Proceeding: International Conference on Education, Business, Islamic and Technology (ICEBIT 2017)

ISBN: 978-967-14841-2-8

29-30 JULY 2017

BAYVIEW HOTEL

KEDAH, MALAYSIA

Published by:

GAE
GLOBAL ACADEMIC EXCELLENCE

PROCEEDING: INTERNATIONAL CONFERENCE ON EDUCATION, BUSINESS, ISLAMIC AND TECHNOLOGY (ICEBIT), 2017

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ISBN: 978-967-14841-2-8

PUBLISHED BY:
GLOBAL ACADEMIC EXCELLENCE (GAE)
(UA 0017255-D)
KELANTAN
MALAYSIA

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

FACTORS THAT INFLUENCING ENTREPRENEURIAL INTENTIONS AMONG AAGBS STUDENTS

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Abstract: *This study investigates the factors that influences entrepreneurial intentions among Arshad Ayub Graduates Business School (AAGBS) in the year 2015. The data was collected through proportionate stratified random sampling whereby using self-administered questionnaires to distribute to the postgraduates students in AAGBS which sample size in about 159 respondents. The data then has been analyzed by using SPSS version 22.0 and measure the reliability test, descriptive analysis, Pearson correlation and Multiple Linear Regression analysis between the level of each component of the theory of planned behavior and personal traits and entrepreneurial intention. Overall results shows that the current students of AAGBS are highly interested as to choose to be as an entrepreneur as their best career and the research objectives were achieved.*

Keywords: Entrepreneurial intention, theory of planned behaviour, personal traits

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Introduction

Entrepreneurship as a procedure of producing value through unique resource combinations that exploit an opportunity. He further describes it as a distinct way of thinking and acting (Morris, 2006). From this perspective, entrepreneurship implies planned, intentional behavior. According to Mustapha et al. (2014), entrepreneurship has become an important agenda in the Malaysian Education System. The Malaysian government has begun to embark on entrepreneurship development among students. It is tested with huge budget allocated by the Ministry of Higher Education (MOHE) in order to drive entrepreneurship activities among the students in the universities.. MOHE targets about 6,000 graduates to become entrepreneurs in 2013-2015 for the implementation of Entrepreneurial Strategic Plans from year 2013 to 2015. Arshad Ayub Graduate Business School, UiTM (AAGBS) was established since 1984 and owns a world class reputation for being at the frontier of excellence in postgraduate studies. The founder of Arshad Ayub Graduate Business School is YBhg. Tan Sri Dato Seri Utama Arshad Ayub. AAGBS is one of the Malaysia's best universities in research and learning, and the principle feature of the AAGBS doctoral programs is an emphasis on high caliber research, with a goal to supply students with a strong conceptual and methodological foundation so that they can be great leaders in the origination and diffusion of knowledge. As the biggest graduate studies faculty, AAGBS offers Ph.D. and Masters Students' excellent scholarly support for employment in their respective areas.

This study aimed at looking at the entrepreneurial intention among AAGBS students. The study intends to explore the probable factors that may lead to the entrepreneurial intention among AAGBS students in UiTM Shah Alam. Many studies have been done in Europe, Asia, and South Africa on the entrepreneurial intention among undergraduate students (Ismail et al., 2009). There are inadequate exposure and support towards entrepreneurial fields in AAGBS. Therefore, the purpose of this study is to determine whether entrepreneurial intentions exist among AAGBS students.

Researchers want to examine the level of each component of the theory of planned behavior and personal traits and entrepreneurial intention besides to assess the relationship between the attitudes toward behavior, subjective norm, perceived behavioural control, need for achievement, internal locus of control and risk taking propensity and entrepreneurial intention. In addition, this study integrates to determine which components of the theory planned behavior that gives the most influence to entrepreneurial intention, to determine which components of the personal traits that gives the most influence to entrepreneurial intention and last but not least to provide recommendations based on the findings of the study.

