**INTERNATIONAL JOURNAL OF
EDUCATION, PSYCHOLOGY
AND COUNSELLING
(IJEPC)**www.ijeipc.com**THE LEVEL OF STUDENT OUTCOME AMONG ASNAF
FAMILIES THROUGH THE SCHOOL TRANSFORMATION
PROGRAM**Zainab Ahmad^{1*}, Nor Haizan Hamid², Zaiton Mat Non³, Noor Haniza Hashim⁴¹ Department of Education Studies, Institut Pendidikan Guru Kampus Perlis, Malaysia
Email: zainab.ahmad@ipgm.edu.my² Department of Education Studies, Institut Pendidikan Guru Kampus Perlis, Malaysia
Email: haizan.hamid@ipgm.edu.my³ Department of Education Studies, Institut Pendidikan Guru Kampus Perlis, Malaysia
Email: zaiton01-68@epembelajaran.edu.my⁴ Department of Education Studies, Institut Pendidikan Guru Kampus Perlis, Malaysia
Email: haniza01-39@epembelajaran.edu.my

* Corresponding Author

Article Info:**Article history:**

Received date: 28.03.2023

Revised date: 19.04.2023

Accepted date: 31.05.2023

Published date: 27.06.2023

To cite this document:

Ahmad, Z., Hamid, N. H., Mat Non, Z., & Hashim, N. H. (2023). The Level Of Student Outcome Among Asnaf Families Through The School Transformation Program. *International Journal of Education, Psychology and Counseling*, 8 (50), 587-601.

DOI: 10.35631/IJEPC.850042

This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

The TS25 program is an initiative by the Ministry of Education Malaysia aimed at improving the quality of school education and student outcome in line with the Six Student Aspirations in the Malaysia Education Development Plan 2013-2025. This study aims to explore the level of student development among asnaf families through the TS25 program, which is a government initiative aimed at improving the quality of education by 2025. The study was conducted using a quantitative research method, employing document analysis and questionnaires. The respondents in this study were (n=58) teachers and (n=30) students from asnaf families. The analysis results of the knowledge, co-curricular, and character/spiritual aspects indicate that students are beginning to understand the importance of learning and developing life skills needed to face future challenges. They also develop positive attitudes towards education and have higher hopes for their future. Through the TS25 program, students have higher expectations for their future. This study contributes significantly to the improvement of education quality and the development of students from asnaf families.

Keywords:

Student Outcome, TS25, Educational Transformation, Asnaf Families

Introduction

In accordance with the Malaysia Education Development Plan 2013-2025, the TS25 program sets three main objectives (Isa et al., 2021). Firstly, it aims to implement teaching and facilitation best practices that align with the aspirations outlined in the development plan. This objective emphasizes the importance of adopting effective teaching methodologies and facilitating meaningful learning experiences for students. Secondly, the program seeks to develop internal expertise within the education system through comprehensive training. By equipping teachers with the necessary skills and knowledge, the program aims to enhance the overall quality of education. Lastly, TS25 aims to create an environment that prioritizes student outcomes, focusing on improving student performance, development, and well-being (Malaysia Education Blueprint).

The current study focuses on examining student development among low-income or asnaf families in a TS25 school located in the state of Perlis. This particular target group, often facing challenges in accessing quality education, is of significant concern in educational equity efforts (Lee J,et.al., 2022). The study aims to assess student development across key areas, namely knowledge, leadership skills, and character or spiritual ethics. These elements have been identified as crucial for holistic student growth and success.

According to Priya , A.(2021), to achieve its objectives, the study adopts a case study approach, employing quantitative research methods. By gathering data from the selected TS25 school, the researchers aim to identify the strengths and weaknesses of students in terms of knowledge acquisition, leadership skills, and character development. This analysis will provide insights into the current state of student development among the targeted group.

Based on the findings, the study will propose improvement measures to enhance student potential in these three key areas. These measures may include tailored teaching strategies, leadership development programs, and character-building initiatives. By implementing these improvement measures, it is anticipated that students from low-income or asnaf families will have better opportunities to develop their potential and achieve overall student development (Allison Paolini , 2015).

The findings of this study hold significant implications for various stakeholders involved in education. (Mai Ngoc Khuong, 2021). Schools can benefit from understanding the strengths and weaknesses of students from low-income backgrounds, enabling them to design targeted interventions and support systems to address specific needs. State Education Departments can utilize the study's insights to shape policies and allocate resources effectively, ensuring that educational initiatives are aligned with the development of students from low-income families. State Baitulmal, an institution focused on providing assistance to the needy, can utilize the findings to develop programs that promote student potential and showcase their talents in various fields.

In conclusion, the School Transformation Program 2025 (TS25) is a government initiative aimed at enhancing student development and high-quality school practices in Malaysia. By implementing best practices in teaching, leadership, and community involvement, TS25 aims to improve student outcomes (Isa et al., 2021). This study focuses on identifying student development among low-income or asnaf families within a TS25 school, specifically examining knowledge, leadership skills, and character or spiritual ethics. The findings of this

study will contribute to the design of targeted improvement measures and assist stakeholders in creating effective programs to enhance student potential and promote their success in various fields.

Literature Review

The concept of student outcome introduced by the Ministry of Education Malaysia through the School Transformation Program (TS25) aims to enhance the quality of students through the potential of teaching and facilitation by teachers. According to Lee and Shukuri (2016), student outcome is defined as the success and excellence achieved by students in examinations. Meanwhile, student outcome, as stated in the Malaysian Education Quality Standard Wave 2 (SKPMg2), is measured based on the aspects of academic development, co-curricular development, and personal character development of students (Quality Assurance Inspectorate Team, Ministry of Education, 2016). Academic development refers to the academic achievements obtained by students through formal education and examinations (Kamus Dewan, Fourth Edition, 2007). The term "academic" refers to formal education, and achievement represents the level of competence in learning (Wallman, 1969).

