

### Development of the Neoteric Approach in the National Primary School Curriculum

Kama Shaffeei, PhD<sup>1\*</sup>, Anis Nazihah Mat Daud, PhD<sup>2</sup> Mohd Hanif Mohammad<sup>3</sup>,  
Zuniza Mohamed Hanapiah<sup>4</sup>

<sup>1,2,3,4</sup>Neoteric Initiative Education Center (NiCE),  
Sultan Idris Education University, Tanjong Malim, Perak, Malaysia

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\* Corresponding author. E-mail address:  
Kama@fpm.upsi.edu.my

#### ABSTRACT

The aim of this study is to develop a neoteric approach in the primary school national curriculum. The neoteric approach refers to a modern and up-to-date approach in the teaching and learning process to strengthen the existing education system. This concept paper is based on literature review and library references to produce a neoteric approach framework. The findings of the study are carried out through the analysis process of document review, the government policy content and existing policies. The results of the study show that the neoteric approach is suitable to be implemented in helping the development of the implementation of the holistic primary school national curriculum. The implications of the study show that the neoteric approach can help to form a curriculum framework using a neoteric approach that covers performance objectives, core competencies, soft skills, the use of technology and the domain of becoming future students. It is hoped that this approach will help strengthen the primary school education system and produce a future-proof generation.

### INTRODUCTION

The best curriculum for an education system is a curriculum that takes into account the input, process, and result (output) to be achieved within its framework. The intended input includes references from various parties and the latest documents that can be the basis for the formation of the framework, so that the resulting framework is holistic. (NiCE, 2022; KPM, 2012).

Research into the process that takes place during the implementation of the curriculum is also necessary so that the conceptually aspirational curriculum can be implemented according to the model and planning. The results of this input and process will produce a product or output that is clear, quality and measurable. In this context, the result is up to the student himself. (National Education Policy, 2012).

Neoteric Approach Curriculum Definition:

... a learning experience and a systematic education plan developed based on a national curriculum that is more integrative and dynamic, covering knowledge, skills and values that are in line with local and global cultural norms and society.

Neoteric Approach Curriculum Goals:

... to produce civilized people who are intellectually, spiritually, emotionally, and physically and socially balanced who master various skills in literacy, numeracy, scientific literacy, ICT literacy, financial literacy, cultural literacy, critical, creative, communication, collaboration, inquiry, initiative, persistence, adaptability, leadership and social awareness aspects. These civilized people able to contribute to the prosperity and well-being of themselves, families, communities, countries, and globally and are ready to face the challenges ahead.

Therefore, the development of a neoteric approach is appropriate to ensure that student learning in primary school fulfill the entire knowledge, basic skills, character formation and realizing the student's development.

## **BACKGROUND**

Basically, there are TWO (2) ways people learn - objectivism and constructivism (Harasim, 2012). In the perspective of objectivism, learning is seen in the context of behaviour and cognitive processes that lead to the notion that the learning process is a transaction process where knowledge is transferred from a medium full of knowledge to a medium that is less full of knowledge - 'the fuller vessel to the less full' (Bruffee, 1999). Constructivism sees that learning is a social experience contained in the interaction between individuals.

Using this dichotomy, Sultan Idris Education University sees that the Neoteric Approach Curriculum concept is based on Constructivism epistemology as the backbone and 'world view'. The chosen understanding of education places the notion of human language learning through experiences and its social interaction with the surrounding elements and this dimension of education has been widely discussed in the literature of modern educational ideology. (NiCE, 2022)

Looking at education and the National Curriculum, especially the Primary School Standard Curriculum (KSSR) through the lens of Constructivism, Universiti Pendidikan Sultan Idris (UPSI) found a gap that could be strengthened in the existing curriculum. Several key components for the integration of the Neoteric approach curriculum have been identified, which will be the cornerstone of the existing curriculum change.

## **RESEARCH OBJECTIVE**

The objective of the study is to develop a neoteric approach in the national primary school curriculum.

