

The Misconception: LG120 is a Gate to Be a Teacher Under KPM?

*Haniza Sarijari., Zuraidah Sumery., Siti Zarikh Sofiah Abu Bakar., Norhafizah Amir., Dia Widyawati Amat., Diana Othman

Academy of Language Studies, Universiti Teknologi MARA Cawangan Johor

*Corresponding Author

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.924ILEIID00107>

Received: 23 September 2025; Accepted: 30 September 2025; Published: 03 November 2025

ABSTRACT

Embarking on a new journey at tertiary level is never easy yet, possible and available for almost everybody in Malaysia. The future graduates must have a lot in their mind in search of the most suitable course that could offer a promising career. There is a great amount of concern whether one particular course would guarantee a spot in a workplace. In this quest, most school goers are now given the privilege to have options with helpful hands from the educational entity such as UiTM through a program, Selangkah ke UiTM before they obtain their results for SPM. They are briefed about the courses offered that fit their interest and capability and one of them is Language for Professional Communication (LG120) UiTM. However, through an interview for a round table discussion among the LG120 Committee (RTD 2025), it was found that a number of LG120 students thought that they can be teachers after graduating. Therefore, this alarming finding has called for a discussion, so that these young graduates will be more informed of what awaits them in the future.

Keywords: LG120, Career Opportunities, University Courses, Round Table Discussion, Pathway

INTRODUCTION

The transition from school goers to tertiary beings is an exciting yet, challenging phase for almost everybody. A step that will determine someone's pathway, which makes it fundamentally crucial (Shah & Jain, 2025). This can also be translated that one choice that is so powerful could be a game changer. Therefore, soon-to-be undergraduates have to surround themselves with numerous options at the very beginning through programs conducted by IPTAs and IPTSs at their schools and other places such as One Segamat and Angsana in Johor. These resourceful programs are led by educational institutions themselves in order to gather potential candidates to join the bodies someday. UiTM for example, is known for its Program Selangkah ke UiTM offering and giving briefing on the courses that can be an eye-opener to the students who are about to leave school phase and one of them is Language for Professional Communication (LG120). This particular program was initiated back in 2010 in the journey of meeting the market demand with the permit from MQA throughout the process (Jailani et al., 2015) nevertheless, a miracle does not happen in a day and so this LG120 program started to have students' enrolment in 2018 (Razali et al., 2021). The idea of this program is to produce future diploma graduates with the ability to communicate professionally in any environment.

Teacher Education under KPM

According to Mahadi (2017), teacher education can be understood by the procedures and policies related to preparing teachers to be great source of references and reliable holistically. In achieving such idea, Kementerian Pendidikan Malaysia (KPM) has embarked on multiple programs to be offered especially to future-to-be teachers for instance through Program Ijazah Sarjana Muda Perguruan (PISMP) for students who have Sijil Pelajaran Malaysia (SPM), Sijil Tinggi Persekolahan Malaysia (STPM), Sijil Tinggi Agama Malaysia (STAM) and Matriculation year 2024 (Moe, 2024).

Moreover, Malaysian government has highlighted numerous other programs that could offer a place to be a teacher under KPM through the Institute of Teacher Education Malaysia (IPG), which is now rebranding to be UPSI and other colleges and universities (NorAmelia, 2017). Through such programs, the government has been sufficiently thoughtful and sincere in making teachers as one of the important entities that could contribute to the development of our country economically particularly. This is in line with Said's et al., (2022) discussion that reiterated the idea of The Ministry of Education Malaysia (MOE) launching the Malaysian Education Development Plan (PPPM) 2013-2025 in order to initiate beneficial changes in education policy for all.

LG120 and Career Choices

Language for Professional Communication (LG120), is a program offered by UiTM Melaka and UiTM Johor in 2018 (Razali et al., 2021). This is another brilliant program that has attracted hundreds of students who have the interest in pursuing a language course aside from TESL. LG120 is a new hope for many as it offers tremendous career choices from translators to curators and many more including corporate communication officers according to an article entitled Career Opportunities (2025) that can be found on UiTM Malacca's website. These various choices are believed to swamp potential students to enrol with the program thus, eventually producing promising future employees that can contribute professionally for any employers without a doubt.