The notion of student outcome pertains to the transformation of students in terms of their achievements and success following formal or informal educational experiences. This concept serves as a measure for assessing the accomplishments of schools. Consequently, the Ministry of Education Malaysia has introduced the school transformation program (TS25) as part of the Malaysia Education Development Plan (PPPM) 2013-2025. The objective of this program is to improve the quality of student outcomes, taking into account six student aspirations that are in accordance with the National Education Philosophy. This initiative aims to cultivate comprehensive growth and accomplish the objectives outlined in the national education framework. The Elements of Student Excellence: Education in schools aims to produce students who are knowledgeable, critical thinkers, effective leaders, bilingual, ethical and spiritual, and possess a national identity in line with the 6 aspirations of students in the Malaysian Education Development Plan (PPPM) 2013-2025.

The Elements of Student Excellence refer to the expected outcomes of education in schools. These elements include:

1. Knowledgeable: Education in schools aims to produce students who have broad and in-depth knowledge in various disciplines. Students are expected to acquire deep knowledge in academic fields and be able to apply it in their daily lives.
2. Critical thinking skills: Students are taught to have critical, analytical, and creative thinking skills. They are expected to gather information, analyze it, and draw conclusions based on the available evidence. These thinking skills help them face challenges in life and make informed decisions.
3. Leadership skills: Schools also aim to develop leadership abilities in students. They are taught to be effective leaders, take initiative, work in teams, and positively influence others.
4. Bilingual skills: In the face of globalization, language proficiency is crucial. Students are expected to communicate effectively in two or more languages, including their mother tongue and foreign languages.

5. Ethical and spiritual values: Education in schools also emphasizes the formation of ethical and spiritual values in students. They are taught to respect the rights and interests of others, behave morally, possess integrity, and appreciate religious values.

6. National identity: Students are expected to have awareness and appreciation of their national identity. They are taught to respect their country's culture and heritage, understand national values, and contribute to nation-building.

These six elements align with the vision and aspirations of the Malaysian Education Development Plan (PPPM) 2013-2025, which emphasizes the importance of producing globally competitive, morally upright students with a strong national identity.

Through TS25, teachers are expected to implement best practices in management, leadership, pedagogy, and facilitation to optimize student outcomes (Sulaiman, Jamilah & Noor, Siti, 2020). The program emphasizes the importance of creating a conducive learning environment, developing students' academic and non-academic competencies, and fostering strong character and values. By focusing on these areas, TS25 aims to improve students' academic performance, nurture their talents and skills, and promote their personal and social development. The school transformation program recognizes that student outcomes are influenced by various factors, including the quality of teaching and learning experiences, the involvement of students in co-curricular activities, and the development of their character and values. Therefore, TS25 aims to empower teachers, school administrators, and other stakeholders to create an effective and comprehensive educational ecosystem that supports the growth and success of students.

In conclusion, the concept of student outcome introduced through TS25 holds great significance in enhancing the quality of education in Malaysia. By encompassing academic, co-curricular, and personal development aspects, the program seeks to empower teachers and schools to provide holistic education that nurtures students' competencies, character, and values. Through effective implementation of TS25, the Ministry of Education Malaysia aims to foster a generation of well-rounded individuals who are academically proficient, socially responsible, and equipped to contribute to the nation's development.

The School Transformation Program (TS25)

The School Transformation Program (TS25) is an initiative by the Ministry of Education Malaysia aimed at enhancing the quality of schools and shaping student development (MoE, 2017). The TS25 program is a major agenda to transform schools in Malaysia. The implementation of the TS25 program aims to generate excellent human capital by creating an engaging learning environment and promoting active student participation in learning. Therefore, the success and effectiveness of this program must be supported by competent leaders, competent teachers, and a high level of community commitment (Noraziyanah & Aida Hanim, 2019).

The School Transformation Program 2025 (TS25) is a program implemented by the Ministry of Education Malaysia. The implementation of the School Transformation Program (PST) by the Ministry of Education was approved during the Economic Council Meeting No. 2/2015 chaired by the Prime Minister on January 19, 2015. Furthermore, the Professional Meeting of the Ministry of Education No. 14/2017 on April 27, 2017, approved the rebranding of PST to

the School Transformation Program 2025 (TS25). TS25 is implemented in selected schools in stages. It aims to apply the best practices in teaching and facilitation, starting with Cohort 1 consisting of 99 schools in June 2015. Cohort 2, consisting of 100 schools, was selected in 2017, followed by Cohort 3, consisting of 401 schools, in 2018, making a total of 600 schools involved. In 2019, 500 schools were also included in the program (KPM, 2015).

TS25 is part of the Ministry of Education Malaysia's efforts to enhance student development and promote high-quality schools. It aims to apply the best practices in management, leadership, and pedagogy in alignment with the goals stated in the Malaysia Education Development Plan 2013-2025 (KPM, 2013). TS25 strives to develop an excellent human capital through an enjoyable learning environment, supported by quality and visionary leadership, competent and highly aspirational teachers, and a cohesive community commitment (KPM, 2015).

The main objectives of the TS25 program are to apply the best practices in teaching and learning (PdP), develop internal expertise through comprehensive and structured training for leadership and pedagogical mentors, and create an effective learning environment that prioritizes student development (KPM, 2015). It aims to enhance the quality of teaching and learning by providing a conducive and flexible classroom and school environment, implementing creative and effective PdP techniques, and ensuring efficient school management with a focus on student development (Isa et al., 2021).

The concept of the School Transformation Program 2025 (TS25) is an effort to foster excellent individuals through an enjoyable learning environment. It encourages meaningful and active student engagement, supported by quality and visionary leadership. Additionally, it aims to develop competent and highly aspirational teachers while fostering community commitment (Ismail, Mohd & Abdul Aziz, Azlina, 2019).

The TS25 program involves the support of Master Trainers (MT) and the Educational Leadership and Instructional Team (ELIT Partners) consisting of lecturers from Institut Aminuddin Baki (IAB), Malaysia Teacher Education Institutes (IPGM), officers from State Education Departments (JPN), officers from District Education Offices (PPD), SIPartners+ officers, and SISC+ officers. Starting in the year 2021, the implementation of the TS25 Program will be fully managed by the State Education Departments (JPN) with the support of divisions within the Ministry of Education Malaysia (Md Jais, Norazianah & Hamid, Aida Hanim, 2019).

