

## Education Development Program to Orang Asli by The Ministry of Education Malaysia (MOE)

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### ABSTRAK

This article examines the efforts of Ministry of Education Malaysia in eradicating illiterate among Orang Asli through several special programmes designated for the said purpose. This is a qualitative study in design where the data gained through documents related to the subject such as books, *Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025* (Malaysian Educational Development Plan 2013-2025) reports, thesis and journal articles. The study found that there are three main programs implemented by the Ministry of Education Malaysia to enhance quality of education among Orang Asli and eradicating illiterate among them. They are namely, Kelas Dewasa Orang Asli dan Peribumi (KEDAP), Program Kurikulum Bersepadu Sekolah Murid Orang Asli dan Penan (KAP) and Sekolah Model Khas Komprehensif (K9). KEDAP focuses on the effort to eradicate the rate of illiteracy among Orang Asli. As for the KAP aims at overcoming drop-out among Orang Asli pupils by practising the concept of 'learning is fun'. The finding revealed that these programmes has increased students achievement in academic. For example, through Sekolah Orang Asli dan Sekolah Model Khas Komprehensif (K9) the achievement in academic has increased for Ujian Penilaian Sekolah Rendah (UPSR) or primary school achievement test, with the grade average of 3.65 in 2014 to 3.77 in 2015. The designation of educational development programmes has considered as a bench mark of level of thought of Orang Asli, their environment as well as their socio-cultural life. The finding of the study also suggests that teacher's knowledge and experience plays a significant role for the implementation of developing Orang Asli through education.

**Keywords** – Educational development, Orang Asli, Ministry of Education Malaysia, illiteracy, academic achievement.

### PROGRAM PEMBANGUNAN PENDIDIKAN ORANG ASLI OLEH KEMENTERIAN PENDIDIKAN MALAYSIA (KPM)

#### ABSTRACT

Artikel ini bertujuan mengkaji usaha yang dijalankan oleh Kementerian Pendidikan Malaysia membasmi buta huruf dalam kalangan Orang Asli melalui beberapa program khas. Kajian ini merupakan kajian kualitatif melibatkan data yang diperolehi melalui dokumen-dokumen yang berkaitan dengan subjek kajian seperti buku, *Pelan Pembangunan Pendidikan Malaysia (PPPM) 2013-2025*, laporan, tesis dan jurnal artikel. Kajian mendapati bahawa terdapat tiga program utama yang

dilaksanakan oleh Kementerian Pendidikan Malaysia untuk meningkatkan kualiti pendidikan dan membasmi buta huruf dalam kalangan Orang Asli. Program-program tersebut ialah Kelas Tabung Orang Asli dan Peribumi (KEDAP), Program Kurikulum Bersepadu Sekolah Orang Asli dan Penan (KAP) dan Sekolah Model Khas Komprehensif (K9). KEDAP memberi tumpuan kepada usaha untuk membasmi kadar buta huruf dalam kalangan Orang Asli. Manakala KAP bertujuan mengatasi keciciran murid-murid Orang Asli dengan mengamalkan konsep 'pembelajaran yang menyeronokkan'. Dapatan menunjukkan bahawa program-program ini telah meningkatkan pencapaian pelajar dalam bidang akademik. Sebagai contoh, melalui Sekolah Orang Asli dan Sekolah Model Khas Komprehensif (K9) pencapaian dalam bidang akademik telah meningkat bagi Ujian Penilaian Sekolah Rendah (UPSR), dengan gred purata 3.65 pada 2014 untuk 3.77 pada tahun 2015. Penetapan program pembangunan pendidikan telah dianggap sebagai suatu penanda aras kepada tahap pemikiran Orang Asli, persekitaran mereka serta kehidupan sosio-budaya mereka. Dapatan kajian juga menunjukkan pengetahuan dan pengalaman guru memainkan peranan yang penting bagi pelaksanaan pembangunan Orang Asli menerusi pendidikan.