Literature review

Academic Construct

Prior research provides a valuable context for work on measuring a construct (Cronbach & Meehl, 1955). A construct also has been used by social scientists to help explain empirical data on a phenomenon or to conceptualize unobservable or immeasurable elements of a domain of study to formulate a theory. Some constructs are thought to be relatively independent of context, whereas others seem to be much dependent on or affected by context (Donnelan et al., 2009). Entrepreneurial intention is likely to remain an important construct in research relating to enterprising individuals, their cognitions of business opportunities, and their decisions of whether or not to risk exploiting them by creating new ventures (Palich & Bagby, 1995). In social science research, the variables itself are the academic constructs of a particular research. Therefore, entrepreneurial intention, theory planned of behavior which consist of attitude towards behavior, subjective norm, perceived behavior control and personal traits which consist of need for achievement, internal locus of control and risk taking propensity are the construct in conducting this study.

Entrepreneurial Intention

According to Mitton (1989) describes entrepreneurs as those who have certain psychological characteristics such as a commitment to their work also a need for total control and a liking for uncertainty and challenge. Furthermore, entrepreneurship is an intentional creation or transformation of an organization for the purpose of creating or adding value through organization of resources while intention is defined as a state of mind, directing attention, experience, and action toward a specific goal or pathway to its achievement (Bird & Jelinek, 1988). Linan et al. (2013) tested on the cross-cultural applicability model across two different countries which are Great Britain and Spain and the results indicates that by enhancing the

level of knowledge and awareness about entrepreneurship, it would increase self-efficacy perceptions and hence, entrepreneurial intentions.

Theory of Planned Behavior (TPB)

The theory of planned behavior was proposed by Ajzen (1991) and may help in understanding the behavior of people. It is a theory which predicts deliberate behavior because behavior can be deliberative and planned. As a general rule, if the intention to engage in a behavior is strong, so the more likely should be the performance. According to TPB, there are three conceptually independent determinants of intention which are attitude toward the behavior, subjective norm and perceived behavioural control as shown in Figure 1 below. Apart from that, TPB distinguishes between three kinds of salient beliefs which are behavioral beliefs which are assumed to influence attitudes toward the behavior; normative beliefs which constitute the underlying determinants of subjective norms; and control beliefs which provide the basis for perceptions of behavioral control. However, the relative importance of attitude toward behavior, subjective norm and perceived behavioral control in predicting the intention is expected to vary across behaviors and situation. In a meta-analysis of 185 independent studies using the TPB model, Armitage & Conner (2001) found that TPB could explain 27 percent of behavior and 39 percent of entrepreneurial intention.

Figure 1: Theory of Planned Behavior (Ajzen, 1991)

Attitude Towards Behavior

According to Ajzen (1987), personal attitude behavior is defined as to what extent a person holds favorable appraisal for a particular behavior. Attitude toward behavior is refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question (Ajzen, 1991). It is assumed to have two components which work together which are behavioral beliefs and also outcome evaluations. Swann et al. (2007) also supported Ajzen's attitude towards the behaviors as driver of intent and noted that attitudes have an important place in psychological science and people's views do matter. The more positive an individual finds an entrepreneurial experience, the stronger would be the attractiveness of an entrepreneurial career (Krueger, 1993).

Subjective Norm

Individual are more likely to hold positives attitudes towards entrepreneurship when their decision to engage in is approved by significant others in their environments and entrepreneurship is positively valued by those close to them. According to Moriano et al. (2011), subjective norm is the only predictor that varied across cultures and was the least significant indicator of entrepreneurial intention. Social norms and values regarding entrepreneurship contribute to the formation of positive attitudes towards entrepreneurship (Malebana, 2014).The more individuals perceive that significant others would approve of them when performing a specific behavior, the likelihood of engaging in the behavior increases. This also has a positive effect on perceptions regarding the personal capability to execute the behavior and its attractiveness (Linan et al., 2011). However, the finding is contrast to (Krueger et al., 2000) who found that subjective norm has no substantial influence on the entrepreneurial intention.

Perceived Behavioral Control

Researchers vary in their use of the term and frequently use the terms perceived behavioral control, self-efficacy and internal locus of control interchangeably, or with little clarification of the differences between these terms as per Krueger et al. (2000). They found that perceived self-efficacy is positively and significantly correlating with entrepreneurial intentions. Luthje & Franke (2004) revealed that students‟ intention to entrepreneurship is directly influenced by perception towards entrepreneurship enablers and obstacles. Particularly, the more positive the students perceive the support for entrepreneurship, the stronger their entrepreneurial intention is. Similarly, Swann et al. (2007) reported that individual's behavior is highly influenced by confidence in their ability to perform the behavior necessary to be successful.

