



Book Review on 'Pendidikan Literasi Bahasa Melayu: Strategi Perancangan dan Pelaksanaan' (Malay Version)

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Written by Mahzan Arshad, this book discusses the determination of basic policies and directions for language literacy education, in particular Malay as one of the main subjects taught in all schools in Malaysia. Integration between the two aspects is considered necessary to strengthen the teaching and learning process of this language in accordance with its position as the official language and national language of the country. The success of achieving the goal of honoring the Malay language in accordance with its position as the national language and official language of the country is considered to be accompanied by the efforts of various parties in the country continuously. Schools and teachers in Malay language have important responsibilities to ensure that educated learners are able to master Malay literacy skills in the classroom that can achieve the goal of making this language a basis for the nation's construction and multi-racial unity tools. In addition, a strong Malay language literacy can continue to be a generator of various fields of knowledge in the country and will continue to grow in the future.

The purpose of this book is to look back on the history of the country's education on the use of Malay as the medium of instruction in the subjects taught in schools as well as a major subject in the education system which has been practiced almost half a century ago. This book will also discuss how the various learning theories and the mastery of language literacy that have been founded by some figures in the field of psychology and linguistics or better known as psycholinguistic experts can be used in developing a more effective language literacy education program. There is also a discussion on the basis of the foundation in the implementation of Malay language curriculum in schools and higher education institutions in Malaysia as well as critically discussed. Exposure to the various fundamental principles in this language teaching practice in the classroom will also be highlighted in order to be a guide in the establishment of a literacy education program that can achieve this time requirement.

The question since when the Malays received formal education was a question mark that was not easy to answer. If examined through the history of the Malays whether in Malaya or the Malay archipelago of Johor, Riau and Acheh already have a system of regular education since they accepted Islam as ad-din in the 15th century. However, no research has been made to uncover the historical development of Malay-based Islamic education



so far. However, evidence shows that Islam has brought a new civilization that has changed the lives of the Malay community. After accepting Islam, the wider community has its scope and has a more complete curriculum. The teachings founded by modern Islamic education are not limited to reading and memorizing, but they have the opportunity to discuss more abstract questions such as those relating to tasawuf and tarekat who need deep thought and a high level of understanding. For more than four centuries the Islamic-based educational system is based in the Malay world and has become firm and steady in their lives to this day, but none of today's modern academics are keen to study the sound Islamic education system in this Malay world.

Reference

Mahzan Arshad (2008) Pendidikan Literasi Bahasa Melayu: Strategi Perancangan dan Pelaksanaan' (Malay Version). ISBN: 978-967-61-2125-8. Kuala Lumpur: Utusan Publications & Distributors Sdn Bhd, 231.