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**Kata Kunci:** Pembangunan Pendidikan; Orang Asli; Kementerian Pendidikan Malaysia; buta huruf; pencapaian akademik

## **INTRODUCTION**

There are various programs that have been planned and implemented by the Malaysian government on the Orang Asli community to develop their education primarily through the Orang Asli Education Transformation Plan 2013-2017 and up to date the latest Malaysia-Malaysia Education Blueprint 2013-2025. These efforts signify the nation's concern for minority groups in Malaysia without any difference with other mainstream communities in providing education to all Malaysians. The total number of villages and indigenous peoples of Peninsular Malaysia up to 2014 is 853 villages and 178, 197 inhabitants. The poverty rate is 11, 423 and 7, 321 are hardcore poor (Ministry of Rural and Regional Development 26/6 / 2016). While enrollment among Orang Asli pupils continues to increase, the Orang Asli school's academic performance has not improved from year to year. Results of the Primary School Assessment Test (UPSR) 2014 showed that the performance of Orang Asli schools declined at an average grade of 3.77 in 2014 from 3.73 in 2012 and 2013, lagging behind compared to other primary school performance. On average, a student at Orang Asli school scored 37 points lower in the UPSR examination papers than their colleagues at other schools.

More than half of Orang Asli students finish their six-year education without mastering basic 3M skills (reading, writing and counting (PPPM Annual Report 2014). In the PPPM Annual Report 2015, the enrollment rate at the lower level increased but decreased to the middle level despite various programs for the development of Orang Asli students has been implemented by the Ministry of Education.

## **BACKGROUND OF THE STUDY**

Education is an important element of economic growth (Doris et.al 2012) to combat poverty while building democracy and establishing a prosperous society (Affizal Ahmad 2008). The quality of education is indispensable for every individual in gaining power, vocalization, exposing their potential, showing a path to self-improvement, and expanding their views and thoughts to the borders of the world (Affizal Ahmad 2008). In this regard, the Malaysian government has spent huge allocations to upgrade the education level of the people in this country. As evidence of Malaysia being ranked 16th out of 102 other countries in the comparative study report of the top countries spending the allocation for education development for 2008 as the nation's highest education expenditure when all education expenditure in the country is combined and as early as the 1980's expenditure Malaysia for primary and secondary education in percent of gross domestic product (GDP) is the highest in East Asia and in 2011, the GDP for education in Malaysia is higher than the average in the level of the Organization for Economic Co-operation and Development (OECD), which is 3.8% versus 3.4% (Early Report of the Malaysian Education Blueprint 2013-2025). Therefore, all Malaysians are entitled to education as stated in the federal constitution. This includes the Orang Asli who has the same rights to getting the best education. According to the Aboriginal Peoples Act 1954 (Act 134), which was introduced to recognize the basic right of the Orang Asli and to maintain cultural autonomy, regarding education, this act mentioned specifically in Article 17 (Aborigines not to be excluded from any school) stipulated that *“no Orang Asli child shall be precluded from attending any school only by reason of being an Orang Asli.”* It also states that *“no Orang Asli child attending any school shall be obliged to attend any religious instruction without the prior consent of his parents or guardian.”*

In addition, according to Nurwaliza Abdul Wahab (2014), pertaining to the rights of the Orang Asli, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP 2007) has provided for the recognition and conservation of Orang Asli resources, land and communities. The position of the Orang Asli in Malaysia in Article 153 of the Federal Constitution is similar to those of the Malays and bumiputeras of Sabah and Sarawak. Through this provision, the rights of the Orang Asli, their children and their descendants are guaranteed by the Yang di-Pertuan Agong as the protector of the Orang Asli community without denying the rights of other races in this country (Noraida Harun & Noor 'Ashikin Hamid 2010). In Malaysia, there has also been a law specifically designed to preserve this minority i.e in Act 134 of the Orang Asli Act 1954 (Revised 1974) which contains the latest amendment-PU (B) 324/70 which is an act to provide for the protection of well-being and the progress of indigenous people of Peninsular Malaysia (Attorney General's Chambers 2006).