Personality Traits

Entrepreneurs have been found to possess higher scores of tolerance for ambiguity, internal locus of control, proactive personality, self-efficacy and need for achievement compared to the non-entrepreneurs in explaining business success and intention (Crant, 1996). The need for achievement, locus of control, risk-taking propensity, Type A of behavior and tolerance for ambiguity are the kinds of personality traits necessary to entrepreneurs (Chen & Lai, 2010). Generally, the main psychological characteristics associated with entrepreneurship in the literature are internal locus of control, propensity to take risk, self-confidence, need for achievement, tolerance of ambiguity and innovativeness (Ferreira et al., 2012). However in this study, Brockhaus (1982) study has been adapted where three personality traits are consistently associated with entrepreneurial intention which is need for achievement, internal locus of control and risk-taking propensity.

Need for Achievement

According to Indarti et al. (2010), when people are faced with tasks that possess such attributes (i.e. variety and identity) to a higher degree, it is expected that they (i.e. high achievers) will respond with high level of performance which end in self-satisfaction. Individuals with high need for achievement will contribute more in entrepreneurial activity. The result shows that the need for achievement is the strongest predictor of entrepreneurial intention. Owoseni (2014) examined the influence of personality traits and entrepreneurial intentions and the results found

that there is a significant relationship between need for achievement and entrepreneurial intention. The people who have a high achievement motivation are encouraged to start their own business as it may help reducing the rate of unemployment in a country.

Internal Locus of Control

Potential entrepreneurs have an internal locus of control orientation more than external because risk and ability perception that effect results are important for a new venture decision (Brockhaus, 1982). Goksel & Aydintan (2011) studied the effects of personality traits on the individual‟s propensity to entrepreneurship by carrying out on 175 students of business administration in Turkey. It was found that the personality traits did increase the entrepreneurial intentions, which are affected more by internal locus of control than any other factors. Many studies suggest the existence of a positive correlation between orientation to locus of control and entrepreneurship (Robinson et al., 1991). According to Ahmad et al. (2014) examined the contributing factors to the entrepreneurial intentions among university students in Malaysia. Three main factors namely personality, creativity and locus of control leading to the interest in entrepreneurship. The result shows the correlation between entrepreneurial intention and locus of control was significant.

Risk Taking Propensity

Cramer et al. (2002) stated that risk-taking propensity differentiates entrepreneurs from others. Besides, it has been recognized that risk-taking propensity play a vital role in creating entrepreneurial intentions (Kickul & Gundry, 2002). Nishantha (2009) identified that risk-taking propensity are highly contributed for developing positive attitude toward entrepreneurship. The most important in starting a business is the ability to bear ambiguity and risk propensity. In accordance with Gomezelj & Kusce (2013) who studied on the influence of personal factors on entrepreneurs‟ performance, the entrepreneur is always trying to understand risk, control it and reduce it as far as possible in which it may give positive impact to the performance of the business of the entrepreneur. However, the result showed negative correlation between the propensity for risk taking and entrepreneur's performance.

Research Methodology

The survey is conducted in Arshad Ayub Graduate Business School (AAGBS) by distributing questionnaires among postgraduate students through proportionate stratified random sampling. The samples of the data collection is consist of 159 students from the total population in AAGBS. This research studied on the entrepreneurial intention among postgraduate of the master level students at AAGBS in UiTM Shah Alam. The study focuses on only three programmes instead of the seven that offer by AAGBS.

Model Equation

EI = a + b1AB + b2SN + b3PBC + b4NA + b5LC + b6RT

Where,

EI = Entrepreneurial Intention

AB = Attitude towards Behavior

SN = Subjective Norm

PBC = Perceived Behavioral Control

NA = Need for Achievement

LC = Internal Locus of Control

RT = Risk Taking Propensity

Data Analysis and Interpretation

Reliability Analysis

Table 1: Cronbach's Alpha for Entrepreneurial Intention among AAGBS Students

Variables	No of item	Cronbach's Alpha
Entrepreneurial Intention	5	0.942
Attitude Towards the Behavior	5	0.799
Subjective Norm	5	0.785
Perceived Behavioral Control	5	0.783
Need for Achievement	4	0.923
Internal Locus of Control	4	0.822
Risk Taking Propensity	4	0.822

From the Table 1, it interprets that the reliability testing and Cronbach's Alpha value of entrepreneurial intention and need for achievement is 0.942 and 0.923 respectively which can be considered as good. For the risk taking and internal locus of control, there is having same value of Cronbach's alpha, which is 0.822 and it considers also as good reliability. For the perceived behavioral control, subjective norm and attitude towards the behavior, the Cronbach's alpha value is 0.783, 0.785 and 0.799 respectively which are considered as acceptable. In conclusions, according to Sekaran (2009), this study shows that all items in the questionnaire have a good and acceptable of Alpha Coefficient Range.