Definition Of Asnaf

In Malaysia, the term "asnaf" refers to individuals or households who are eligible to receive assistance or aid from Islamic social welfare programs. Asnaf are identified based on their level of need and are categorized into several groups. (Ismail Ahmad, Dolah, & Haneef, 2019). The classification of asnaf is often based on the principles of zakat, which is one of the five pillars of Islam. The categories of asnaf may include:

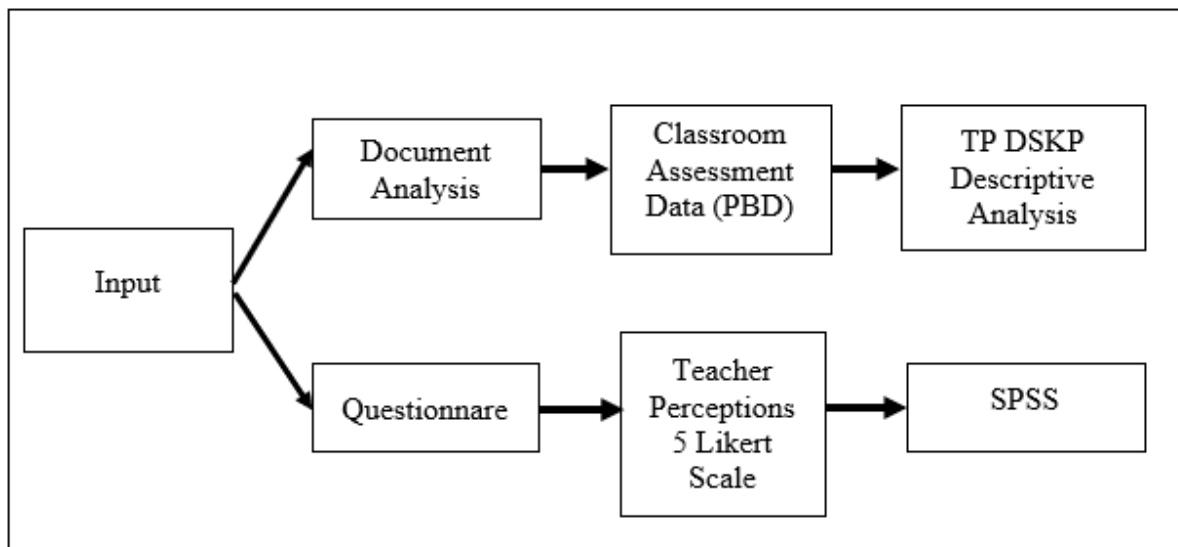
1. Fakir: Those who are extremely poor and lack basic necessities of life.
2. Miskin: Those who are needy and have insufficient means to sustain themselves.
3. Amil: Those who are appointed to collect and distribute zakat funds.
4. Muallaf: New converts to Islam who require financial support and assistance.

5. Riqab: Those in bondage or enslaved individuals seeking liberation.
6. Gharimin: Those burdened with debt and unable to repay their obligations.
7. Fi Sabilillah: Those who strive in the cause of Allah and require financial support.
8. Ibnu Sabil: Travelers or stranded individuals in need of assistance.

These categories serve as a guide for the proper distribution of zakat and other forms of assistance to ensure that it reaches those who are most deserving and in need of support according to Abdul Wahab & Md. Ridhuan (2009). The identification and distribution of aid to asnaf are often carried out by Islamic religious authorities or zakat institutions in Malaysia.

Financial assistance in the form of scholarships is provided to students at the primary and secondary school levels. It is channeled to eligible students through responsible teachers in each school. This disbursed School Assistance Fund is used to pay for school fees and educational necessities. Through this assistance, the burden on parents is alleviated, preventing these children from dropping out of school due to financial difficulties and providing them with equal educational opportunities as children from more affluent families (Azman Ab Rahman, 2018).

Figure 1: Conceptual Framework Of The Study



Research Methodology

Study Design

The design of this study aims to identify the level of student outcome among asnaf families through the implementation of the School Transformation Program (TS25). This study utilizes a combination of quantitative and qualitative methods. Quantitative methods are used to explore relevant aspects through survey instruments and document analysis, following the guidelines suggested by Creswell (2008).

Study Sample

The study sample involves 30 Year 6 students and 58 teachers from Sekolah Kebangsaan Kuala Perlis. The selection of this school is based on the success of instructional leadership in implementing TS25 practices, where the school is a benchmark visit destination for schools of various categories from all over the state of Malaysia. Standard 6 students were chosen as the study sample because they are directly involved in the TS25 program.

Research Instruments

Data was collected through Classroom Assessment data and a survey questionnaire. The survey questionnaire consists of four sections, namely the Demographic Section, Student Outcome in Academics Section, Student Outcome in Character Section, and Student Outcome in Leadership Section. Each section contains five items to assess student outcome in the aspects of knowledge, character, and leadership skills based on teacher perceptions. The survey questionnaire uses a Likert Scale from 1 to 5, representing 'Strongly Disagree' to 'Strongly Agree'. The items in the survey questionnaire were adapted from Tan Thai Link (2016).

Data Analysis

The data collected through the survey questionnaire were analyzed using descriptive statistics, examining frequencies and percentages. Meanwhile, document analysis was conducted by analyzing the Classroom Assessment data to determine the level of student outcome in the knowledge aspect over three consecutive years after the introduction of TS25 in the school, namely in 2020, 2021, and 2022. Data analysis is based on the 6 levels of mastery outlined in the Document of Standards-Based Curriculum and Assessment (DSKP), namely very high, high, moderate, low, and very low levels.