## **PROBLEM STATEMENT OF THE STUDY**

It is the responsibility of the Malaysian government through the Department of Orang Asli Development (JAKOA), for example, to ensure that the Orang Asli community has to be upgraded their quality of life and comes into mainstream of the national development programmes (Nicholas, 2005). This is because of some studies indicate that there are major

factors for high rates of abandonment among Orang Asli communities such as economic, geographical, culture, environment as well as education (Kamarulzaman and Osman 2008; Ramle & Faridah, 2012; Wan Afizi et.al 2014; Mazdi Marzuki et.al 2014). In terms of education, according to Mohd Tap (1990), a key mechanism towards the campaign of quality of life among Orang Asli is through education. This is an important fact because almost half of the Orang Asli population are illiterate and have low academic achievement (Kamarulzaman and Osman 2008).

Although various literacy and functional literacy programs carried out for Orang Asli towards fulfilling the importance and goals of life-long education, such as the implementation of the adult functional-literacy and the reading habit promotion programmes, based on to the Early Report of Malaysia's Education Development Plan 2013-2025, the statistics on the success of indigenous and minority students in national schools and Orang Asli students are quite limited. In addition, high rates of drop-out among Orang Asli led to lower education outcomes in their rankings than the national average. Only 30% of the Orang Asli students completed secondary school, which is less than the national average half of 72%. Compared to the national average, 87% only 61% of Sekolah Kebangsaan (SK) Asli students passed core subjects in the UPSR examination. Only 1% of the national schools are in low performing school band (Band 6 and Band 7) compared to 35% SK Asli (Exhibit 4-9).

According to Doris et al (2012), there are several factors that impede access to Orang Asli students to achieve quality education. Firstly, the high poverty rate and the tendency to live in the hinterland causes many Orang Asli students not to receive pre-school education and begin their primary literacy and numeracy base during Year 1. Additionally, Bahasa Malaysia is not a native language for most Orang Asli students who have become barrier to learning. Second, school leaders and teachers report that existing training programs do not adequately prepare them to deal with the complexities of this community. School leaders and teachers face difficulties in helping these students, such as integrating with peers who are not of theirs and assuring them of the importance of pursuing basic and advanced education.

Additionally, looking at Malaysian Educational Development Plan Annual Report 2015, the level of attendance of students to school is below 80% of the national KPIs that have been set. Some families in the area also suffer from student drop-outs due to the geographical factors where students live far away from Tasik Chini. Transportation problem also contribute to the low level of student attendance. This problem is also supported by the study of Mazdi Marzuki et.al (2014), which states that students living in remote areas are faced with accessibility problems to schools because the distances of the school away from the residential area are added with low road quality due to incomplete paved, twisted, half-paved and half-way road cause students to go to school in discomfort. According to him, the accessibility problem of Orang Asli students in traveling to school is a very important issue to overcome drop- out among orang Asli students.

Referring to the Malaysian Educational Development Plan Annual Report 2015, which is based on studies at three Orang Asli schools in Bera, Pahang, the attendance rate of pupils in 2014 is 70% still under the national key performance indicator (KPI). The factor to this problem is that due to the lack of conducive learning environments including the focus on examinations, lack of understanding in teacher skills in addressing the challenges of learning Aboriginal pupils, lack of parental support and the lack of emphasis on education according to the culture of the Orang Asli community. According to Wan Afizi et.al (2014), strong

cultural and environmental factors are among the drop-out factors among Orang Asli students. As a result, they often do not attend school and miss out on learning.

### **RESEARCH QUESTIONS**

What are educational development programs of the Ministry of Education Malaysia (MOE) provided for Orang Asli in order to improve their quality of life?

### **RESEARCH OBJECTIVE**

Looking at the problem statements, the purpose of this study is to identify educational development programs of the MOE provided for Orang Asli in order to meet the needs education of Orang Asli people.