Descriptive Analysis

Table 2: Descriptive Analysis for Each Variable

Variables	Mean	Standard Deviation
Attitude Towards the Behavior	4.15	0.641
Subjective Norm	3.83	0.662
Perceived Behavioral Control	3.42	0.669
Need for Achievement	3.76	0.803
Internal Locus of Control	3.96	0.563
Risk Taking Propensity	3.80	0.722
Entrepreneurial Intention	3.89	0.865

Table 2 shows the descriptive means and standard deviations for the attitude towards behavior, subjective norm, perceived behavioral control, need for achievement, internal locus of control, risk taking propensity and entrepreneurial intention. Except for attitude towards behavior, the

other variables have moderate means where their means are between 3.00 and 3.99. The highest mean is 4.15 which belong to attitude towards behavior while perceived behavioral control has the lowest mean among the variables which is 3.42.

In term of descriptive analysis for each variable, the highest rating for mean is 4.15 which belong to attitude towards behavior. This is also supported by Moriano et al. (2011) whereby it is found that attitude toward behavior is the strongest predictor of entrepreneurial intention. Furthermore, the highest mean for item "A career as entrepreneur is attractive for me" indicates that mostly students feel contented to choose entrepreneur as their attractive career to be after graduating. While the lowest mean is 4.01 for item "I believe that if I were to start my business, I will certainly be successful". According to Swann et al. (2007), the attitude towards the behaviors as driver of intent and noted that attitudes have an important place in psychological science and people's views do matter.

On the other hand, the lowest mean in the result of descriptive analysis for each variable is perceived behavior control which is 3.42.Perceived behavioral control is determined by control beliefs concerning the availability of factors that can facilitate or impede performance of the behavior (Ajzen & Cote, 2008). The highest mean is for item "If I want, I could become self-employed after my studies". It means that the respondents agreed that they could become self-employed after their studies if they want to. On the other hand, the lowest mean is for statement "To start a firm would be easy for me" which indicate that the respondents feel that to create a firm is not easy for them. This is probably because they do not know or being exposed to the entrepreneurial activities. This is also supported by statement "I know how to develop an entrepreneurial project" whereby become the second lowest mean. According to Malebana (2014) found that the more positively individuals feel about their capability, the higher would be their level of intention to start a business.

Correlation Analysis

Table 3: Correlation of Measures

Measures	1	2	3	4	5	6	7
Attitude Towards the Behavior (1)	1						
Subjective Norm (2)	0.622	1					
Perceived Behavioral Control (3)	0.563	0.627	1				
Need for Achievement (4)	0.495	0.325	0.496	1			
Internal Locus of Control (5)	0.601	0.317	0.322	0.572	1		
Risk Taking Propensity (6)	0.606	0.563	0.411	0.409	0.574	1	
Entrepreneurial Intention (7)	0.727	0.587	0.458	0.236	0.394	0.596	1

From the Table 4.8, the correlation result indicates that attitude towards behavior has a significant positive relationship with the entrepreneurial intention (r = 0.727). It explains that when the attitude towards behavior is good, the entrepreneurial intention among the students will be high. As for the subjective norm, it has significant positive relationship with the entrepreneurial intention (r = 0.587). It indicates that the higher the support and encouragement from the people around the student, the higher the intention of the respondent to be entrepreneur. Moreover, the correlation analysis represents that perceived behavioral control has a significant positive relationship with the entrepreneurial intention (r = 0.458). It means that if the perceived behavioral control is high, it will lead to the high entrepreneurial intention among the students. According to the past researcher, whereby Krueger et al. (2000) found that

perceived self-efficacy is positively and significantly correlating with entrepreneurial intentions. Particularly, the more positive the students perceive the support for entrepreneurship, the stronger their entrepreneurial intention is.