## STUDY CONCEPT FRAMEWORK

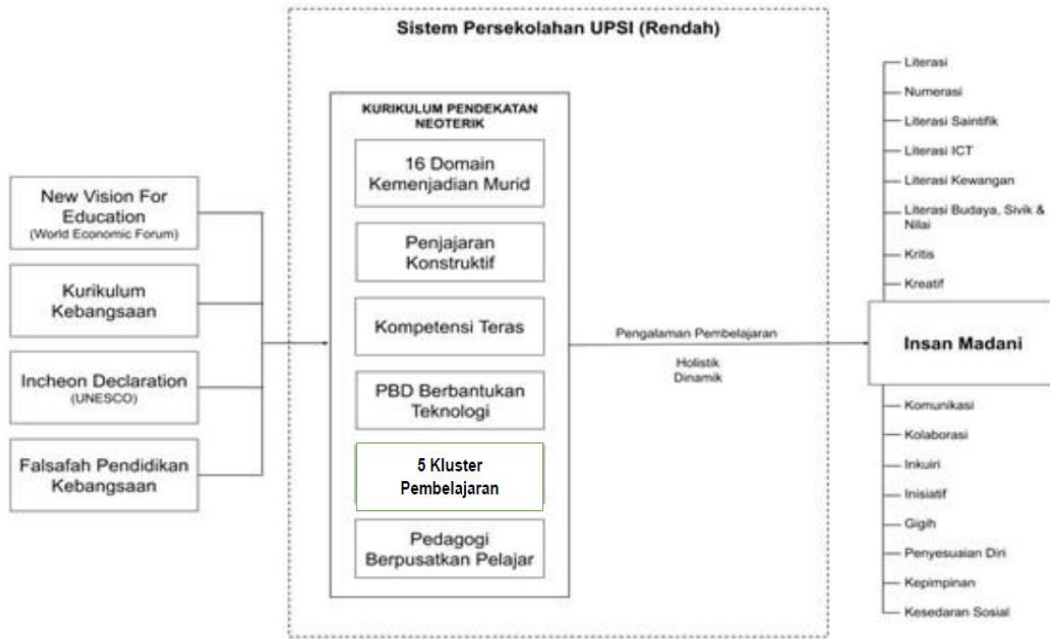


Figure 1: UPSI Neoteric Approach Framework in Primary Schools

In the process of producing the Neoteric approach, references from various parties and important documents related to education are implemented to ensure that the planned plan is future-proof and has great potential to be developed as a sustainable and competitive plan. Various initiatives and meetings with field experts and stakeholders inside and outside UPSI.

In addition to referring to official documents such as the National Education Philosophy, the Malaysian Education Development Plan 2013-2025, the PPPM preliminary report, and the Primary School Standard Curriculum (KSSR) and Secondary School Standard Curriculum (KSSM) documents. Sultan Idris Education University also refers to documents published by third parties such as the World Economic Forum (WEF) and the United Nation Educational, Scientific and Cultural Organization (UNESCO) that have aspirations for pragmatic education that can be used to face challenges in the future.

Inputs, processes, and outputs from various sources that have been consulted and synthesized to form a conceptual framework for the Neoteric Approach that underlies the UPSI School Development Plan 2020-2025. Figure 1 refers to the intended conceptual framework. Ultimately, future-proof civilized individual aspirations can be produced by developing a neoteric approach in the primary school curriculum.

## METHODOLOGY

This study is in the form of a concept paper referring to literature studies and document and policy sources. Research sources refer to literature studies and documents and policies. Descriptive methods are used to analyze data through the Education Act and government policies such as the Malaysian Education Development Plan [PPM],

(2013-2025), Ocheon Declaration (UNESCO), New Vision for Education (World Economic Forum) and National Education Philosophy.

## **FINDINGS**

The Neoteric approach is the result of UPSI's composition and innovation on the National Curriculum, which is the Primary School Standard Curriculum (KSSR). This Neoteric Approach curriculum uses all the documents that have been prepared by the Malaysian Ministry of Education. The Standard Curriculum and Assessment Document (DSKP) for each subject, used as the main material in this integration process. Therefore, the philosophy, policy, and rules underlying the National Curriculum are also used in developing this Neoteric Approach Curriculum.

What differentiates the Neoteric Approach in the existing Primary School Curriculum from the National Curriculum is in terms of the structure and the way of implementing the curriculum. There are some notable differences such as:

- i. 5 Learning Clusters - combining several subjects into one subject which are Human Development Cluster, Numeracy and Musicology Cluster, Language and Communication Cluster, Spirituality and Values Cluster, and Human Civilization Cluster
- ii. 16 Domains of Student Development - the performance of students on the 16 domains of student development;
- iii. Constructive Alignment - alignment of student performance in activities carried out in class, in line with the achievement of learning standards on the core competencies of each subject and the student's domain;
- iv. Core Competencies - values, skills, and basic knowledge measured for each subject;
- v. Technology-Assisted Classroom Assessment (CBD) - a platform for facilitating and evaluating classroom assessment (CBD). Assisting teachers in understanding student performance using the concept of learning analytics.

The neoteric approach is developed based on documents and policies related to taking into account the current needs of student learning and the direction of Education in Malaysia which is open and forward-looking in producing a knowledgeable generation.

## **DISCUSSION**

The Neoteric Approach Curriculum is an adaptation curriculum that uses the National Curriculum as the basis of the site where innovation in terms of structuring and delivery methods is improved. (NiCE, 2022).

Development in the 21st century is moving too fast, traditional learning needs to be improved by adding innovations in line with the times. Students need to be skilled in collaboration, communication and problem solving. (PPPM, 2013-2025)

The neoteric approach can help to form a curriculum framework using a neoteric approach that covers performance objectives, core competencies, soft skills, the use of technology and the domain of future student development. (NiCE, 2022)

UPSI's efforts to help strengthen the early stages education system are in line with the slogan 'No. 1 Education' in Malaysia and act as a driver of the pedagogical approach of teaching and learning for the future generation.

## CONCLUSION

The development of a neoteric approach by UPSI helps the existing education system to be more open in providing alternative learning for students in accordance with current developments that emphasize individuals with various knowledge, skills and effort as well as high-level thinking in an effort to change the future of their careers.

## ACKNOWLEDGEMENTS

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