Research Findings

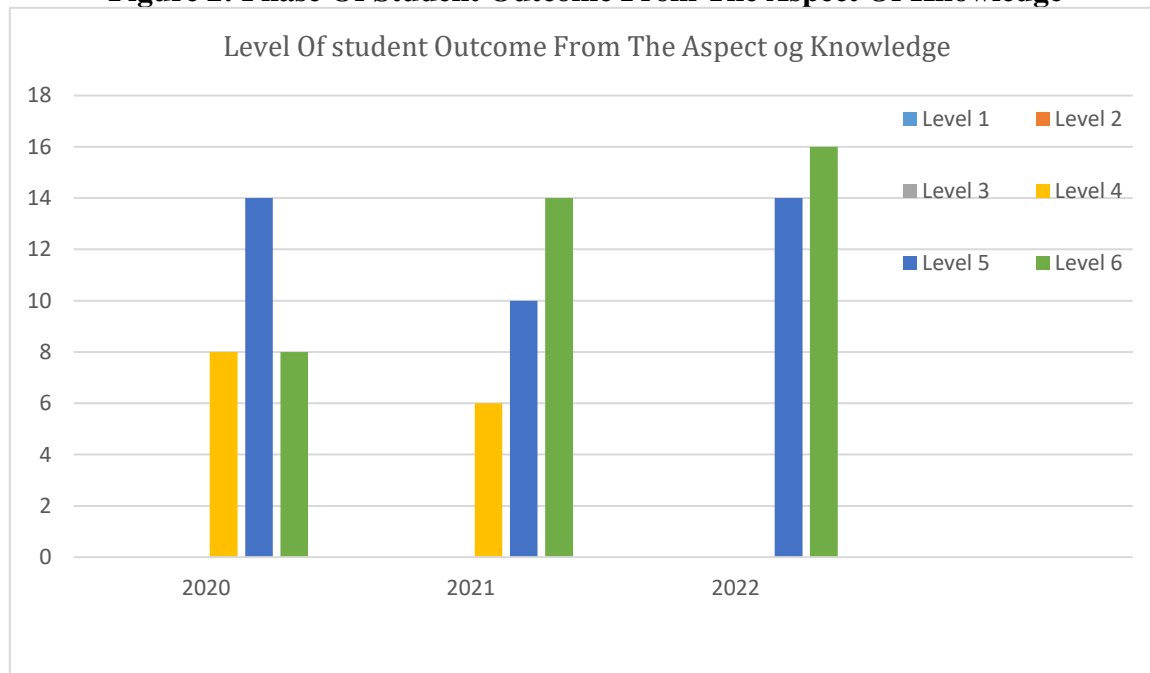
The measurement of student outcome in terms of knowledge in this study utilizes the 6 levels of student mastery established by the Ministry of Education Malaysia in the Document of Curriculum and Assessment Standards (DSKP) for primary schools. The mastery levels represent statements of achievement that indicate the progress of student learning. There are six mastery levels that reflect hierarchically organized levels of mastery, namely very limited mastery, limited mastery, satisfactory mastery, good mastery, and excellent mastery.

**Table 1: Document of Standards-Based Curriculum and Assessment Year 6
Curriculum Development Division 2021**

Level	Description
(1) Highly Limited / Very Weak	The student demonstrates very weak levels and capabilities, is highly limited, and requires a lot of guidance, instructions, and practice.
(2) Limited / Weak	The student demonstrates a weak level of knowledge, is limited, and requires some guidance, instruction, and practice.
(3) Satisfactory / Average	The student strives to demonstrate a moderate level of knowledge and endeavors to express ideas and master basic thinking skills without guidance.
(4) Good / Good	The student strives to demonstrate a good level of knowledge, effectively applies their knowledge, endeavors to express ideas, masters critical

	thinking skills, and practices minimum self-directed learning.
(5) Very Good / High	The student strives to demonstrate a high level of knowledge, endeavors to express ideas clearly and in detail, communicates effectively, applies complex knowledge, masters critical and creative thinking skills, and practices self-directed learning.
(6) Excellent / Very High	The student strives to demonstrate an excellent and consistent level of performance, endeavors to express ideas clearly, in detail, and organized manner, masters critical, creative, and innovative thinking skills, communicates effectively and confidently, practices self-directed learning, and becomes a role model for other students.

Figure 2: Phase Of Student Outcome From The Aspect Of Knowledge



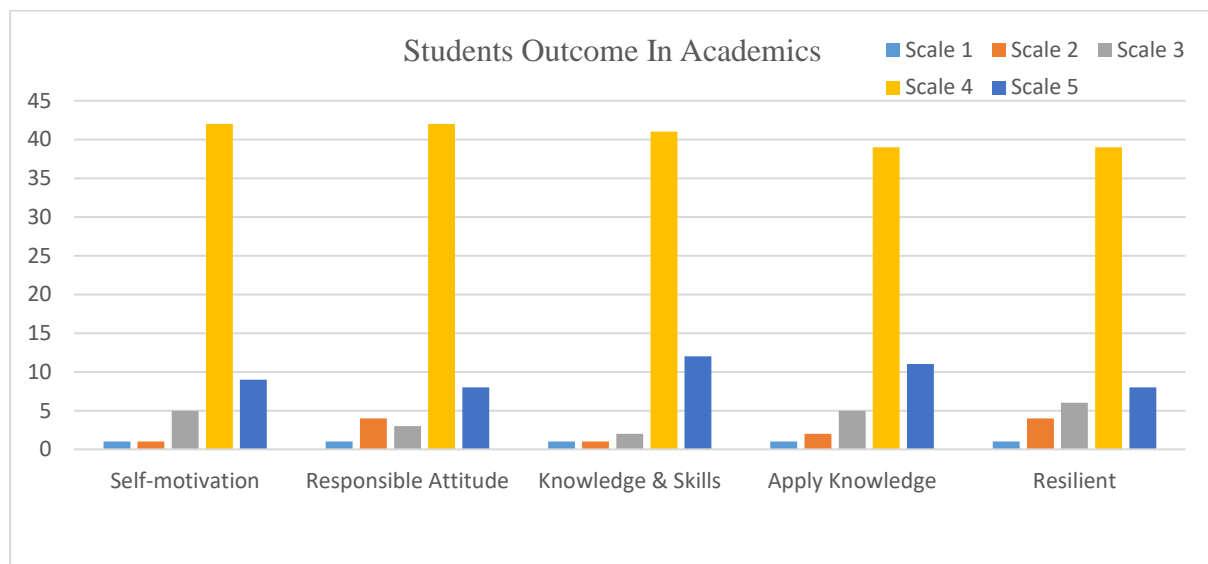
Findings from the Classroom Assessment report (PBD) show an increase in student mastery after the introduction of TS25 program. Figure 2 shows the phase of student outcome from the aspect of knowledge through the TS25 Program. The number of students reaching Phase 6 has increased from year to year. In 2020, there were 8 students, in 2021 there were 14 students, and in 2022 there were 16 students. This indicates that the programs implemented in the TS25 Program have contributed significantly to the improvement of students' mastery level. For example, the implementation of programs such as the Redesign Space, which involves transforming classrooms into a more conducive environment to attract students' interest in school. According to Apidah Amin in 2022, an engaging, conducive, and enjoyable learning environment is crucial in the teaching and learning process. A pleasant academic environment motivates students emotionally, as it allows for comfortable learning. A conducive learning

