

PEDAGOGICAL READINESS OF MORAL EDUCATION TEACHERS FOR MALAYSIA'S 2027 SCHOOL CURRICULUM REFORM: ALIGNMENT WITH THE MALAYSIA EDUCATION PLAN 2026–2035

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Abstract: *As Malaysia prepares for the rollout of the 2027 School Curriculum Reform (Kurikulum Persekolahan 2027) and the strategic execution of the Moral Education Policy 2026–2035, addressing the persistent policy-practice gap in secondary Moral Education (Pendidikan Moral) becomes an urgent national priority. Historically constrained by pedagogical rigidity, high-stakes examination pressures, and mechanical rote memorization, value-based education requires a fundamental paradigm shift toward constructivist inquiry, digital ethics, and authentic character formation. To systematically diagnose and evaluate educator preparedness prior to nationwide implementation, this conceptual paper introduces the Multidimensional Moral Education Teacher Readiness Framework (MMETRF). Synthesizing Bandura's Teacher Self-Efficacy Theory, Hall and Hord's Concerns-Based Adoption Model (CBAM), and Shulman's Pedagogical Content Knowledge (adapted as Moral PCK), the framework conceptualizes teacher readiness across four dynamic, mutually reinforcing domains: Cognitive Readiness (policy literacy and applied ethical mastery), Pedagogical and Assessment Readiness (dilemma-based facilitation and authentic evaluation), Technological and Digital Ethics Readiness (TPACK and cyber-ethics integration), and Affective Readiness and Professional Agency (socio-emotional maturity and instructional resilience). By mapping macro-level policy benchmarks from MEP 2026–2035 directly onto micro-level classroom dynamics, this paper establishes a novel diagnostic lens for curriculum developers, IPGM trainer institutions, and Ministry of Education (KPM) stakeholders. Ultimately, the MMETRF offers a proactive, evidence-informed scaffold to audit system-wide capacity, mitigate implementation bottlenecks, and empower frontline educators as transformative agents of moral and civic character development.*

Keywords: *Moral Education; teacher readiness; curriculum reform.*

Introduction

Education systems around the world are changing quickly to help future generations deal with complex social, economic, technological, and ethical challenges (Veugelers, 2021). Malaysia is getting ready for a big change in its national education system with the upcoming launch of the 2027 School Curriculum Reform (Kurikulum Persekolahan 2027), following global trends. This reform shows a clear move away from old teaching methods that focus mainly on content to a more balanced approach that focuses on skills, abilities, and the needs of the individual learner (Kementerian Pendidikan Malaysia [KPM], 2025). The 2027 curriculum is built on the core values of human dignity and the comprehensive Sejahtera framework. It focuses on developing character, encouraging deep thinking, promoting advanced problem-solving skills, and building abilities that prepare students for the future, and this applies to all levels of education (KPM, 2025).

This national curriculum change is carefully planned to match the main goals set out in the Malaysia Education Plan 2026–2035 (Pelan Pembangunan Pendidikan Malaysia 2026–2035) (Ibrahim & Ahmad, 2026; KPM, 2026). This plan acts as the main guide for the next ten years. It clearly focuses on helping create citizens who are guided by strong values, can handle ethical challenges, and are responsible in their actions. These citizens will be ready to deal with a world that is getting more digital and connected every day (KPM, 2026; Sidek & Azam, 2025). The policy plan connects educational quality with both academic results and the growth of students' morals and character, creating a strong link between big-picture goals for the education system and the day-to-day teaching methods used in classrooms (Ibrahim & Ahmad, 2026).

In this changing policy environment, non-Muslim high school students learn about Moral Education (Pendidikan Moral) as a main way to gain clear values, develop ethical thinking, and take on civic duties (Balakrishnan, 2020; Vishnu & Tan, 2021). Moral Education teachers are on the front line when it comes to shaping students' character. They play a key role in turning broad policy goals into real-life lessons that focus on important values (Abdul Razak & Ismail, 2023). The success of the 2027 curriculum change depends a lot on how ready the teachers are in terms of their teaching methods (Ahmad et al., 2024; Bandura & Tschannen-Moran, 2021). Whether the goals of the Malaysia Education Plan 2026–2035 are actually achieved or just stay as ideas depends on how well teachers can adjust to new teaching methods. These methods include discussions around tough choices, assessments based on real values, teaching about ethical use of technology, and working together with other teachers. (Chong & Ismail, 2025; Veugelers, 2021)

Problem Statement

Even though there is a big plan called the Pelan Pembangunan Pendidikan Malaysia 2026–2035 (MEP 2026–2035) and a new school curriculum called Kurikulum Persekolahan 2027 (KP2027) that is about to be introduced, there is still a big gap between what the policies say and what is actually happening in schools. This gap could stop these big goals from being achieved (Kementerian Pendidikan Malaysia [KPM], 2025, 2026). Educational changes often fail when big changes from the top happen too quickly, and teachers on the ground aren't ready or flexible enough to adapt (Fullan, 2020; Hargreaves & Fullan, 2020). KP2027 calls for a big change in how education is approached, focusing more on students as active learners. It emphasizes learning environments that are adaptable and flexible, assessments that reflect real-

world values, and advanced teaching methods that use technology like Artificial Intelligence, Augmented Reality, and Virtual Reality (Ibrahim & Ahmad, 2026; UNESCO, 2023). However, there is still a lot of resistance to change: many teachers continue to follow old, teacher-focused teaching methods because they have a lot of paperwork to handle, not enough time, feel unsure about using technology, and don't get consistent training to help them improve (Chai et al., 2021; Kim & Asbury, 2020; Rahmawati et al., 2024; Schleicher, 2022).

This problem is very serious in secondary Moral Education (Pendidikan Moral), a subject that has traditionally been taught in a strict and unchanging way, with a lot of memorization (Balakrishnan, 2020; Vishnu & Tan, 2021). The main goal of moral education is to help students develop good reasoning skills, show empathy, build real character, and make ethical choices (Berkowitz & Bier, 2022; Narvaez & Lapsley, 2020; Nucci & Narvaez, 2021). However, in real classrooms, teaching often focuses on simple content, rote memorization of values, and test-focused practices (Abdul Razak & Ismail, 2023; Nadarajan & Liao, 2022; Voogt, 2021). In today's digital age, students deal with tricky issues like digital ethics, the effects of social media, and changes in global cultures. Because of this, they need learning experiences that are tailored to specific situations, encourage thinking, and help them handle difficult choices (Howard, 2022; Saidin et al., 2024; Veugelers, 2021). Even though there's a lot of talk about using technology in education, many teachers who teach moral education still don't have the right skills and confidence to use digital tools effectively. They struggle to create interactive simulations or activities that help students explore ethical questions. Studies show this gap continues to be a big problem (Ertmer & Ottenbreit-Leftwich, 2021; Instefjord & Munthe, 2020; Kaliisa & Picard, 2021; Tondeur et al., 2021; Trust & Whalen, 2021).