### **RESEARCH METHODOLOGY**

The design of this study is qualitative and uses literature study method. Research data is obtained through a review of the Malaysian Education Development Blueprint and the Education Development Blueprint 2013-2025 and the previous studies that have been conducted in the form of theses, articles or even journals. The data analyzed focus on achievement of Orang Asli students as well as data related to program and achievement of Orang Asli students education development program.

### **EDUCATIONAL DEVELOPMENT PROGRAMS FOR ORANG ASLI STUDENTS OF KPM**

In Chapter 4 with the title of “Student Learning”, the Ministry of Education has listed several initiative programs to address the problem of dropout in education among Orang Asli communities. The same is discussed in more detail in Chapter 4 with the title of “Equity and Education” in the PPPM Annual Report 2013 under the title of the 2013-2017 Aboriginal Education Transformation Plan. Among the programs that have been specifically designed and developed to develop and upgrade the education of these minorities are the Integrated Curriculum Program of Orang Asli and Penan (KAP) Schools, Orang Asli and Indigenous Adult Classes (KEDAP) and the Comprehensive Special School Program Program K9) (PPPM Annual Report 2013; PPPM Annual Report 2013-2025 September 2012; Ramlah 2009; Mustafa et.al 2012; Suhaimi 2012; Rosli et.al 2009; Norwaliza 2014; Sharifah et.al 2011).

#### **Integrated Curriculum Program of Orang Asli and Penan Students (KAP)**

The Integrated Curriculum Program of Orang Asli and Penan School (KAP) is one of the efforts and concerns of the Malaysian government through the Ministry of Education Malaysia in addressing the problem of dropouts among Orang Asli students as well as one of the earliest educational development programs compared to two Orang Asli education development programs. The program is specifically devoted to Orang Asli students of Peninsular Malaysia and Penans in Sarawak. For Orang Asli pupils, the KAP is devoted to 100% Orang Asli students with prioritizing learning is fun (Norwaliza 2014; Rosli et.al 2009;

Mustaffa et.al 2012). This program was introduced in 2007 which aims to increase student attendance to school. The program is also being developed based on the Primary School Curriculum (KBSR) (PPPM Annual Report 2013; Mustaffa et.al 2012; Rosli et.al 2009; Norwaliza 2014; Sharifah et.al 2011) through several modifications in terms of content, skills and assessments as well as the teaching and learning approach based on the experience, environment, and socio economy of the Orang Asli and the Penans itself (Mustaffa et.al 2012; Rosli et.al 2009; Norwaliza 2014; Sharifah et.al 2011) using the Minimum Adequate Syllabus approach minimum syllabus and curriculum within the context of the Orang Asli and Penan communities (Rosli 2009; PPPM Annual Report 2013; PPPM Preliminary Report 2013-2025 September 2012).

Presently, there have been 20 schools selected for this program. 14 schools involving Orang Asli students in Peninsular Malaysia and eight for Penan pupils in Sarawak (Rosli et.al 2009; Norwaliza 2014; Ramlah 2009). Among the KAP schools in Peninsular Malaysia are Sek. Keb. Sungai Mas, Sg. Lembing, Kuantan; Sek.Keb Tanah Abang, Mersing; Sek. Keb. Bust Baru, Kuala Langat and Sek.Keb. Sg. Sampo, Bandar Seri Jempol, Negeri Sembilan. These six schools were the earliest pioneer schools in March 2007. Furthermore, in 2008, eight more schools were selected in the Peninsula such as Sek. Keb. Sungai Tiang, Sek. Keb. Porwor, Sek. Keb. Senibai, Sec. Keb. Lemoi, Sek. Keb. Tohoi, Sek. Keb. Kudong, Sek. Keb. Sungai Pergam and Sek. Keb. Kevok, Sec. Keb. Long Luteng, Sek. Keb. Long Sait, Sec. Keb. Lusung Laku dan Sek. Keb. The remaining six are for the Penans in Sarawak.