atmosphere is essential to ensure that students can learn comfortably and easily understand the lessons. Emphasizing meaningful learning approaches also motivates students to create new knowledge that can be applied beyond the classroom. Additionally, the school also practices Redesign Approve, which involves the use of social media platforms such as TikTok, games, and others to capture students' interest in the teaching and facilitation (Pdpc) process.

The improvement in students' level of development is also attributed to all the teachers in this school being exposed to best pedagogical practices in the classroom through Module 3 of the TS25 Program. For example, digital approaches, Professional Learning Communities (PLC), Project-Based Learning, and others. Effective facilitation is one that enables students to master knowledge, skills, and values. According to Khuzaimah Zaaime et al. (2019), there is a significant relationship between teacher competence (Pdpc) and student development. The level of practice of teacher competence (Pdpc) is directly and positively related to the level of student development. Therefore, to enhance students' level of development, teachers need to enhance the level of elements of teacher competence (facilitation) because students' level of development relies on changes in the level of practice of teacher competence (Pdpc).

The research design conducted in this study is a case study using a quantitative approach. The instrument used in this study is a questionnaire divided into three sections: Section A contains demographic information such as gender and educational level. Section B contains questions about student development measured based on items. In this study, the population consists of 58 respondents who are teachers in the school. The research findings will be analyzed using the Statistical Package for Social Sciences 24.0 (SPSS) software.

Figure 3: Students Outcome in Academics

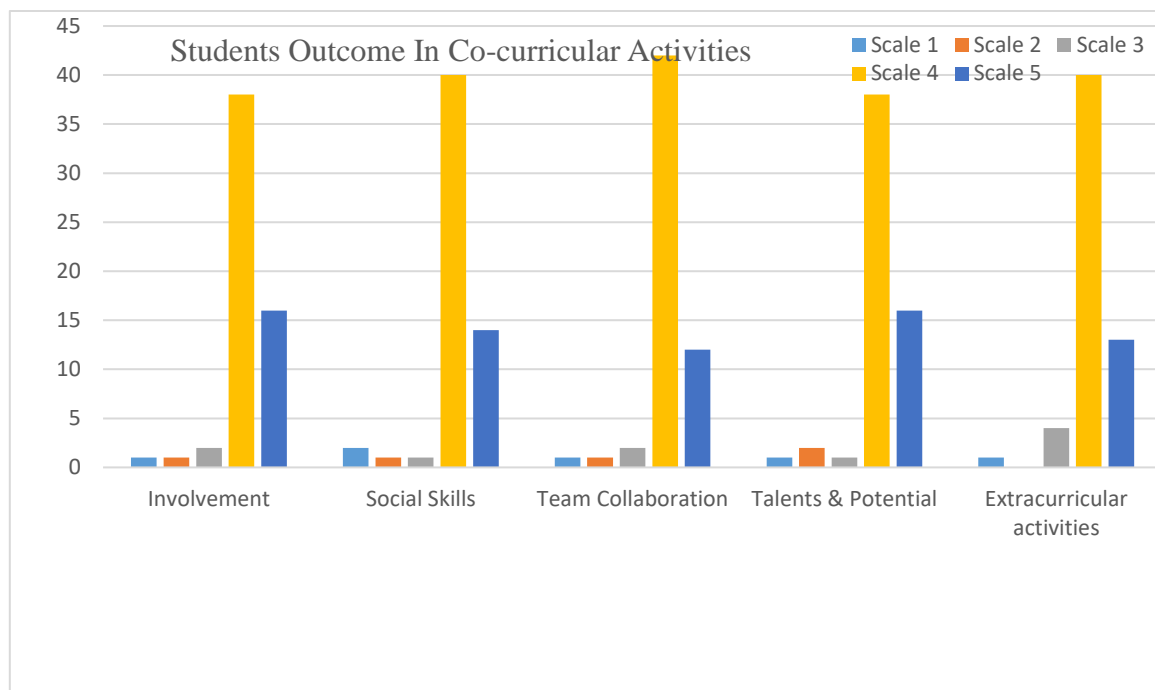


Referring to Figure 3: Student Development in Academics above, it is found that the highest agreement is on the construct of increasing student motivation for holistic achievement (72.4%), followed by the students' sense of responsibility towards their own learning (72.4%) and positive changes in their knowledge and skills (70.7%). The findings show that out of 125 respondents, they agreed with this statement, while 18 respondents disagreed. The level of

student achievement in terms of knowledge based on teachers' perceptions is moderate, with a mean of 3.98 (SD 0.615). This indicates the impact of activities introduced and continuously practiced by the school leadership, such as the transformation of the Sport Club "Capt. Cola," ensuring students' attendance in academic classes and KAFA (Islamic religious classes) before attending sports activities training. These practices have proven to enhance student motivation and indirectly foster self-discipline in improving students' academic achievement. A study by Fredricks, J. A., & Eccles, J. S. (2008) examined the effects of participation in extracurricular activities (including sports activities) on adolescent development. The findings showed that involvement in extracurricular activities is related to higher motivation and better academic performance.