Need for achievement also has a significant positive relationship with entrepreneurial intention (r = 0.236). Low need for achievement will lead to the low intention to be entrepreneur among the students. This is supported by Owoseni (2014) which examined the influence of personality traits and entrepreneurial intentions and the results found that there is a significant relationship between need for achievement and entrepreneurial intention. The people who have a high achievement motivation are encouraged to start their own business as it may help reducing the rate of unemployment in a country.
In addition, there is a significant positive relationship between the internal locus of control and entrepreneurial intention (r = 0.394). This clarify that high internal locus of control will result in high inclination to be entrepreneur. When the respondents are highly believed in themselves, they tend to choose entrepreneur as their career. This is supported by Ahmad et al. (2014) which examined the contributing factors to the entrepreneurial intentions among university students in Malaysia. The result shows the correlation between entrepreneurial intention and locus of control was significant. Similarly, Ayodele (2013) investigated the relationship between gender, socioeconomic status, age, locus of control, entrepreneurial self-efficacy and entrepreneurial intention among Nigerian students. The result revealed a significant positive relationship between entrepreneurial intention and locus of control.

Besides, the risk taking propensity is positively correlated to the entrepreneurial intention (r = 0.596). So the students who are the risk takers will have more entrepreneurial intention compared to the others. This is supported by Nishantha (2009) which identified that risk-taking propensity are highly contributed for developing positive attitude toward entrepreneurship. Similarly, a study on the entrepreneurial intention of business students in Bangladesh by Uddin & Bose (2012) indicated that risk-taking propensity was statistically significant in determining the students‟ intention to become an entrepreneur.

Multiple Regression Analysis

Table 4: Multiple Regression Result for Theory Planned Behavior Components

Variables	Entrepreneurial Intention				
Model	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std Error	Beta		
Constant	-2.550	1.625		-1.570	0.119
Attitude Towards the Behavior	0.806	0.097	0.597	8.291	0.000
Subjective Norm	0.300	0.100	0.229	3.002	0.003
Perceived Behavioral Control	-0.270	0.090	0.022	-0.298	0.766
R-Square	0.559				
Adjusted R-Square	0.550				

Based on the table above, it shows that R Square (R2) is 0.559 which means that 55.9 percent of entrepreneurial intention was significantly explained by attitude towards behavior, subjective norm and perceived behavioral control. The remaining percentages 44.1 percent are being affected by the other factors. As referring to the standardized coefficient (Beta), it indicates that among the components of theory planned behavior, attitude towards behavior has

the greatest influence towards the entrepreneurial intention among AAGBS students as its beta is the highest, 0.597. This is supported by Luthje & Franke (2004) which found that in their studies person's attitude to work independently have a strong and positive relationship towards the intention to be an entrepreneur.

Based on the multiple regression result in the Table 4.9.2 above, it shows that R Square (R2) is 0.361 which means that 36.1 percent of entrepreneurial intention was significantly explained by need for achievement, internal locus of control and risk taking propensity. The remaining percentages, 63.9 percent are being affected by the other factors. As referring to the standardized coefficient (Beta), it indicates that among the components of personality traits, risk taking propensity has the greatest influence towards the entrepreneurial intention among AAGBS students as its beta is the highest, 0.558. This is supported by Nishantha (2009) which identified that risk-taking propensity are highly contributed for developing positive attitude toward entrepreneurship.

Table 5: Multiple Regression Result for Personality Traits Components

Variables	Entrepreneurial Intention				
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**sig**
	B	**Std Error**	**Beta**		
Constant	4.641	2.049		2.264	0.025
Need for Achievement	-0.071	0.108	-0.052	-0.656	0.513
Internal Locus of Control	0.200	0.171	0.104	1.171	0.243
Risk Taking Propensity	0.835	0.120	0.558	6.970	0.000
R-Square	0.361				
Adjusted R-Square	0.348				

Conclusion and Discussion

There are five objectives in this study, firstly to examine the level of each component theory of planned behavior and personal traits and entrepreneurial intention. Secondly to assess the relationship between the attitudes toward behavior, subjective norm, perceived behavioral control, need for achievement, internal locus of control and risk taking propensity and entrepreneurial intention. Next to determine which components of theory planned behavior that gives the most influence to entrepreneurial intention and to determine which components of personality traits that gives the most influence to entrepreneurial intention. The last but not least, to make the recommendation based on the findings of the study. Researchers have tested the data by using descriptive analysis, reliability test, Pearson correlation and multiple regressions via SPSS approach. The findings of descriptive analysis show that the most all of the elements are at moderate and high. The reliability test results show that all the components of entrepreneurial intention are good and acceptable. The Pearson correlation result shows that all the components which are attitudes toward behavior, subjective norm, perceived behavioral control, need for achievement, internal locus of control and risk taking propensity have a significant relationship with entrepreneurial intention. The Multiple Regression shows that the attitudes toward behavior in the Theory Planned Behavior and Risk taking propensity in the Personality Traits are the most influence to the entrepreneurial intention among AAGBS students.