According to Ramlah Abdul Rahman (2009), the KAP Coordinator, Institut Pendidikan Guru Kampus Tengku Ampuan Afzan (IPGKTAA), justification for the formulation and implementation of the KAP is due to the high rate of absenteeism of the Orang Asli and Penan students, the low basic skills of reading, writing and counting (known as skill of 3M ie *Membaca* for reading, *Menulis* for writing, and *Mengira* for counting), low motivation to attend school among Aboriginal and Penan students because of their more interesting environmental activities, less emphasis on the importance of education among Indigenous and Penan students, teaching and learning method which is not compatible with the needs of Orang Asli and Penan students and students' lack of interest in learning. In addition, KAP's goal is to produce knowledgeable, skilled, noble, loving and able to adapt to the socio-cultural environment of the country. The objective of KAP is to enable Aboriginal students and Penans to master reading, writing and calculating skills, attending school, practicing hygiene, health and safety practices, interacting with local communities and outside their communities to create unity and harmony, being positive and practice pure values in everyday life and understanding local and national sociocultural.

The KAP program is only implemented in primary schools involving 100% of Orang Asli students and Penan students for six years from Year 1 to Year 6. Referring to the Ramlah report (2009), the teaching and learning approach based on the KAP module, Phase I emphasizes on the willingness to face schooling, the socio-emotional supply and the 3M's skills. While emphasis on Level II is to reinforce basic skills, acquire knowledge in various areas of knowledge according to the subjects taught. Each module is equipped with teacher guides, themes and sub-themes of teaching. The KAP learning method emphasizes the teaching of student-centered learning. Teachers are also encouraged to use various strategies such as fun learning, master learning, self-directed learning, learning how to learn, indigenous pedagogy and multi grade methods.

Based on Ramlah's (2009) report, the student's assessment through KAP is based on the objective of the outcome. Level 1 of Module 1 to Module 4 emphasizes that pupils often attend school, pupils can master psychomotor skills for early 3M, master pre-read, pre-written and pre-prepared skills, master 3M's skills and be able to practice pure values and cultural heritage. With reference to the Tier II module, there are 9 subjects that emphasize the achievement of learning outcomes, mastering 3M's skills, applying knowledge and skills in solving problems, acquiring knowledge and skills in various subjects and practicing pure values and the cultural life of everyday life.

In the context of student achievement through this program (Ramlah 2009), from the academic aspect, students are quick to master reading and writing skills. Year 1 pupils, can follow learning and most of them have mastered reading and writing skills. From the socio-emotional aspect, pupils are more stable and easy to accept changes or new things, namely changes in the teaching and learning process. Pupils are very happy when they are brought by teachers outside the classroom during the learning process to do activities outside the classroom. Learning is also active. In addition, based on the achievement of PKSR 2 2009, for Malay subjects, it was found that Year 3 pupils achieved excellence result because only one was Grade B but for Year 1 and 2 pupils, there are still many pupils who have not achieved brilliant grade.

In addition, according to Suhaimi (2012), the percentage of attendance of Orang Asli students to school is above 50%. KAP students are also more confident to speak, able to answer the questions given, and confident in dealing with visitors. He further added that KAP has also attracted the involvement of active parents in several programs conducted by the school as well as the guidance from teachers. In the aspect of 3M's control, a total of 75 people or 58% of Orang Asli students in pilot schools have demonstrated the achievement of 3M's skills. In the 2013 PPPM Report also shows that after six years of KAP implementation, there was an increase in the band for 3 of the 6 KAP pilot schools from 2011 to 2013.

### **Orang Asli and Indigeouns Adult Classes (KEDAP)**

In March 2008, the Ministry of Education has implemented Orang Asli and Indigenous Adult Classes (KEDAP) in Orang Asli pupil schools. Among the goals of the development program are the eradication of illiteracy among Orang Asli communities, the mastery of 3M's basic skills, encouraging children to school, helping children in home subjects and continuing the government's efforts to eradicate hardcore poverty through education agenda (Aminuddin Mohamed et.al 2010; Mohd Rosdi 2009; PPPM Report 2013-2025). The schools selected to implement the KEDAP program are 100% schools of Orang Asli and Penan students and inland schools of Sabah and Sarawak. Currently, 70 schools have been selected to run the KEDAP program (School Management Division MOE 2016).