Because of this, there is a strong need for real-world research to create a complete framework that can properly assess and identify how ready teachers are in their teaching methods before KP2027 is rolled out across the country (Ahmad et al., 2024; Bozkurt et al., 2022; Zhao & Watterston, 2021). Most of the existing research focuses on general studies about digital integration or wide-ranging 21st-century skills, which leaves a clear gap in understanding how prepared Moral Education teachers are in line with Malaysia's 2026–2035 strategic goals. (Darling-Hammond, 2020; European Commission, 2021; Flores & Swennen, 2020; Redecker, 2021; Scherer et al., 2021). Without using a comprehensive approach that includes understanding how students grasp policies, teaching values actively, integrating digital ethics, and building teachers' confidence, the Ministry of Education might introduce a new curriculum to teachers who aren't prepared. This could harm the overall growth and development of Malaysian youth (Bandura & Tschannen-Moran, 2021; Darling-Hammond & Hyler, 2020; Harris & Jones, 2020; Siddiq et al., 2021).

Conceptual Paper Objectives and Guiding Questions

To systematically address the structural and pedagogical gaps in preparing educators for upcoming policy mandates, this conceptual paper is driven by two primary research objectives and their corresponding guiding research questions:

Objective 1: Conceptualizing a Multidimensional Framework for Moral Education Teacher Readiness

The main goal of this study is to create a full and detailed system for understanding how ready teachers are to teach moral education. This system will look at how their knowledge, feelings, and how well they fit with the school's values all work together in a complicated way. Most traditional ways of thinking about how ready teachers are usually focus on things like their

teaching skills or how long they've been teaching. But when it comes to Moral Education, being ready means putting together special skills in thinking about right and wrong, understanding and living by important values, having good emotional and social skills, and teaching in a way that respects different cultures. This goal aims to bring together different ideas about teacher effectiveness, education based on values, and the skills needed for teaching into a clear framework that helps understand the special aspects of teaching with a focus on morality.

- Guiding Question 1.1: What constituent dimensions and core competencies define Moral Education teacher readiness within the contemporary socio-educational landscape?
- Guiding Question 1.2: How do existing models of teacher professional competence and value-based instruction integrate to form a holistic, multidimensional readiness framework?
- Guiding Question 1.3: What are the conceptual relationships and interdependencies among the affective, cognitive, pedagogical, and structural dimensions within the proposed framework?

Objective 2: Mapping Policy Expectations onto Actionable Pedagogical Dimensions

The second goal of this study is to connect the big-picture policy goals from the Moral Education Policy (MEP) 2026–2035 with specific, practical teaching methods that can be used in classrooms. Strategic policy benchmarks often become too general, causing a big gap between what the policies aim to achieve and how they are actually carried out in practice. This goal focuses on breaking down the main instructions, ethical standards, and learning objectives of MEP 2026–2035 in a clear way, so that the big ideas from the policy can be turned into real classroom activities, thoughtful ways to assess learning, and practical methods for teaching.

- Guiding Question 2.1: What specific policy benchmarks, value-orientation targets, and curricular expectations are prioritized within the MEP 2026–2035 framework?
- Guiding Question 2.2: How can macro-level policy directives be translated into concrete, actionable pedagogical strategies and assessment methods for Moral Education classrooms?
- Guiding Question 2.3: What structural, conceptual, or competency gaps emerge when mapping MEP 2026–2035 policy expectations against current teacher readiness levels, and how can these gaps be systematically mitigated?

Significance and Contribution

This paper presents a relevant and thorough contribution to the fields of educational policy, how curricula are put into practice, and how teachers develop their professional skills. It introduces a new way of evaluating Moral Education that is specifically designed for this area. As education systems around the world—and especially in Malaysia—move towards teaching that values character and overall development, there is still a big difference between what policies say at a high level and how they are actually carried out in classrooms. This difference continues to create challenges in how things are structured. This study goes beyond standard models of teachers' professional skills by creating a detailed framework for teacher preparedness before the full implementation of the Moral Education Policy (MEP) 2026–2035. Instead, it offers a complete framework that brings together policy requirements with the detailed needs of teaching morality, including how to teach values, emotions, and attitudes in a society with many different beliefs. As a result, the paper offers important benefits in areas like policy, theory, and real-world applications.

For the policy-makers at the Ministry of Education Malaysia (KPM), the main importance of this paper is to offer a helpful way to check and understand things before the whole curriculum is fully put into action. In the past, when new education reforms are put into place, people often don't check how well they're working until problems start showing up. These problems might include teachers not being ready, resistance from educators, or lessons not being taught consistently. By aligning policy goals from the MEP 2026–2035 with specific teaching practices ahead of time, this framework gives curriculum designers and training departments a practical and theoretical tool to check how ready the whole system is. It allows decision-makers to shift from using the same training for everyone to creating focused Continuing Professional Development (CPD) programs that directly tackle specific areas where teachers need more knowledge, help them internalize important values, and teach about digital ethics. By spotting possible problems in how structures, thinking, and emotions might slow things down early on, the framework helps create a slower, better-supported, and more thoughtful plan for moving forward. This approach helps keep policies from getting weakened when they're put into action at the school level.

From an academic and theoretical point of view, this paper adds valuable information to the study of Moral Education and how schools change by looking at "teacher readiness" as something complicated and made up of many parts, instead of just thinking about it as a simple number like how many years a teacher has been working or how many training sessions they've taken. Many studies look at how ready teachers are to use technology or teach well, but when it comes to subjects that focus on values, it's important to clearly combine ethical thinking, emotional and social preparedness, and teaching methods that respect different cultures. This study fills that gap by explaining how policy instructions become real classroom actions and affect teachers' confidence in their own abilities. By doing this, it gives future researchers a strong theoretical foundation and a clear framework to create and test proven tools like readiness evaluation scales and classroom observation methods in different groups of people. Finally, at the institutional and practitioner level, the paper acts as a helpful guide for school leaders, department heads, and Moral Education teachers. Big-picture policy documents usually use complicated, rule-based, and general language, which doesn't give classroom teachers much help on how to turn broad ethical goals into everyday lessons. This study makes policy goals for educators clearer by turning the MEP 2026–2035 strategic benchmarks into practical teaching methods, evaluation systems, and ways to reflect on progress. It helps teachers do thoughtful self-checks and support each other through mentoring, which creates a habit of thinking deeply about their work and taking control of their growth. This paper helps improve the quality, consistency, and effectiveness of Moral Education by making sure teachers are prepared according to the policies before they start teaching, which helps in creating citizens who are ethical, thoughtful, and involved in their community.

Literature Review

Policy Landscape & Theoretical Anchors (Policy Landscape: KP2027 and MEP 2026–2035)

Malaysia is making big changes to its national education system, moving towards a more values-driven, well-rounded, and future-ready approach to schooling. At the center of this change are two linked policy frameworks: the 2027 School Curriculum Reform (KP2027) and the broader Moral Education Policy (MEP) 2026–2035. These plans help bring the country's education goals back to focus on building real character, developing good social and ethical values, and encouraging responsibility in a world that's getting more complicated with

technology. However, making these big policy goals work in real life depends a lot on how prepared, flexible, and skilled the teachers who teach Moral Education are.