The findings are lower for the construct of students demonstrating the ability to apply learned knowledge to real-life situations or everyday problems (67.2%) and the construct of students' resilience in facing challenges in line with the development of technology in current learning (67.2%). A study by Hmelo-Silver, Duncan, & Chinn (2007) suggests that problem-solving and project-based learning can help students apply their knowledge in real situations. Learning that involves hands-on activities, group work, and the application of knowledge in real contexts can enhance students' ability to apply their knowledge. In line with the TS25 School Transformation Program, Module 5 implemented in the school, it is appropriate for students to be engaged in project-based learning, such as skills through design (KmR), from the early stages of schooling.

Figure 4: Students Outcome in Co-Curricular Activities



Referring to Figure 4: Student Outcome in Co-curricular Activities, the construct of co-curricular activities helps improve students' understanding of collaboration and teamwork within teams (72.4%), obtaining the highest agreement. Findings from the study by Durlak et

al. (2011) indicate that co-curricular activities involving teamwork contribute to enhancing students' social skills, including understanding collaboration and teamwork.

There is evidence of increased student involvement in co-curricular activities at the school, and active participation of students in co-curricular activities provides opportunities for them to develop their talents and potential, such as representing the school and state in a jump rope challenge in Bangkok, Thailand.

Figure 5: Student Outcome in Character

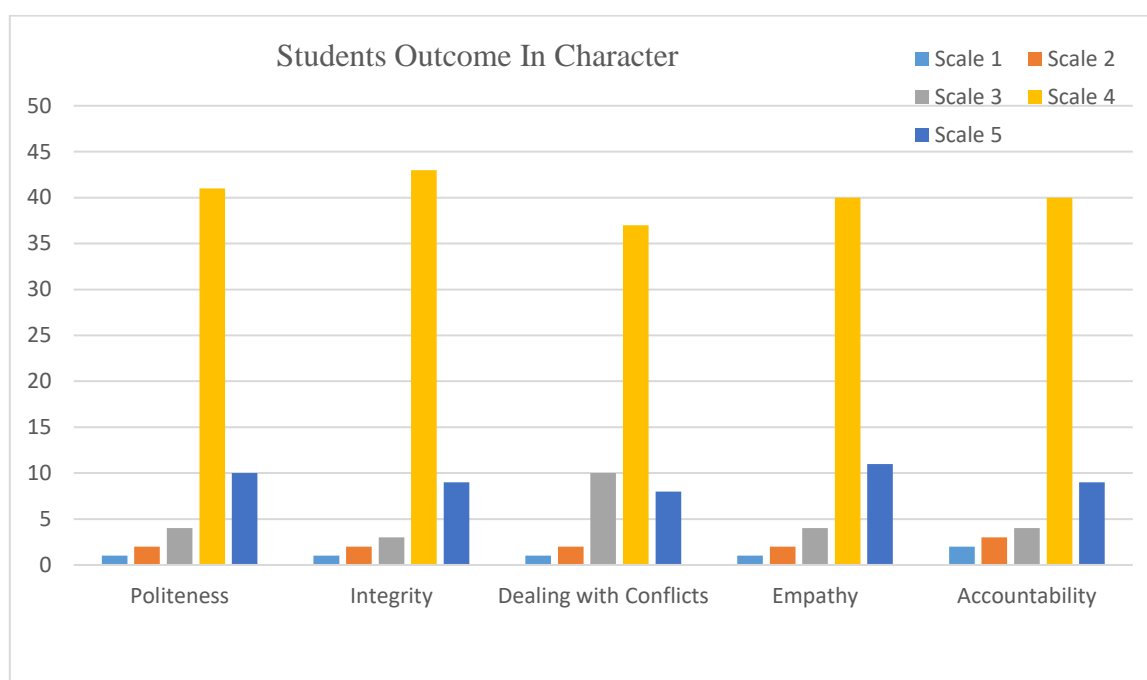


Figure 5: Student Outcome in Character depicts the construct of honesty and integrity in the actions of students (74.1%), which received the highest agreement from respondents. It is followed by the presence of scenarios where students demonstrate politeness and respect towards teachers and peers (70.7%), which is the next dominant aspect in the chart of student development in character. This study found that the level of student maturity in terms of character, based on teachers' perceptions, is at a moderate level, with a minimum of 3.96 ($SD = 0.62$). Students from low-income families, when provided with continuous guidance and support, are capable of making positive changes in themselves. The construct that received the lowest agreement from respondents is students' ability to handle conflicts maturely and respect the opinions of others (69.0%). This area should be given primary focus by the school to ensure the students' continuity in higher education and future employment. The study by Steinberg, L., & Morris, A. S. (2001) indicates that continuous guidance and family support play a crucial role in shaping the behavior and positive attitudes of adolescents, including skills in handling conflicts maturely and respecting the opinions of others.

Conclusion and Recommendation

Leadership multidimension and teacher commitment are crucial pillars in enhancing student success, alongside the collective efforts of the Parent-Teacher Association (PIBG) and the Ministry of Education (JPN). The final stage is empowerment, where students begin to take an

active role in the teaching and learning process and engage in self-development activities. They also start to leverage existing educational opportunities to improve their quality of life and change their family's fate. The school's slogan, "Rooted, Flourishing, Reaching for the Clouds," successfully realizes the transformation of all school members in a gradual manner.