Overall results shows that the current students of AAGBS are highly interested as to choose to be as an entrepreneur as their best career. In relation with research findings, the level of attitude toward behavior item "A career as entrepreneur is attractive for me" (m= 4.28) which can be considered as high mean. It indicates that many respondents feel contented towards of being as an entrepreneur is attractive and interesting career for them instead of working in the industry. This is the opportunity for the AAGBS to create more entrepreneurs relatively among their current students. This is also one of initiatives to reduce the unemployment numbers of person which is has been increases nowadays.

Recommendation

AAGBS should create or offering Entrepreneurial subject as for give some education and also as for learning process in order to become a successful entrepreneur. As according to Scholten et al. (2004), university should create or provide entrepreneurship education at the early stage so that students will be more exposed and can get well knowledge about entrepreneurship. Not only that, it can also sustaining the students‟ interest in entrepreneurship field as based on the result 78.7 percent said, 'Yes' for question "Do you want to be an entrepreneur?".

Furthermore, the level of risk taking propensity item "I will start my own business if I detect an opportunity" (m=4.10) which can be considered as high mean. The respondents agreed that they will start their own business if there can get such opportunity to do so. The "Opportunity" is commonly comes from their external factors which include family, friends, networking and also from university. Therefore, AAGBS should create and organize many programmes or activities which related to entrepreneurship field which enable to enhance students‟ knowledge about entrepreneurship. According to the Ismail et al. (2009), they said that university should create and organize many activities related with entrepreneurship such as workshops, business proposal, managing small business in campus which students can preparing themselves in managing their own business or get some experiences regarding entrepreneurship.

As according to Mustapha et al. (2014), entrepreneurship has become an important agenda in the Malaysian Education System. The Malaysian government has begun to embark on entrepreneurship development among students. It is tested with huge budget allocated by the Ministry of Higher Education (MOHE) in order to drive entrepreneurship activities among the students in the universities. So, AAGBS' students should be included in the MOH's targets as matching with the interest and intention of current students of AAGBS who want to be a successful entrepreneur.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

LEADERSHIP COMPETENCY OF ADMINISTRATIVE WOMEN AT HIGH SCHOOLS: RESEARCH IN BAC NINH PROVINCE, VIETNAM

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Abstract: *A sample of 503 teachers and managers of high schools from Bac Ninh province were surveyed to analyse the current situation of administrative women's leadership competency. The paper used descriptive and deductive statistics to analyse the surveying results by questionaire and interview. The paper discusses three components of administrative women's leadership competency: be, know and do. The research result showed that these components of the competency impacted the effectiveness of the school. However, leadership actions had the greatest impact, and followed by leadership traits and knowledge. All the things were practical base to make measures of improving the leadership competency for administrative women.*

Keywords: *Competency, leadership competency, administrative women at high schools.*

Introduction

Administrative women are considered as the heart of schools because of the perceived and actual influence of them and their importance to school growth. Concern for this staff has been remained a topical issue. There have been opinions of leadership competency for years. The paper focuses on three factors related to administrative women's leadership competency: be, know and do. This is the model based on the model of leadership competency developed in the United State in 1990 by Bass [according to 1].

Be - At the trait side, trait theory points out characteristics combined with leader success. Stogdill (1948,1974) recognized leaders' traits as followed: intelligence, responsibility, self-confidence, social ability, arletness insight, initiativeness, persistence. And there were ten traits positively affecting leadership competency: responsibility, persistence, risk taking, self-confidence, sensitive, cooperativeness,. etc.. Lord et al.(1986) found. Marlove (1986) found emotional intelligence (EI) that helps leaders understand other's behaviour and emotion so that they could act well. Kirpatrick and Locke (1991) pointed out leaders were different from others in confidence, understanding tasks, cognitive ability, integrity, inspire ability and enthusiasm. These traits may be born or made and they can help us develop leaders. Smith and Foti (1998)

showed the leadership traits like intelligence, self-confidence, exception. Mumford, et al (2000) showed 3 traits leading to leadership competency which were challenging the difficult and using it as chances to develop, influence, social commitment [according to 9]. In conclusion, there had been many traits which were studied such as: intelligence, manly, responsibility, trust worthy, assertive, bravery, creativeness, meticulousness, openness, compassion.