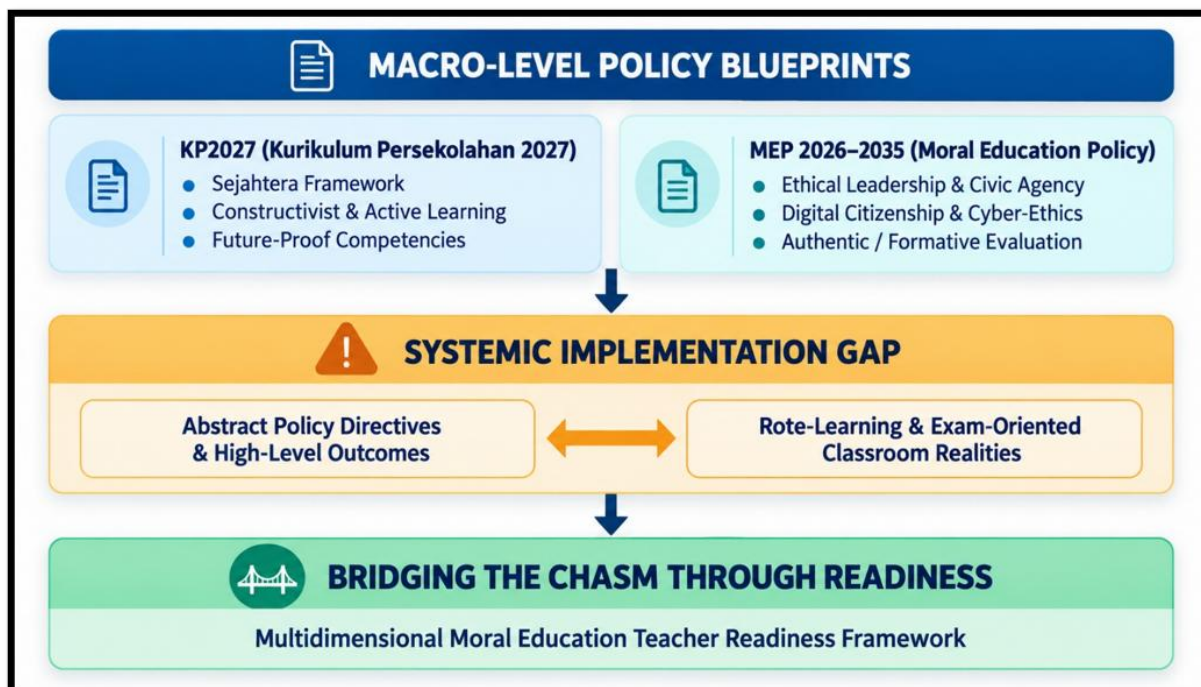


Figure 1. Macro-Level Policy Blueprints, Systemic Implementation Gap, and the Multidimensional Moral Education Teacher Readiness Framework

The Kurikulum Persekolahan 2027 (KP2027) shows a major change in Malaysia's school curriculum, made to meet the social and technological needs of the middle part of the 21st century, while also strengthening the country's identity and values about humanity. KP2027 focuses on including the Sejahtera idea, which is a broad philosophy that covers personal happiness, peaceful living together, taking care of the environment, and having strong moral values. Under KP2027, developing character becomes a main focus of teaching, just as important as learning to read, write numbers, and use technology.

To achieve this, KP2027 requires a change in teaching methods from a style focused on the teacher giving information to a style that focuses on students actively building their own understanding. The curriculum emphasizes active learning paradigms, including:

- Dilemma-based inquiry: Teaching students to look at difficult moral situations from different points of view.
- Working together to solve problems helps build empathy, teach how to negotiate, and develop helpful behaviors by discussing things as a group.
- Experiential learning involves linking discussions about morality in the classroom to real-world civic activities in the community.

KP2027 includes important skills for the future, like thinking critically, understanding emotions, being smart about media, and making ethical choices. These skills help students deal with fast-changing technology, work environments that use automation, and interactions in a connected world. In this setup, Moral Education moves away from being just a subject with strict rules and becomes a place where students practice thinking about right and wrong and take charge of their own choices.

Strategic Priorities in MEP 2026–2035: Ethics, Humanities, and Moral Education

Working together with KP2027, the Moral Education Policy (MEP) 2026–2035 creates a long-term plan focused on teaching humanities, building values, and promoting ethics for non-Muslim students. It also supports Muslim students through Pendidikan Islam. MEP 2026–2035 deals with important modern social and ethical issues, and it focuses on three main areas of strategy.

1. Democratic Engagement and Civic Agency: Instead of just following rules without thinking, the MEP 2026–2035 aims to create citizens who are actively involved and thoughtful. These citizens will have a good understanding of human rights, fairness in society, their responsibilities in a democracy, and the importance of working together in Malaysia's diverse society with many different ethnic groups and religions.
2. Digital Citizenship and Cyber-Ethics: Because digital technology, social media, and artificial intelligence are so widely used, the MEP 2026–2035 includes digital ethics in discussions about right and wrong behavior. This covers dealing with false information online, bullying through the internet, keeping personal data safe, avoiding unfair treatment by algorithms, and using the internet in a responsible way.
3. Real, ongoing, and formative assessment: Since regular paper-based standardized tests don't show real moral thinking or actual behavior improvement, MEP 2026–2035 focuses on using real evaluation methods instead. These are tools like reflective journals, peer evaluations, portfolios, and observational rubrics that check both moral feelings and moral actions, as well as moral thinking.

Systemic Disconnects: Policy Rhetoric vs. Classroom Execution Realities

Even though KP2027 and MEP 2026–2035 have big, forward-thinking goals, there is still a big gap between what the policies aim to do overall and how they are actually carried out in real classrooms. In the past, Moral Education in Malaysia has faced problems with how it is carried out at a system level, which could prevent new changes from being successful.

- a) Teaching methods remain strict and focused on memorizing moral values, definitions, and answers to exams, even though there have been many efforts over the years to encourage deeper thinking and problem-solving in Moral Education classes. This approach focuses too much on getting good grades rather than truly understanding and living by ethical values.
- b) Exam-Oriented Institutional Culture: The system focuses heavily on high-stakes exams, which puts pressure on teachers to prepare students mainly for these tests. Formative and portfolio-based evaluation methods required by policy are usually treated as just routine paperwork tasks instead of useful tools for understanding student learning.

Moral Education is often seen in school rankings as a less important or lower-status subject compared to subjects like science, technology, engineering, and math. This results in the use of teachers who are not trained in ethics, moral philosophy, or value-based teaching methods.

Professional Development Shortfalls: Old ways of training teachers, where educators are trained to train others, have led to policies being weakened over time. By the time training gets to classroom teachers, the deep theoretical ideas and constructivist approaches are often turned into simple lists of steps to follow.

If these major system problems aren't fixed before the 2027 launch, the big goals of MEP 2026–2035 might just stay as empty promises on paper. To close the gap between policies and how they are actually carried out, we need to go beyond just giving orders from the top. Instead, we

should focus on the main person responsible for putting these policies into action: the teachers and how prepared they are. Making sure teachers are well-prepared in thinking, teaching methods, using technology, and managing emotions is essential. This is the basic step needed to turn the country's education goals into real, meaningful learning experiences in classrooms.

Theoretical Foundations & Synthesis

To build a strong, comprehensive system for preparing teachers in Moral Education, this paper brings together three major theories: Bandura's Social Cognitive Theory of Self-Efficacy, Hall and Hord's Concerns-Based Adoption Model (CBAM), and Shulman's Pedagogical Content Knowledge (PCK). Each framework on its own explains certain aspects of how teachers behave, adapt professionally, and teach their subjects. When these frameworks are put together, they offer a complete view that helps assess how teachers deal with big changes in education policies, like the shift towards KP2027 and MEP 2026–2035, within the specific setting of a Moral Education classroom.