The landscape of LG120 program has evolved throughout the years in parallel with the market demand these days as we are not merely grooming students to further their tertiary education to the next degree level, but also ensuring them with the readiness to join the industry after diploma (Jailani et al., 2015). A holistic graduate with a good command of English is definitely a ticket to land herself or himself a spot at a workplace therefore, this particular language program is set to pave the way especially with multiple challenges ahead in the working world.

RESULTS AND DISCUSSION

LG120 and Teaching Career

A round table discussion (RTD) is a normal practice particularly to better equip graduates with promising career paths that they are longing for when enrolling with their chosen courses. A triggered finding was discovered through the recent LG120 RTD when one of the respondents highlighted that there are an alarming number of LG120 students who are planning to teach after graduating. This has called for a discussion and the reason this concept paper is written. The misconception of idea on the career pathway is concerning as they might think that this program is another TESL program which is not quite true and need to be addressed pronto.

At the first place, LG120 does not offer a spot as a teacher especially when it comes to KPM. Students have to understand and be more informed of the career options await them which are available on UiTM Johor and UiTM Malacca's website. They make it clear through the list and none mentions being a teacher. It is worrying not knowing the cause of the misconception among LG120 students as they need to be told to avoid such mishap though briefing was conducted through UiTM promotional programs such as Selangkah ke UiTM. Despite the effort, these students probably need another explanation through another particular program that focuses on the career pathways available for them.

Nevertheless, the question is, are these future LG120 graduates do not even have the slightest chance to become teachers at all? Through some reading and research, that is not necessarily the case as there are ways to enrol with KPM through programs such as Program Ijazah Sarjana Muda Perguruan (PISMP) and Program Diploma Pascasiswazah Pendidikan (PDPP) (Moe, 2024). This means that although LG120 program does not permit a direct spot as a teacher, the students still have the alternatives to be become ones with different routes. They still have to enrol themselves with KPM programs for either diploma or degree to guarantee a place to serve for the government and its people (Nordin et al., 2021).

LG120 and its Educational Routes

Another crucial understanding that undergraduates must decipher is IPTAs are not the only bodies involved with teacher education as our country is working closely with IPTSs and IPG, definitely, in grooming them to teach at both primary and secondary schools nationwide (Said et al., 2022). It is the educational community's responsibility to roll out the accurate information to future graduates in order to ensure that they know where they are going someday with promising future (Karim et al., 2024). Our government has been very progressive to have sufficient number of teachers to fulfil the uprising demand of Malaysian schools with an alarming number of students and this is in line with the research done by Said et al (2022).



Figure 1 Institutions Implementing Teacher Education Malaysia

Figure 1 shows the educational bodies that are working hard on supply chain to cater to the needs of school teachers and some of them are UiTM, UPSI, UPM and many others (Nordin, 2021). From such information, the perspective can be broadened to the understanding of the collaboration of those institutions with KPM. As for the case of LG120 students, they need to join the programs offered by the selected institutions after graduating if they meant to join the teaching profession under KPM which also tells that their journey towards such goal is longer than those graduating with education background like TESL.

Aside from aiming working as teachers under KPM with the alternative ways mentioned, these LG120 undergraduates do have other option teaching at private and international schools. This is deemed possible as one of UiTM Johor's graduating LG120 students is currently working as a teacher assistant at a private expatriate's kindergarten in TTDI and this finding was gathered during the recent UiTM Johor LG120 RTD. She managed to get a spot with her credibility as an LG120 student and she has proven that there is an opportunity to join the teaching career at private places and this was evident during the interview conducted for LG120 RTD.

The opportunity landing a spot at private and international schools is available for graduating LG120 students nonetheless, they need to keep being informed of such through some platform such as a talk organised by the Academy of Language Studies (APB). According to Yee and Said (2021), Malaysian government has made a collaboration happening with higher education institutions (HEIs), such as SEGi University College, UCSI University, University Tunku Abdul Rahman (UTAR), and Kirkby International College in providing places for local teachers to obtain academic and professional qualifications so that they can provide service in the international and private schools.