Know - At the side of leadership knowledge, Schein (1996) said that leadership competency included cognitive ability, the ability of understanding oneself and the world around, the motivation to learn and to change, emotional ability to self-manage and to manage others, the ability of analyzing the effect of culture especially positive effect of culture on leadership, empowered by competency and encouraging leadership based on the subordinators' participation. House (1996) and Howard (1995) said that leadership competency was about the ability of recognizing limitation, analyzing and coordinating toward the goals. Bass (1999), Zaccaro, et al (1991) said that leadership competency related to social knowledge like communication, persuasion, negotiation, training, conflict management. Researchers likes Connelly et al. (2000), Kanungo & Misra (1992), Katz Kahn (1978), Lau, Newman, & Broedling (1980), Mahoney Jerdee, & Carroll (1965), Mintzberg (1973), Mumford, Marks, Connelly, Zaccaro, & Reiter Palmon (2000), Zaccaro (2001) focused on leaders' tasks with knowledge instead of traits [13], [15].

Do - At the side of leadership actions, leadership traits and knowledge are considered as the "Necessary condition" and the leadership actions are the "Sufficient". The leadership actions depend on the specific situation and context. There have been lots of research on leadership shifted from leadership traits to leadership actions like behavioral theory. Avolio et al. (2004), Judge & Piccolo (2004) showed that there is positive relation between transformational leadership and school performance in any contexts and at any levels of leadership. The person with transformational leadership style is focused on his practical actions. The third component of leadership competency depends on the specific context of the organization as well as specific studies and situations [18], [20].

Overview of studies in leadership competency in the world showed that there is little research combining leadership traits, knowledge and actions and its influence to school performance as well as leadership effectiveness (Avolio, 2007). Combining leadership traits and actions can explain at least 31% of the difference in leadership effectiveness. Studies on this topic in Vietnam are still few. In fact, there have not been any research on leadership among administrative women at high schools [3], [4]. Based on this review, the author selected the thesis named *"Leadership competency of administrative women at high schools: research in Bac Ninh province, Vietnam*".

Findings

Overview of the Bacninh administrative women at high schools

* *Age:* Most administrative women are young (39.9% are under the age of 35, 56.1% aged from 35 to 54 and only 4% over the age of 54).

* *Level of education:* 100 % of them have university degree or higher (35.3% of this have degree of master and attending a doctoral course).

* *Specialized training:* Administrative women were trained in various educational majors: maths, physics, chemistry, literature, history, geography, biology and languages. They were also trained in educational management unless some of them have been being attending the cource (3.7%). The result showed that education and specialized training of administrative women have been a positive change, especially the training of educational management. This research result may be a positive influence in this staffs' leadership competency.

* *Operating and leading experience of administrative women:* Administrative women with three-years experience of managing and leading are the most percentage (40.4%), the next are 5 years, 4 years, 6 years and 10 years.

Assessment of administrative women's leadership competency by themselves and their superiors and subordinates

Assessment of leadership traits

The result showed that administrative women seemed to assess themselves higher than that of the subordinators. However, the fact was that their leadership competency had been strengthened, such as:

They better understood their role especially their position and their responsibility to relevant partners inside and outside school.

Creativity was a highly appreciated trait of administrative women. They are very creative, innovative and hard working. Many of them work hard to build enthusiasm and school development as well as an example for subordinates.

For ethics, they represented good sense of building school's values and culture as well as respected for the value of individual. They also cleared sense of getting objectives and identifying longterm strategic direction for the school. In addition, sensitivity was also the trait administrative women wanted to express to "win the heart" and run the school more efficiently. There had been a number of traits were shortaged in administrative women such as limited visions. In addition, they were still not familiar with the habit of meeting partners' expectation

or actively seeking opportunities. These led to the limitation of the sensitivity to staffs' expectation and opportunities of the school.