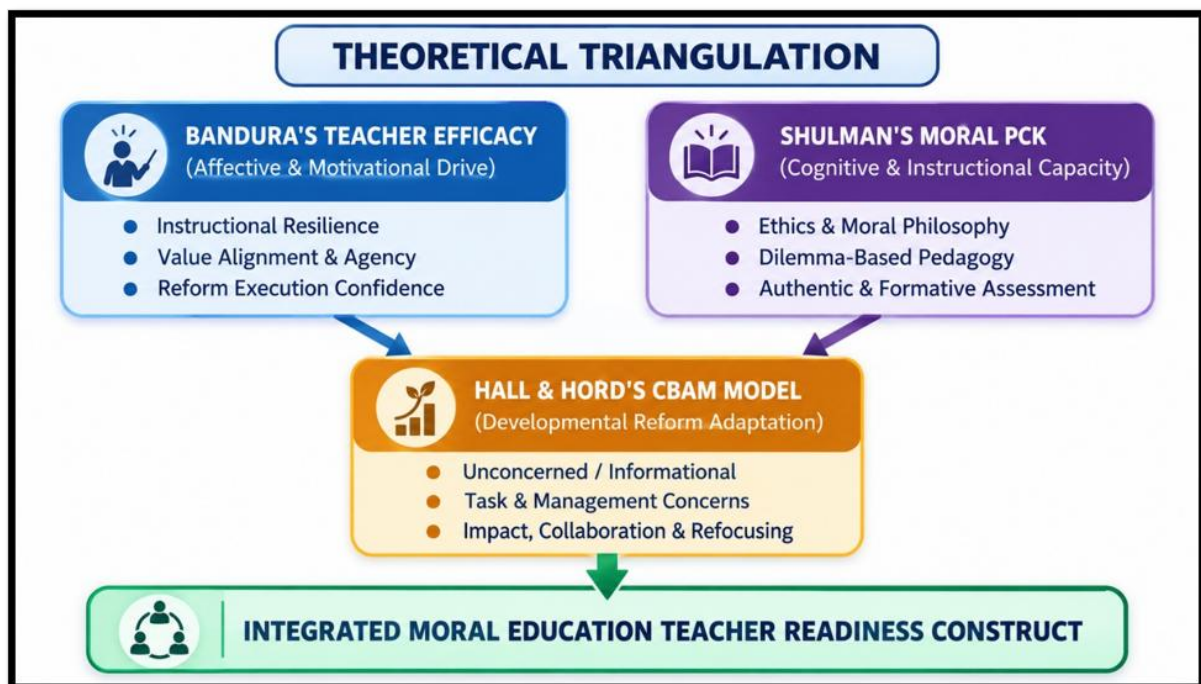


Figure 2. Theoretical Triangulation of the Integrated Moral Education Teacher Readiness Construct

Bandura's Teacher Self-Efficacy Theory: The Motivational Engine of Reform

Based on Social Cognitive Theory, Albert Bandura describes self-efficacy as a person's belief in their ability to plan and carry out actions needed to achieve specific goals. When used in education, Teacher Efficacy is the main mental and motivational force that decides if a teacher will accept or reject new curriculum requirements. In the context of reforming Moral Education, how effective a teacher is influences three important areas of their professional behavior:

1. **Instructional Resilience:** Teachers who have high confidence see the difficult and meaningful tasks of KP2027—like leading open discussions about ethics and handling tricky cultural and social issues—as problems they can learn from and overcome, not as things they should run away from.

2. Good teachers are much more likely to stop using simple memorization methods and instead use approaches that focus on students' active learning, such as exploring moral dilemmas and storytelling about digital ethics.
3. Staying committed during tough times: When introducing a new curriculum, having a strong support system helps teachers feel less stressed, prevents them from getting too tired in their jobs, and stops them from losing interest in educational changes. This support lets them keep doing their work confidently and stay true to the values of MEP 2026–2035.

Concerns-Based Adoption Model (CBAM): Deconstructing Developmental Progression

Self-efficacy shows why someone is motivated to take action on their own. Hall and Hord's Concerns-Based Adoption Model (CBAM) helps understand how teachers think, feel, and act when dealing with changes in education. At the heart of CBAM is the idea of Stages of Concern (SoC), which suggests that when teachers face a new innovation, they go through a clear, expected pattern of concerns.

In the beginning part of MEP 2026–2035, teachers are mainly focused on learning about the policy (informational concern) and thinking about how the new requirements for real assessments or digital citizenship might affect their job load, their position, and their job safety (personal concern).

As KP2027 implementation starts, teachers are mainly focused on managing the day-to-day tasks—like organizing class time for discussions on tricky issues, finding new learning resources, and using assessment tools to check student progress (Management).

At the highest level of maturity, teachers look at how the reform helps improve students' thinking about right and wrong and their behavior (Consequences). They work closely with other teachers through groups where they share and learn from each other (Collaboration). They also adjust their teaching methods to make sure the reform has the biggest positive effect possible (Refocusing).

Using CBAM to assess teacher readiness helps policy-makers see that readiness isn't just yes or no; it's more like a sliding scale. This approach shows that teachers are at different stages of concern, and professional development needs to match where they are right now.

Shulman's Pedagogical Content Knowledge: Constructing "Moral PCK"

Lee Shulman's important idea about Pedagogical Content Knowledge (PCK) changed the way teachers are trained. He showed that good teaching comes from combining a deep understanding of the subject matter (what to teach) with knowledge of how to teach effectively (how to teach). Teaching values, ethics, and moral philosophy requires a special kind of preparation: Moral Pedagogical Content Knowledge.

Moral PCK goes beyond just knowing the subject matter to include four related areas:

1. Understanding of moral values, different ideas about right and wrong (like utilitarianism, virtue ethics, and duty-based ethics), and the country's main values called Sejahtera.

2. Affective and Socio-Emotional Reasoning: Learning about the feelings and mental aspects of making ethical decisions, so teachers can help students develop empathy, a sense of right and wrong, and the courage to act morally.
3. Culturally Responsive Pedagogy: The ability to work in classrooms with many different cultures, ethnic groups, and religions, and to have conversations about right and wrong that include everyone without pushing personal views or hurting different cultural backgrounds.
4. Real Diagnostic Ability: Understanding how to check moral development by looking at reflective journals, watching behavior, and using performance tasks in real situations, instead of just using written tests.

Theoretical Synthesis: The Integrated Readiness Construct

A full check of how prepared Moral Education teachers are can't just use one method by itself. As shown in the conceptual map above, these three approaches work together in a way that supports and strengthens each other.

Moral PCK gives the knowledge and teaching skills needed to effectively teach MEP 2026–2035. It includes the methods and ethical understanding required for good teaching.

Teacher Efficacy works as the emotional and motivational force—it gives teachers the confidence and mental strength they need to use their Moral PCK effectively in stressful classroom situations.

CBAM acts as a guide that shows how teachers move from feeling anxious about their own performance to becoming skilled in making a real difference. It shows when and how they put into practice their moral knowledge and belief in their ability to make an impact.