Based on School Management Division MOE (2016), the Group which is targeted to participate in the program is a participant consisting of Malaysian nationals of indigenous or native and inland Sabah and Sarawak, parents or guardians (adult students) who have children or children under custody who are still attending school who performs KEDAP, literate parents or guardians and master the basic skills of 3M, KEDAP participants aged between 20 and 60 years, the adult students are the spouse or family representative who are allowed to participate in the KEDAP program, the maximum number of adult students is 25 for each KEDAP class (Aminuddin Mohamed 2012; School Management Division MOE 2016; Mohd

Rosdi 2009) conducted either in Johor, Kelantan, Negeri Sembilan, Perak, Pahang Selangor and Terengganu. While in Sabah and Sarawak there are 26 students and the selection of participants is organized by the school under the supervision of the state education department or district education office in collaboration with Department of Orang Asli Development (JAKOA) and the local community leaders. In addition, the objective of this program is to enable adult learners to increase the level of basic skills of reading, writing and counting so that adult learners can attend classes at the 86% level throughout the program.

In addition, referring to BPSH (2016), the KEDAP program implementation method is using the KEDAP 2.0 Curriculum which covers Basic English proficiency and Information Technology Skills Basics as well as Teaching and Learning Modules provided by the Curriculum Development Division (CPC). In addition, looking at classroom management, teaching and learning time is only 2 hours a day, 3 days a week subject to a maximum of 25 weeks or 75 days of study equivalent to 150 hours a year. Schools are also prohibited from holding more than 3 KEDAP classes a week. Any changes must be reported to JPN or BPSH. While teaching and learning notes are aligned throughout the country. For the learning model, the class is implemented in the afternoon session, after school time and classroom execution at night is dependent on the consent of teachers and adult learners and prioritizes security. Teachers who teach KEDAP must be outside of their working hours. Classes implemented in 2016 are from March 2016 until the last week of October 2016. Teachers and students are also given allowance (BPSH 2016; Sharifah et.al 2011: 50; Mohd Rosdi 2009; Aminuddin Mohamed 2012) by MOE.

Through the results of the study and annual reports of PPPM, the increase in the number of Orang Asli parents participation in the KEDAP program from 2008 to 2013 was 18, 195 persons in 2013 compared to their initial stages in 2008 ie only 550 people (PPPM Annual Report 2013-2025) as well as the addition of the KEDAP class 119 class in 2015 compared to the 109 class opened in 2014 (PPPM Annual Report 2015). The presence of indigenous and indigenous parents is very encouraging, with 95% above the target of 92%. Parents who successfully complete the program will be awarded a certificate at a national graduation ceremony organized by JAKOA (PPPM Annual Report 2015). In Gua Musang, in 2014, the result of KEDAP's expansion program in nine primary schools with a total of 270 parents had succeeded in producing parents who mastered reading, writing and calculating skills (3M). This success can help educate their children at home. The result can be seen based on UPSR 2015 results, GPMP Science has increased by 22.51% to 3.58 and it is even more proud that there is no Orang Asli school in the Gua Musang area that is in the band 7.

Based on the study of Sharifah et.al (2011) also, referring to teachers teaching KEDAP, KEDAP students showed positive responses when they were more confident in communication with teachers and they also asked a lot of questions in the classroom. In addition, according to him, parents who took the KEDAP class are able to motivate their children to study hard and take the opportunity to learn rather than those who have never had the opportunity to learn before. Their children are also motivated to go to school when their parents go to school. This shows that the presence of parents in the KEDAP class is very important because the attendance rate will determine the rate of achievers of Orang Asli students at school.

