors in terms of the quality of teaching and learning services, aligning with the vision and mission of the Ministry of Education in accordance with the national Education Falafah. The findings of this study will assist moral education instructors, particularly middle school administrators, in enhancing the ethical aptitude of pupils.

5.0 Conclusion

The proficiency in the Malay language, summative assessments, parental support, and participation in activities outside of teaching time are crucial factors that influence the moral development of secondary school students in Malaysia. The Malay language serves not only as a communication tool but also as a carrier of cultural values and identity (Abas et al., 2021). Therefore, mastering the language is essential for students to comprehend and appreciate their cultural heritage, which can positively impact their moral growth.

Summative assessments, as emphasized in various studies (Jemakmun, 2022; Kyaruzi et al., 2018), are vital for evaluating students' comprehension and knowledge retention. By offering feedback on students' performance, teachers can steer them towards improvement, nurturing a sense of responsibility and accountability, which are fundamental aspects of moral development. Parental support, as highlighted in a study on depressive symptoms in adolescents (Ang et al., 2019), significantly influences students' mental well-being. Supportive parents can establish a nurturing environment that fosters positive values and behaviors in students, contributing to their moral development. Engaging in activities beyond regular teaching hours, such as extracurricular activities (Bekomson et al., 2020), not only enhances students' skills and self-efficacy but also exposes them to social interactions and teamwork, instilling values like cooperation, respect, and discipline.

In conclusion, the mastery of the Malay language, effective assessment practices, parental involvement, and participation in extracurricular activities collectively contribute to the holistic development of secondary school students in Malaysia. By promoting language proficiency, providing constructive feedback, offering parental guidance, and encouraging diverse activities, educators and parents can positively influence students' moral growth and character development.

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