By combining Efficacy, CBAM, and Moral PCK, the framework covers all aspects of how well-prepared teachers are. This theoretical approach makes sure that checking readiness before the 2027 launch goes beyond just looking at basic knowledge of policies. Instead, it gives a full picture tool to really measure how ready instruction is for real character development.

The Proposed Multidimensional Conceptual Framework

Framework Architecture & Overview

To connect the gap between big-picture policy goals and what happens in actual classrooms, this paper introduces the Multidimensional Moral Education Teacher Readiness Framework (MMETRF). Instead of seeing teacher preparedness as just one big thing or only about technical skills, the MMETRF views readiness as a connected, complex system made up of four key areas: Cognitive Readiness, Pedagogical and Assessment Readiness, Technological and Digital Ethics Readiness, and Affective Readiness and Professional Agency.

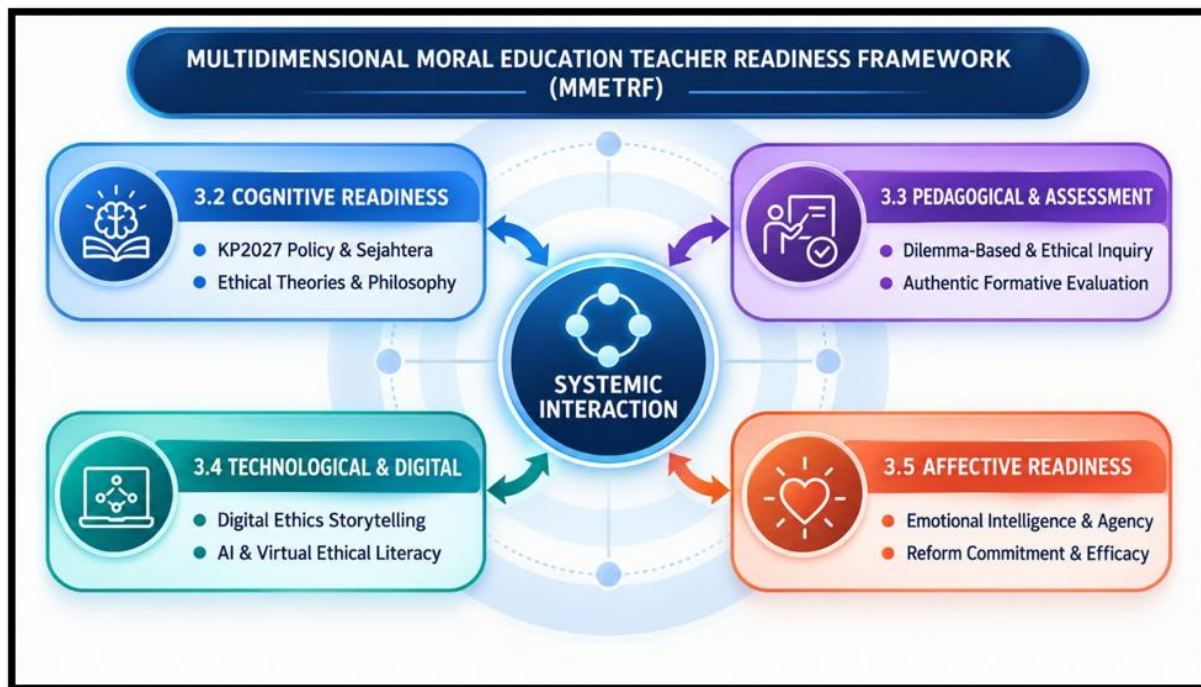


Figure 3. Multidimensional Moral Education Teacher Readiness Framework (MMETRF) and Its Systemic Interactions

As shown above, these four dimensions work together all the time in a connected system. Understanding policy requirements deeply is important because it gives the right ideas to work with. These ideas are then put into action through specific teaching methods and made more effective with the help of today's technology. The whole system works and stays alive because of the teacher's feelings and their belief in their own ability to make a difference. Weaknesses in any one area affect the quality of how the curriculum is taught under the Kurikulum Persekolahan 2027 (KP2027) and the Moral Education Policy (MEP) 2026–2035.

Dimension 1: Cognitive Readiness (Curriculum & Policy Knowledge)

Cognitive Readiness is the basic intellectual part of the MMETRF. It includes understanding the rules and policies and having a strong knowledge of moral philosophy in that specific area. As part of the upcoming national reforms, Cognitive Readiness goes beyond just knowing about new syllabus documents on the surface; it requires a deep, organized understanding of the major changes happening in KP2027 and MEP 2026–2035.

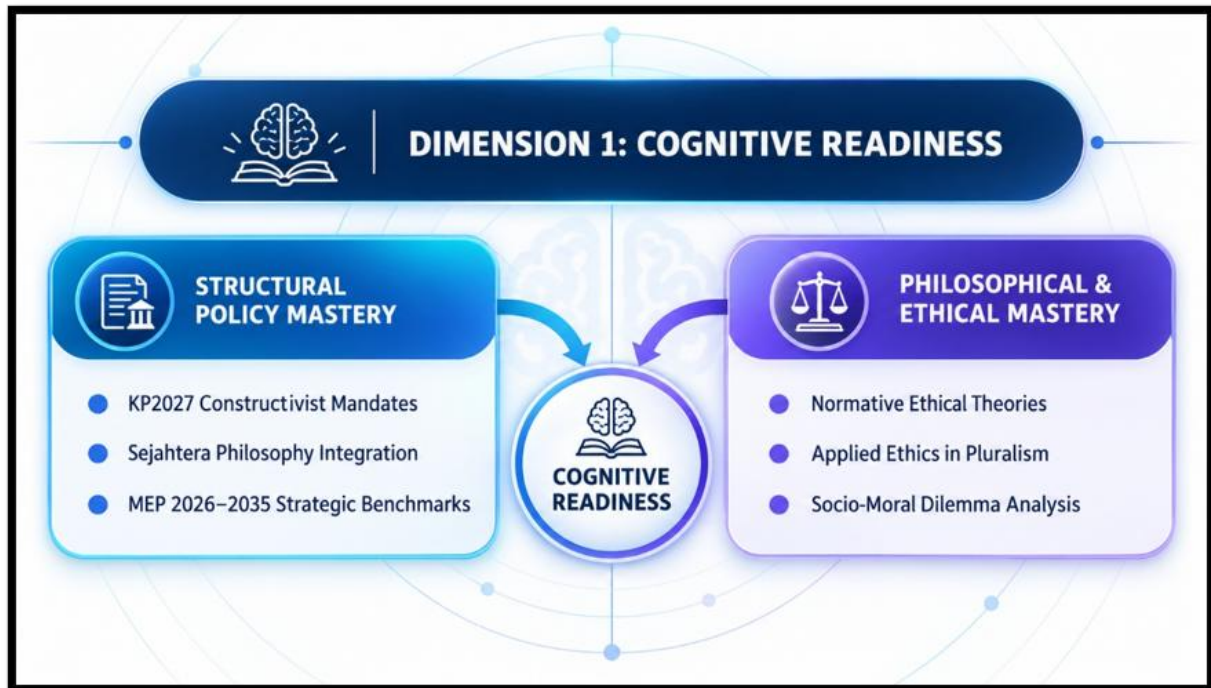


Figure 4. Dimension 1: Integration of Structural Policy Mastery and Philosophical–Ethical Mastery in Cognitive Readiness

Structural Policy Mastery and Constructivist Principles

Teachers need to fully understand the changes in the KP2027 curriculum, especially the shift from teaching mainly through content delivery to a learning approach that focuses on building skills and knowledge through active participation. At the heart of this skill is a strong understanding of the Sejahtera philosophy—knowing how its different levels, like personal happiness, balance with nature, being responsible in society, and having strong morals, connect throughout the Moral Education process. Teachers need to know not just what changes are required by MEP 2026–2035, but also why these changes are important. This helps prepare students to become thinking individuals who can handle the challenges of the future, especially those related to technology and society.