The study has achieved its objective of identifying the level of student maturity among asnaf students through the TS25 program based on teachers' perceptions. The study found that the level of student maturity in terms of knowledge and character, as perceived by teachers, is at a moderate level. The results provide valuable insights into the students' maturity levels and highlight the importance of addressing conflicts maturely, respecting the opinions of others, and fostering positive changes and responsibility for school work. The study suggests that collaboration among school management, teachers, parents, and the community is necessary to generate ideas and take steps to address these issues effectively. Therefore, addressing conflicts maturely and respecting the opinions of others and the students demonstrate positive changes and take responsibility for school work are both important areas to focus on. The school management, teachers, parents, and the community need to collaborate and generate ideas or take steps to address these issues. The summary of this study is to examine the level of student development among low-income families through the TS25 Program, which is an initiative by the Ministry of Education Malaysia to enhance school education quality towards the year 2025. The study's findings indicate that through the TS25 Program, students from low-income families begin to understand the importance of learning, develop life skills, foster positive attitudes towards education, and have higher aspirations for their future. This study provides a better understanding of students' developmental levels and offers guidance in improving education quality and addressing educational disparities in the Malaysian context.

Based on the aforementioned explanation, several suggestions can be made to enhance student development and competitiveness within low-income families. It is crucial to ensure that students from low-income families have fair and equal access to quality education. This includes providing adequate infrastructure facilities, sufficient learning resources, and qualified teachers. Providing financial assistance programs to low-income families to ensure the affordability of education costs. This may include financial support for textbooks, learning materials, and school fees. Providing continuous guidance and support to students from low-income families. This can involve mentorship or tutoring programs, academic counseling sessions, and career guidance to help them develop their potential and understand various career options. Offering opportunities for students to acquire additional skills beyond the school curriculum. This can involve technical skill programs, personal development courses, or career training programs. Encouraging the interest and motivation of students from low-income families by providing opportunities to engage in compelling extracurricular activities outside of school and building their self-confidence. This can include leadership skills, arts and culture, sports, or volunteer activities. Building professional networks that can help students from low-income families connect with experienced individuals in their fields of interest. This can open doors to internships, part-time jobs, or mentorship opportunities.

By implementing these suggestions, it is hoped that students from low-income families in that school and in Malaysia as a whole can enhance their competitiveness, acquire better education, and overcome socio-economic barriers. This will provide them with better opportunities to achieve academic and professional success.

Acknowledgment

This research was funded by a grant from Faizuddin Centre of Educational Excellence (FCoEE), Perlis, Malaysia (Short-Term Grant STG-202).

References

- Abdul Wahab Hj. Abdullah and Md. Ridhuan Mohd. Jamil. (2009). Asnaf Potential Analysis and Selection: Towards Effective Zakat Distribution. *Journal of Muamalat and Islamic Finance Research*, 6(2), 31-50.
- Ainley, M., S. Hidi and D. Berndorff (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology*, Vol. 94/3, pp. 545-561, <https://doi.org/10.1037/0022-0663.94.3.545>.
- Albert Allang, N., Zakari, N. M., Abidin, Z. Z., & Zainol, N. A. (2019). Faktor-faktor Penyumbang Ke Arah Prestasi Akademik Murid Miskin di Sekolah Rendah. *Journal of Social Science and Humanities Research*, 1(3), 96-103.
- Allison Paolini (2015). Enhancing Teaching Effectiveness and Student Learning Outcomes. *The Journal of Effective Teaching*, 15(1), 20-33
- Andin, Christina & Ambotang, Abdul & Kamin, Yusri & Hamzah, Rohana. (2019). Transformasi persekitaran sekolah melalui permuafakatan sekolah dan komuniti luar bandar. *Malaysian Journal of Society and Space*. 15. 10.17576/geo-2019-1502-07.
- Azman Ab Rahman (2018). The Roles of Baitulmal in Asnaf Education Case Study : *Journal of Fatwa Management and Research*, 11(1)
- Chin, J. L. (2011). Women and Leadership: Transforming Visions and Current Contexts. Forum on Public Policy: *A Journal of the Oxford Round Table*, (2), 1–12.
- Cho, H.J., Wang, C., Bonem, E.M. et al. How Can We Support Students' Learning Experiences in Higher Education? Campus Wide Course Transformation Program Systematic Review and Meta-Analysis. *Innov High Educ* 47, 223–252 (2022). <https://doi.org/10.1007/s10755-021-09571-9>
- Creswell, J. W. (2008). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
- Fredricks, J. A., & Eccles, J. S. (2008). Participation in extracurricular activities in the middle school years: Are there developmental benefits for African American and European American youth? *Journal of Youth and Adolescence*, 37(9), 1029-1043.
- George Jette, Julian@Juliana; Mohd Hamzah, Mohd Izham. Hubungan Kemenjadian Murid Dalam Proses Pembelajaran Dan Pemudahcaraan (Pdpc) Guru: Penilaian Pentadbir Sekolah. *Jurnal Dunia Pendidikan*, [S.L.], V. 2, N. 1, P. 171-179, Apr. 2020. ISSN 2682-826x.
- Hmelo-Silver, C. E., Duncan, R. G., & Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning: A response to Kirschner, Sweller, and Clark (2006). *Educational Psychologist*, 42(2), 99–107.
- Isa, A. M., Mydin, A.-A., & Abdullah, A. G. K. (2021). Road to School Transformation 2025: A Systematic Literature Review on Teacher Autonomy in Malaysia. *International Journal of Academic Research in Progressive Education and Development*, 10(3), 34–45

