

Teachers' Perception on their Knowledge and Literacy Facilitation in the Interior Sarawak Elementary School

ABSTRACT

Although the course of study is often the same, the ways teachers instruct and facilitate are distinctive. Despite having obtained specialized instruction in their particular subject matters, educators must always remain attentive to any alterations that take place in the field of education concerning both administration and the syllabus. Administrators, particularly headmasters, are the pivotal figures in charge of the student maturation process, in terms of academic material, extracurricular activities, or personal growth. They play a pivotal role in being a role model to teachers and guiding teachers through the process of educational transformation. Geographically, the schools in interior areas are scattered. However, the government policy did not marginalize children in the interior and ensured they received a proper education. Therefore, this research was conducted to analyse the 'learning and facilitation' stages implemented by teachers in interior areas precisely in Sarawak, Malaysia. This research employed a quantitative method with a sample of 417 individuals. Set of 'learning and facilitation' questionnaire adapted from SKPMg2 (Malaysia Education Quality Standard Wave 2) is used in this research. IBM SPSS Statistic 21 was utilized to process the scoring analysis to estimate the level of the practices. The data collected showed that the lowest value of learning and facilitation proficiency among interior teachers is particularly high in mean score ($M = 4.238$). The results show high mean score values, but further exploration is necessary to uncover what teachers do during teaching sessions. Nevertheless, focusing on certain components is necessary to ensure constant quality improvement in teaching and facilitation.