Domain-Specific Philosophical and Ethical Mastery

Beyond just knowing about education policies, Cognitive Readiness requires a deep understanding of normative ethics, moral philosophy, and modern applied ethics. To help have meaningful discussions in class, Moral Education teachers need a strong understanding of both traditional and modern ethical ideas like Deontology, Utilitarianism, Virtue Ethics, and Care Ethics, as well as the values important to the country. In a society with many different ethnic groups and religions, teachers need to have the ability to carefully examine complicated moral and social issues, like fairness in society, justice for the environment, human rights, and ethical questions in science, without making moral discussions too simple or rigid. Having this deep understanding of the subject allows teachers to foresee where students might go wrong, help them develop better moral thinking skills, and stay respected as knowledgeable guides when discussing complex ethical questions.

Dimension 2: Pedagogical & Assessment Readiness

Pedagogical and Assessment Readiness is the main part of the framework, turning the understanding of policy into real actions that make a difference in the classroom. This

dimension tackles the ongoing issue of the "policy-practice gap" in Moral Education by moving away from old methods that rely on memorizing facts to a new approach that encourages active learning, questioning, and real assessments that accurately measure understanding.

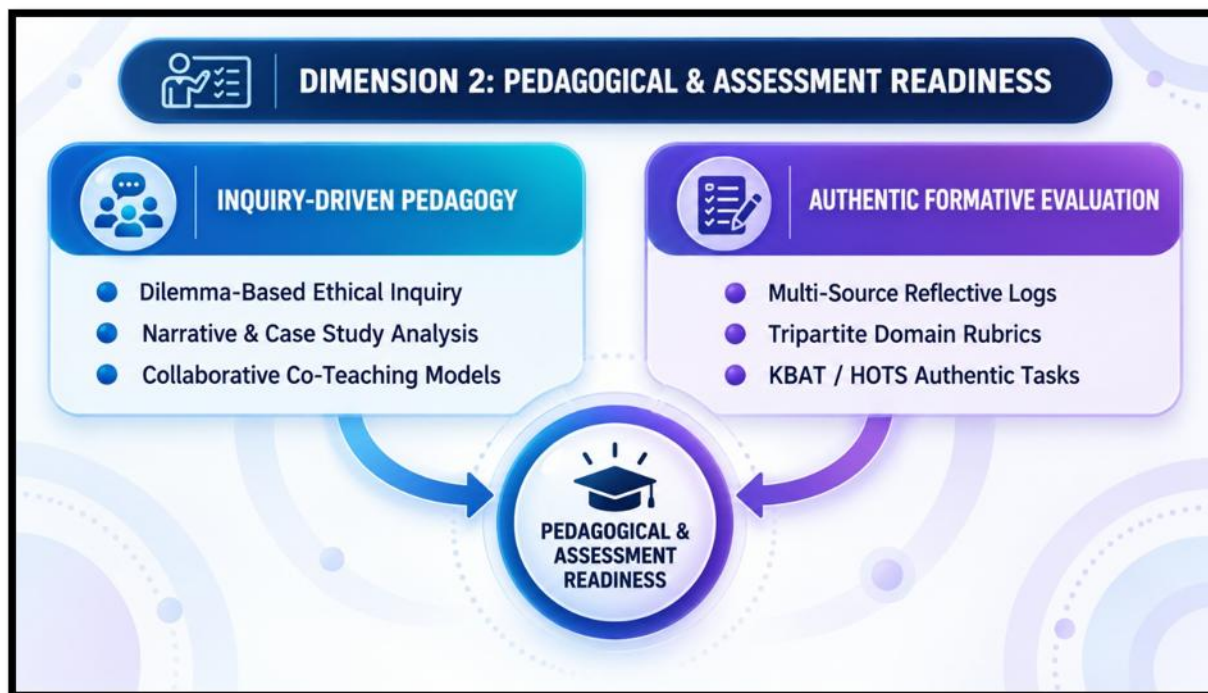


Figure 5. Dimension 2: Integration of Inquiry-Driven Pedagogy and Authentic Formative Evaluation in Pedagogical and Assessment Readiness

Instructional Competency in Active Ethical Inquiry

Under KP2027, Moral Education should focus on teaching methods that have a big impact and are centered around the students' needs. Pedagogical Readiness requires teachers to show strong facilitation skills in:

- Dilemma-Based Learning: Creating challenging but suitable moral situations that make students think about different ethical choices, explain why they believe a choice is right, and look at the possible outcomes of their decisions.
- Using real-life stories, historical events, and current news stories to create emotional connections and encourage thinking about important social and moral issues.

Working together with teachers from different humanities subjects to create learning activities that connect moral thinking with history, literature, and social studies.

Instead of just giving out moral rules, teachers should act as calm and helpful guides. They should help students have thoughtful discussions, question their own thinking, and create a safe environment where everyone feels comfortable, especially in classes with different cultures and backgrounds.

Authentic, Formative, and Continuous Assessment Capabilities

A key requirement for carrying out MEP 2026–2035 is stopping the use of only written tests that check if students remember information by heart. Assessment Readiness requires teachers to know and use real, ongoing evaluation methods that can measure the three parts of Moral

Education: how people think about morality, how they feel about it, and how they act on it. This requires proficiency in:

Creating portfolio assessments and reflective learning journals to monitor how moral thinking develops over time.

Using observation tools to check how well people show kindness, understand others' feelings, and work together to solve problems in group settings.

Creating real-life activities that include higher-order thinking skills, which ask students to use their moral judgment to deal with new and actual social and civic issues.

Dimension 3: Technological & Digital Ethics Readiness

As digital technologies, social media platforms, and artificial intelligence increasingly mediate youth interactions, Moral Education can no longer remain confined to analog methodologies. Technological and Digital Ethics Readiness evaluates a teacher's capacity to seamlessly integrate emerging digital tools while simultaneously cultivating critical digital citizenship within moral discourse.