### **Comprehensive Special Model School Program (K9)**

As of 2015, there are seven schools that have implemented this program since 2008 and it has been implemented nationwide with a total of 265 teachers and 3, 240 students. Between the list of K9 schools was SK Bandar 2 in Pekan, Pahang which was the first school to implement it in 2008. Next in the year 2012 SK Long Bedian in Sarawak Baram and RPS SK Pos Kemar Hulu Perak, Perak, SK RPS Banun Hulu Perak, Perak and SK RPS Batau in Lipis Pahang in 2013 and lastly is in 2014 namely SK (Asli) Bukit Kemandol in Kuala Langat Selangor and SK Pekanangan Pensiangan in Pensiangan Sabah (PPPM Annual Report 2013; PPPM Report 2014). A K9 school was built in Sabah, one in Sarawak and the rest in Peninsular Malaysia for Orang Asli students. The establishment of this school is to overcome the problem of drop-out among Orang Asli pupils especially when it involves the transition from Year 6 to Form 1. The school is equipped with dormitory facilities for students. The school also provides education from Year 1 to Form 3. Students will have at least 9 years of education in this school (PPPM Annual Report 2015; PPPM Annual Report 2014; PPPM Annual Report 2013; PPPM 2013-2025 September 2012; Suhaimi 2012). In addition there are four K9 schools that offer Vocational Basic Education for Orang Asli students and natives aged between 13 and 15 years (PPPM Annual Report 2015). Based on PPPM Annual Report 2014, there are 3, 102 Orang Asli students who are currently enrolled in K9 schools. The first batch of 298 pupils will finish the nine-year schooling available at K9 schools in 2015.

Referring to the academic achievement of the Orang Asli School and the Comprehensive Special Model School (K9), results showed encouraging improvement. In the Primary School Assessment Test (UPSR) 2014, the achievements of the Orang Asli and K9 Schools increased from an average grade of 3.77 in 2014 to 3.65 in 2015 (in Exhibit 3-15). The minimum controlling rate for papers in the UPSR has also increased significantly from 41.2% in 2014 to 45.6% in 2015 (Exhibit 3-16). However, the rate of domination is still lagging behind their peers at the national average of 84.9%, which indicates low level of 3M domination (reading, writing and counting) among Orang Asli students.

Based on the comparisons of the passing rate of Sekolah Kebangsaan UPSR and Orang Asli Sekolah K9 2012-2015, there is a significant difference between the two types of schools with the passing rate of the national school is very high at 84.9% compared to the Orang Asli K9 school only 45.6% for 2015 although both schools showed improvement rates. However, there are also K9 schools located at Band 1, one school only in SK Punan, Johor and the other three are at Band 2 level SK Tasik Cini school, Pekan (JAHEO) Pahang, SK Seri Sedohok, Johor and SK Runchang, Pahang as showing good response rates to the K9 program through this performance in 2015. A total of 74 other schools are in the moderate category of Band 3.4 and 5 which show an increase of 13.8% from 2014 (PPPM Annual Report 2015 in Exhibit 3-18). The rest of the 19 schools are in Band 6 and 7.

### **CONCLUSION**

Education is the main agenda in the Orang Asli's development program and as a key mechanism towards the campaign of quality of life. Not only that, education development programs tailored to the Orang Asli community are helping to overcome the high drop-out rates among these minority groups. The programs provided are in line with the needs and circumstances of the Orang Asli community in promoting their education as they are also Malaysians who have the right to education although most of them live in rural areas and lack

of facilities or difficult access to their settlements. Therefore, the government with various efforts has created various development programs to safeguard the welfare and fulfill the rights to indigenous people, indigenous and Penan communities such as KEDAP, KAP and K9 which are specifically for Indigenous people. Monitoring is also carried out by the government continuously so that the Orang Asli community in Malaysia can also enjoy a comfortable and complete education.

These developed educational development programs also follow the level of acceptance of the Orang Asli community by adapting its filling based on socio-cultural and the atmosphere of the Orang Asli community. However, the knowledge and knowledge of the Orang Asli community also plays a role in the implementation process. Thus, the teachers who are or will be educating Orang Asli students should understand the Orang Asli community and students so that this program can be implemented effectively and better in the future. On the whole, these programs have helped reduce the drop-out rates and increase 3M's level of control (read, write and count) among Orang Asli communities.

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