CONCLUSION

Therefore, the misconception that LG120 graduates are able to join teacher education under KPM like TESL has been discussed and highlighted which resorted to the idea that they still score a chance in teaching profession yet, the route is not the same and direct. They either have to enrol with KPM programs to get a qualification after graduating from LG120 program or get themselves involved with private institutions to still earn a certificate to join the international or private schools. Hence, choosing the right course and pathway is a

life-decision that requires careful and meticulous screening to avoid misconception that eventually will put our future in jeopardy (Shah & Jain, 2025).

ACKNOWLEDGEMENTS

Highest gratitude is conveyed to our Lord for granting us the opportunity to be able to complete this fruitful concept paper with the objective to do justice to the community. Sincere dedication is not to be forgotten to LG120 team members for their cooperation and undoubtful contribution to start this journey.

REFERENCES

1. AI Jailani, MAH Yusuf, FJ Hoo, NM Ayob, S Maulan, MR Jani. (2015). An analysis of a new proposed programme: A glimpse into MEB 2015-2025 for Higher Education. Sixth International Language Learning Conference 2015, 297-307 <https://share.google/FYCLMszX3oZifm7Ua>
2. Karim, N. B. A., Rahman, N. I. B. A., & Kaur, H. (2024). The Impact of Outcome Expectation towards Career Choices among Secondary School Students' in Petaling District, Malaysia. *International Journal of Academic Research in Business and Social Sciences*, 14(5), 1489–1507. <http://dx.doi.org/10.6007/IJARBS/v14-i5/21488>
3. NorAmelia, A. M. (2023). Teacher Education and Licencing. Retrieved from <https://www.scribd.com/document/346993733/Teacher-Education-and-Licencing>
4. Nordin, Mohd Norazmi & Ahmad, Mohdhilmi & Mohd Noor, Nor & Mutalib, Norathirah. (2021). Teacher Education in Malaysia. *Türk Fizyoterapi ve Rehabilitasyon Dergisi/Turkish Journal of Physiotherapy and Rehabilitation*. 32. 4810-4816. https://www.researchgate.net/publication/352478718_TEACHER_EDUCATION_IN_MALAYSIA
5. Ministry of Education (2024). Iklan PDPP. Retrieved from https://mypdpp.moe.gov.my/IKLAN_2024/IKLAN_PDPP_2024.pdf
6. Razali, N. A., Aziz, A. A. A., Juned, A. M., Mohamad, N. A., & Azhar, S. B. H. J. (2021). Students' Perception on the Attainment of Learning Outcomes of an Undergraduate project-based Final Semester Course (Professional Communication Practice). *International Journal of Academic Research in Business and Social Sciences*, 11(10), 1008 – 1023. <http://dx.doi.org/10.6007/IJARBS/v11-i10/11461>
7. Said, A. R. bin M., Omar, M. bin C., Omar, N. binti, & Ghazali, M. A. bin. (2022). Malaysian teacher standards and the professionalism development of Islamic education teachers. *International Journal of Health Sciences*, 6(S2), 11975–11983. <https://doi.org/10.53730/ijhs.v6nS2.8232>
8. Shah, V., & Jain, D. (2025). Consequences of Choosing the Wrong Career Path and How to Navigate Career Decisions. *International Journal for Multidisciplinary Research (IJFMR)*, Volume 7, Issue 1, January-February 2025. <https://share.google/UPc3MYgYzQtCwmEzs>
9. UiTM Malacca (2025). LG120-Diploma in English for Professional Communication. Retrieved from <https://melaka.uitm.edu.my/index.php/en/component/content/article?id=719&Itemid=102#career-opportunities>
10. Yee, L. S., & Said, H. (2019). Recruitment Criteria for Teachers' Retention in Malaysian International Schools: A Concept Paper. *International Journal of Advanced Research in Future Ready Learning and Education* 25, Issue 1 (2021) 1-9 <https://share.google/nWfzSmujpgROHCOWF>