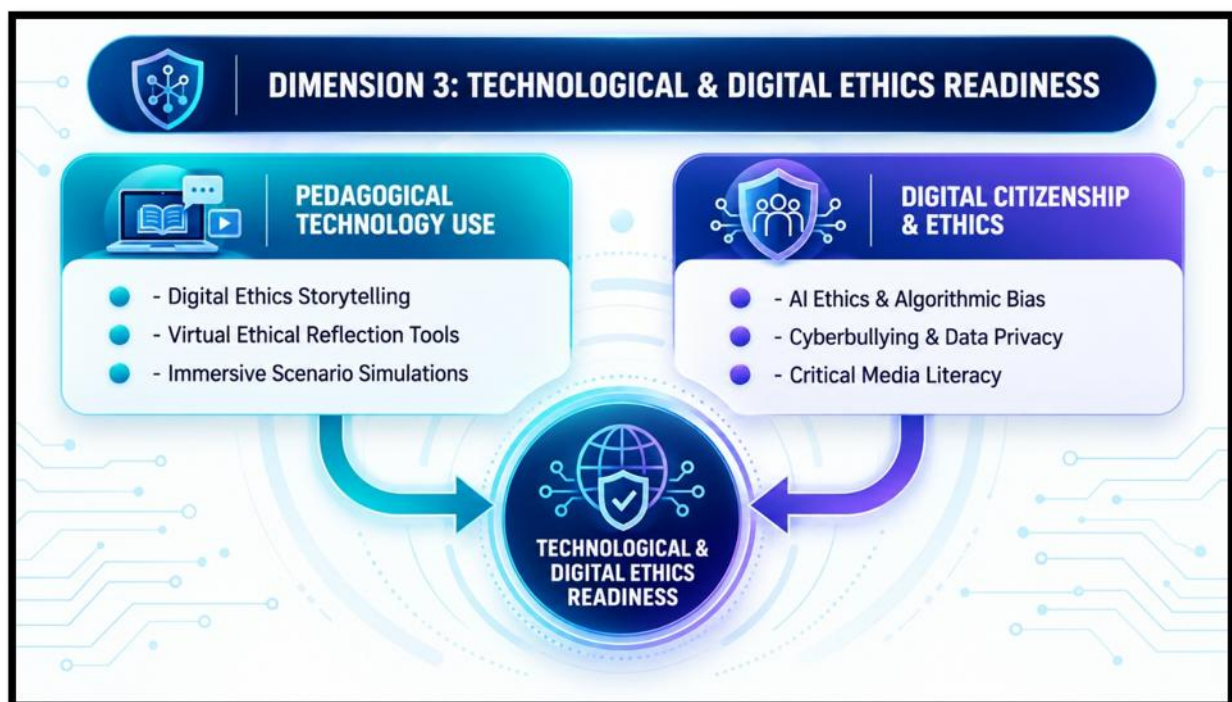


Figure 6. Dimension 3: Integration of Pedagogical Technology Use and Digital Citizenship and Ethics in Technological and Digital Ethics Readiness

Integrating Digital Tools for Pedagogical Augmentation

Technological Readiness means teachers need to use modern teaching tools to strengthen students' moral involvement. This encompasses the skilled deployment of:

Digital storytelling platforms allow students to create multimedia stories that help them explore their personal values, cultural background, and the ethical decisions they face.

Interactive reflection environments use digital boards, anonymous polling tools, and online discussion areas to help shy students take part in discussions about difficult ethical topics.

Using AI and simulated situations, learners are presented with branching digital scenarios and chatbots that guide them through complex ethical choices. These tools let learners see the effects of their decisions in a safe, controlled setting.

Fostering Digital Citizenship and Cyber-Ethics

This dimension goes further than just general knowledge of technology (TPACK) and focuses on teaching digital ethics. Teachers need to be well-prepared to guide students in discussing the ethical issues related to the digital age. This involves helping students look into issues like cyberbullying, how people's online identities can get split up, problems with privacy when data is shared, false information online, and the right and wrong sides of using AI that can create new content, such as unfair treatment by algorithms, cheating in school, and fake videos or images. By including digital citizenship in the Moral Education lessons, teachers help students become ethical and thoughtful participants in online environments.

Dimension 4: Affective Readiness and Professional Agency

The last and most important part of the framework is Affective Readiness and Professional Agency. The areas of thinking, teaching, and technology tell us what a teacher knows and can do, but the feelings and beliefs part shows what a teacher truly believes, cares about, and has the strength to do.



Figure 7. Dimension 4: Integration of Affective Disposition and Professional Agency in Affective Readiness and Professional Agency

Attitudinal Disposition, Emotional Intelligence, and Moral Commitment

Affective Readiness checks how mature a teacher is emotionally and whether their values match the main ideas of the reform. Teaching morality needs a lot of emotional intelligence, like knowing your own feelings, understanding others' feelings, and managing your emotions well.

Teachers need to show real moral dedication, acting as ethical examples whose behavior in their work mirrors the Sejahtera values they teach in class. Additionally, teachers need to have a good mindset about changes in education. They should see the requirements of MEP 2026–2035 not as tough rules from the top, but as important chances to help students grow in character and build a stronger sense of community.

Teacher Agency and Reform Self-Efficacy

A professional agency means an educator's ability to act with purpose, make their own teaching choices, and deal with challenges from the system. In Moral Education reform, high professional agency is shown as:

- Contextual Adaptation: The ability to adjust standard teaching materials to fit the specific social, cultural, and economic background of their students, while still keeping the main goals of the policies intact.
- Active Problem Solving: Being able to handle challenges that come up during implementation, like not having enough resources, dealing with a lot of paperwork, or facing reluctance from students or parents when starting discussions about ethics.
- Sustained Efficacy: A strong belief in one's ability to teach effectively, based on Bandura's model, helps maintain high teaching quality, encourages ongoing self-reflection, and prevents burnout as the KP2027 initiative continues over time.

Critical Discussion & Strategic Alignment

Operationalizing MEP 2026–2035 into Classroom Dynamics

Putting the big goals of the Malaysia Education Blueprint (MEP) 2026–2035 into everyday teaching and learning needs to connect the overall plan for the education system with what happens in individual classrooms. Abstract policy goals like encouraging global citizenship, teaching digital ethics, promoting active moral choices, and supporting critical thinking usually don't come to life in strategy documents unless they are clearly connected to specific actions teachers take and structured learning experiences for students.

Operationalization starts by changing how lesson plans are made to include values-based questions along with the goals for learning. In a daily lesson, big policy decisions need to become clear teaching activities.

Instead of just memorizing moral values, students now work on real-life situations, complex ethical issues related to science and society, and solve problems together in a structured way.

- Students' involvement becomes noticeable as classrooms shift from just listening quietly to actions like having polite discussions, considering others' views, paying attention actively, and working together on community projects.
- Reflective Assessment Practices: Formative assessments look at how students think, argue about right and wrong, and reflect on moral issues, instead of just testing if they remember definitions from the textbook.

By clearly connecting standard lesson plans to visible moral standards, teachers turn broad policy goals into regular, meaningful learning experiences for each student.

Systemic, Structural, and Pedagogical Challenges

The successful rollout of MEP 2026–2035 is facing important challenges before it starts, which could lead to a gap between what the policy aims to do and what actually happens in classrooms.

- **Professional Development Shortfalls:** Old ways of training, where knowledge is passed down from top to bottom, often spread out important teaching methods and ideas too much. Teachers often get not enough training on how to lead tough ethical conversations, guide inquiry-based learning, or handle modern ethics issues such as digital citizenship and artificial intelligence ethics.

Moral Education teachers usually have a lot of paperwork and non-teaching tasks to handle, along with teaching large groups of students, which can be very demanding. These time pressures make it hard for them to create customized, high-value learning activities and give thorough feedback during the learning process.

- There is still a lack of specialized teaching resources that are culturally appropriate, digital ethics content, and interactive learning tools that are suited to the different educational needs in Malaysia.
- Managing a classroom with many different cultures involves understanding and handling sensitive issues like morals, culture, and personal beliefs. This needs a lot of emotional awareness, strong knowledge of teaching ethics, and careful teaching strategies. Without proper guidance, teachers might stick to easy, surface-level lessons to avoid discussing tricky or sensitive subjects.