- Ismail, Mohd & Abdul Aziz, Azlina. (2019). Ts25 School Teachers' Perceptions Of Differentiated Learning In Diverse Esl Classrooms. *Journal of Education and Social Sciences*, 13 (1), 95-107.
- Ismail Ahmad, Mohd Daud Dolah, and Mohamed Aslam Haneef. (2019). An Analysis of Asnaf Classification and Distribution of Zakat Funds in Malaysia. *Journal of Islamic Monetary Economics and Finance*, 5(1), 123-146.
- Jemaah Nazir Jaminan Kualiti, Kementerian Pendidikan Malaysia. (2016). *Kajian Keberkesanan Pengajaran dan Pembelajaran*. Kuala Lumpur: Kementerian Pendidikan Malaysia
- Jemaah Nazir Jaminan Kualiti, Kementerian Pendidikan Malaysia. (2016). *Standard Kualiti Pendidikan Malaysia (SKPMg2)*. Kuala Lumpur: Kementerian Pendidikan Malaysia
- Kamus Dewan Edisi Keempat. (2007). Kuala Lumpur: Dewan Bahasa dan Pustaka
- Kementerian Pendidikan Malaysia. (2013). *Pelan Pembangunan Pendidikan Malaysia 2013-2025*. Kuala Lumpur: Kementerian Pendidikan Malaysia
- Keržič D, Alex JK, Pamela Balbontín Alvarado R, Bezerra DdS, Cheraghi M, Dobrowolska B, et al. (2021) Academic student satisfaction and perceived performance in the e-learning environment during the COVID-19 pandemic: Evidence across ten countries. *PLoS ONE* 16(10): e0258807. <https://doi.org/10.1371/journal.pone.0258807>
- Khuzaimah Zaaam, A. H., Ali, M. B., & Bakar, A. R. A. (2019). The Relationship between Teacher Competencies (Pdpc) and Student Academic Achievement. *Journal of Educational and Social Research*, 9(3), 163-170.
- Lee J, Allen J, Lim H, Choi G, Jung J. (2022) Family satisfaction and self-efficacy among low-income adolescents during the COVID-19 pandemic: A comparative analysis of parents' educational attainment. *Front Psychiatry*. Jul 26;13:942927. doi: 10.3389/fpsyt.2022.942927. PMID: 35958648; PMCID: PMC9360415.
- Lee, K. W., & Shukuri, A. (2016). Faktor-faktor yang Mempengaruhi Kemenjadian Pelajar Sains dan Teknologi dalam Peperiksaan Sijil Pelajaran Malaysia (SPM). *Jurnal Pendidikan Sains & Matematik Malaysia*, 6(2), 47-59.
- Lisette Wijnia (2021) Well-being, academic success, and the role of relationships, *Educational Psychology*, 41:8, 949-951, DOI: 10.1080/01443410.2021.1994305
- Malaysian Education Blueprint (2013-2025) : A Closer Look At Where Malaysia Stands 24 Jan. 2022, <https://www.wikiimpact.com/malaysian-education-blueprint-2013-2025-a-closer-look-at-where-malaysia-stands/>
- Mai Ngoc Khuong, Nguyen Khoa Truong an and Tran Thi Thanh Hang | Ogechi Adeola (Reviewing editor) (2021) Stakeholders and Corporate Social Responsibility (CSR) programme as key sustainable development strategies to promote corporate reputation—evidence from vietnam, *Cogent Business & Management*, 8:1, DOI: 10.1080/23311975.2021.1917333
- Ministry of Education Malaysia. (2018). *Impact Evaluation Report: TS25 Program and the Development of Low-Income Students*
- Md Jais, N., and Hamid, A. H. A. (2019). Amalan Kepemimpinan Multidimensi Guru Besar dan Hubungannya Dengan Komitmen Guru Program Transformasi Sekolah 2025 (TS25). *International Journal of Modern Education*, 1(2), 13-26.
- MOE (2012) - Malaysia Education Blueprint 2013-2025 - Portal KPM. <https://www.moe.gov.my/en/dasarmenu/pelan-pembangunan-pendidikan-2013-2025>.
- Mohd Ikhwan Haiqal Ismail Dr Azlina Binti Abdul Aziz. (2019). TS25 Schoolteachers' Perceptions Of Differentiated Learning In Diverse Esl Classrooms. *Journal of Education and Social Sciences*, Vol. 13, Issue 1, (June), 95-107.

- Mohd Isa, Anniliza Mydin, Al Amin ,Abdullah, Abdul. (2021). Road to School Transformation 2025: A Systematic Literature Review on Teacher Autonomy in Malaysia. *International Journal of Academic Research in Progressive Education and Development*. 10. 35-45. 10.6007/IJARPED/v10-i3/10710.
- Noraziyanah, A., & Aida Hanim, M. (2019). Keberkesanan Pengurusan Program Transformasi Sekolah dalam Peningkatan Kecemerlangan Sekolah. *Jurnal Pendidikan Malaysia*, 44(2), 15-24.
- Patra, S., & Ramesh, A. (2015). Impact of Socio-economic Factors on Academic Achievement of Rural Students in India. *International Journal of Multidisciplinary Approach & Studies*, 2(6), 163-170.
- Rahman, M. A. (2020). *Transforming Schools: A Case Study of TS25 Program and Low-Income Student Development*. Publisher.
- Priya, A. (2021). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application. *Sociological Bulletin*, 70(1), 94–110. <https://doi.org/10.1177/0038022920970318>
- Shong, L. S., et al. (2018). The Relationship between Economic Stress and Antisocial Behavior among Adolescents. *International Journal of Academic Research in Business and Social Sciences*, 8(11), 194-204.
- Siti Masayu Rosliah Abdul & Samat. (2018). Faktor Pendorong Kecenderungan Remaja Lepas Sekolah Rendah dari Keluarga Berpendapatan Rendah Terlibat Dalam Pekerjaan. *Journal of Social Sciences and Humanities*, 13(2), 78-89.
- Smith, A., & Johnson, B. (2019). *The Impact of TS25 School Transformation Program on Low-Income Students' Development*. *Journal of Education Research*, 20(3), 45-62
- Steinberg, L., & Morris, A. S. (2001). Adolescent development. *Annual Review of Psychology*, 52(1), 83-110.
- Sulaiman, Jamilah & Noor, Siti. (2020). Teacher Competence and 21st Century Skills in Transformation Schools 2025 (TS25). *Universal Journal of Educational Research*. 8. 3536-3544. 10.13189/ujer.2020.080829.
- Wallman, H. (1969). *The Psychology of Teaching and Learning*. New York: Harcourt Brace Jovanovich.
- Zakari, N. M., Albert Allang, N., Abidin, Z. Z., & Zainol, N. A. (2022). Faktor-faktor Penyumbang Ke Arah Kecemerlangan Akademik Kanak-kanak Miskin di Sekolah Rendah: Kajian Kes di Malaysia. *Journal of Education and Learning Innovation*, 1(1), 1-10.