Multi-Level Strategic Recommendations

To deal with these challenges and make sure everything works well together at every level of the education system, special actions need to be taken at three different levels:

Policy Level (KPM / EPRD / BPK)

Before starting a big change in the curriculum, create and use tools to check how ready each school is. Look at the school's setup, the tools available, and how skilled the teachers are. This helps make sure everything is set up properly before the new changes begin.

- **Rolling out reforms in steps:** Introduce changes little by little based on how ready schools are, so that schools with more challenges can get extra help, support, and tools before the changes are made everywhere.

Teacher Training (IPGM / Higher Education Institutions)

- **Curriculum Re-Engineering:** Improve the training for future teachers and ongoing learning for current teachers by updating the courses and programs offered at Institutes of Teacher Education (IPGM) and universities.
- **Targeted Competencies:** Concentrate specifically on building Moral PCK, understanding digital ethics, mastering skills for leading with values, and using reflective inquiry methods.
- **Practicum and Mentorship Integration:** Include hands-on teaching experiences that focus on handling real classroom challenges and encouraging conversations about important values in an inclusive way.

School and District Level (JPN / PPD / Schools)

Create active, school-based groups where teachers focus on learning about moral education and how to develop good character in students.

- **Peer-Mentoring Networks:** Connect experienced teachers with new teachers so they can work together to study lessons, watch each other teach, and create new teaching materials.

- Contextualized Resource Hubs: Help regional groups (PPD) create learning resources, real-life examples, and assessment samples that are suited to the needs and characteristics of local communities.

Methodological Roadmap For Empirical Validation

Instrument Development & Validation Design

To check how ready teachers are to carry out the Malaysia Education Blueprint (MEP) 2026–2035, a special tool called the Moral Education Teacher Readiness Scale (METRS) was created. The scale turns the framework's four main ideas into things you can measure. You answer using a 5-point scale where 1 means "Strongly Disagree" and 5 means "Strongly Agree." You do this on your own.



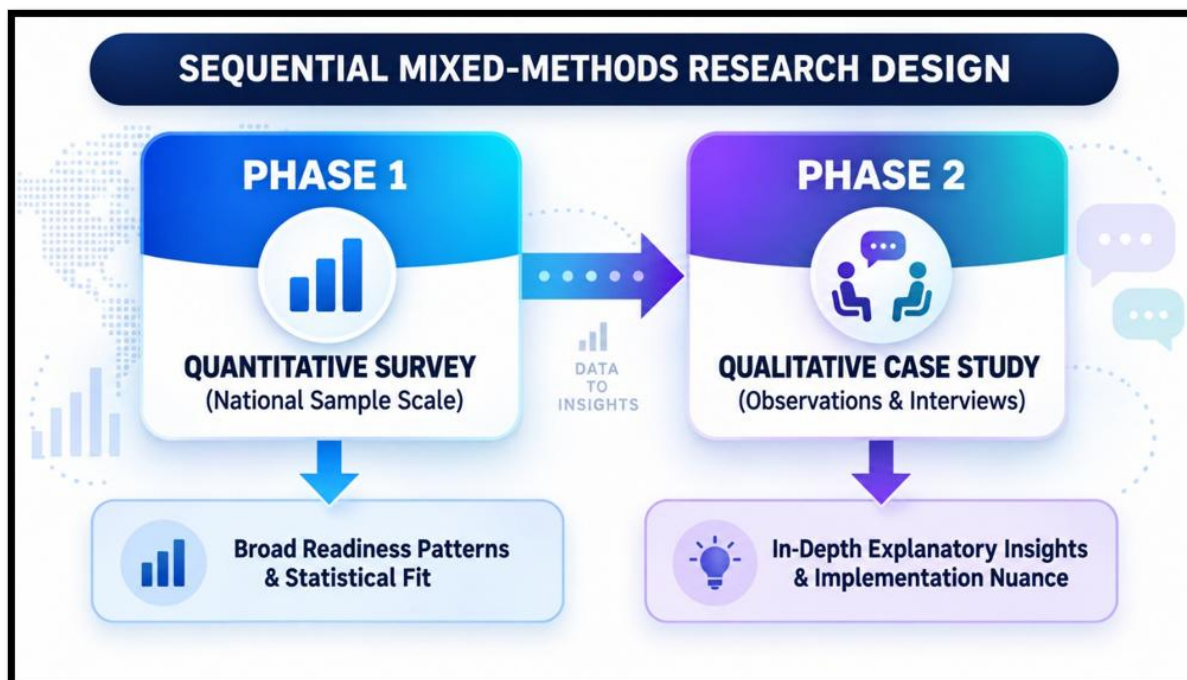
Figure 8. Sequential Process of Instrument Development and Psychometric Validation

Psychometric Validation Process

A group of experts, including specialists in Moral Education from BPK, lecturer-trainers from IPGM, and experienced professionals, review the first set of questions to check if they are clear, match the intended purpose, and fit the right context. Exploratory Factor Analysis (EFA): Conducted on a small test group (about 150 to 200 people) to look into the main factors behind the data, and to remove items that don't fit well with any factor.

Mixed-Methods Empirical Roadmap

A sequential explanatory mixed-methods design (QUAN→qual) is employed to empirically evaluate, validate, and refine the conceptual readiness framework across diverse Malaysian school contexts.



Phase 1: Quantitative Survey Stage (QUAN)

Sampling and Scope: A method called stratified random sampling is used to select schools from both primary (SRK/SJK) and secondary (SMK) levels in various Malaysian states. This approach ensures a mix of urban and rural areas as well as different types of schools.

Data collection and analysis involve using the validated METRS scale to measure general readiness patterns, initial skill levels, and any structural obstacles. Structural Equation Modeling (SEM) checks the proposed connections between different aspects of teacher readiness and how faithfully teachers report implementing classroom practices.

Phase 2: Qualitative In-Depth Stage (qual)

Sampling: A group of participants was chosen on purpose based on the results from Phase 1, which showed different groups with high, moderate, and emerging levels of readiness.

Data Collection:

Structured classroom observations involve using a set method to record how teaching is done in real time, how much students are involved, and how teachers handle difficult situations.

Semi-structured interviews with individual teachers and subject heads to explore qualitative details, system challenges, and how things are adapted based on the situation.

Qualitative results help explain and give meaning to the quantitative SEM findings, allowing for real-world improvements in the main theory used for making policies and training programs.

Conclusion

The successful implementation of the Malaysia Education Blueprint (MEP) 2026–2035 and Kurikulum Persekolahan 2027 depends not only on well-formulated policies but also on the readiness of Moral Education teachers to translate national aspirations into meaningful classroom practices. Teachers serve as the critical link between policy intentions and students’

lived learning experiences. Therefore, cognitive, pedagogical, technological, affective, and organisational readiness must be strengthened through relevant professional development, adequate resources, manageable workloads, appropriate assessment tools, collaborative professional communities, and sustained institutional support. By prioritising teachers' preparedness, professional agency, and well-being, the Ministry of Education Malaysia can effectively bridge the policy–practice gap and ensure that curriculum reform contributes to developing morally grounded, reflective, responsible, and future-ready students.

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