Assessment of leadership knowledge

For general knowledge of leadership, the assessment of administrative women's general leadership knowledge was put into the questionnaire to ask them in order that they self-assess their leadership knowledge. Objective mainly aimed to know whether they understood clearly about leadership or not. The results of the survey at high schools in Bac Ninh province showed that administrative women did not really understand about leadership and this prevented them from catching and transfering leadership knowledge. The question with the statement "leadership is management" getting the highest percentage level of "normal" was a clear example of it. This knowledge was the weakest one of administrative women's leadership competency. This is the base for improving their leadership competency especially in rapid change of education. Most of the administrative women's leadership knowledge were assessed at less than 3.5 points (scale of 5). Assessment of the administrative women's leadership knowledge was not similar to their superiors and subordinates, especially knowledge of education strategy, of risk management and corporative culture. The lack of these knowledge was also expressed in the inaccurate understanding of the nature of leading as well as effective leadership. Overall, general leadership knowledge of the administrative women was still limited and these will affect on their leadership actions and leadership competency.

Assessment of leadership actions

Administrative women clearly understood and awared of their role especially their position and responsibility with relevant partners inside and outside school. They could develop relationships well. They also especially succeeded in building relationships with internal and external partners. Therefore, they must concern to encourage employees'heart. The fact is that many administrative women assigned work emotionally and did not assess employees' ability to decrease their motivation. As the leader, administrative women also need to be able to get a target at least 4.5 points. However this ability was not really high. The biggest drawback of administrative women goal-oriented was communication goal and educational opinions about all employees and making them understand goals of school in the same way. The administrative women must concern to developing staffs for the achievement of school.

Analysing the effectiveness of components of the administrative women's leadership competency to school performance

Testing the variable value

Factor analysis (EFA) is used when the KMO (Kaiser – Mayer – Olkin) value is more than 0.5 (Marija J, 1993). The results showed that KMO & Berlett value of testing is more than 0.5 and this had led to the conclusion that the scales had high value when used to measure the corresponding variables.

Evaluating the reliability of the scale

Reliability evaluation was testing whether the scales were consistent with the corresponding variables. The statistical method used to test the reliability is coefficient Cronbach's Alpha. The testing results showed that all Cronbach's Alpha values were greater the required value of 0.6. In addition, most of Cronbach's Alpha of Item Deleted values are lower than Cronbach's Alpha and Corrected Item-Total Correlation values are greater than 0.3. Therefore, the scales in this study are highly reliable.

Correlation coefficient

The Pearson correlation coefficient values between effectiveness of performance and BE, KNOW, DO are in the range of 0 to 1. It means the relationship between the variables is meaningful and has no abnormal signs, may continue to use other statistics to test this relationship.

ANOVA test

The research is started with the assumption: "All components of leadership competency are significant and have an effect on school performance". The ANOVA test shows that the hypothesis is at the 0.00 significant level (< 0.05). The regression model fits the collected data and the variables are included in the statistical significance of 5% significance level.

Table 1. **ANOVA**[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5903.258	1	5903.258	1603.453	.000[b]
	Residual	1844.477	501	3.682		
	Total	7747.735	502			

a. Dependent Variable: Performance effectiveness

b. Predictors: (Constant): Be, Know, Do

Hypothesis tests

Table 2. **Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.873[a]	.762	.761	1.91875

a. Predictors: (Constant): Be, Know, Do

Table 3. **Coefficients[a]**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.982	.568		7.007	.000
	Be	.630	.014	.877	44.031	.000
	Know	1.572	.095	.313	16.541	.000
	Do	.399	.136	.063	2.944	.003

a. Dependent Variable: Performance effectiveness

The result of the regression coefficient in the model shows that the meaning of all Sig. are less than 0.05. Therefore, the independent variables affect school performance. All components of leadership competency are significant and have an effect on school performance at the same side because the regression coefficients are positive.

Hypothesis test result

The hypothesis test result shows that the beta coefficients are statistically significant. The hypothesis test summary as followed:

Table 4. **Hypothesis test summary**

Hypothesis	**Result**
Administrative women's leadership traits are positively related to firm performance	Accepted
Administrative women's leadership knowledge are positively related to firm performance	Accepted
Administrative women's leadership actions are positively related to firm performance	Accepted

Discussion and conclusion

The summary from the research in Bac Ninh is followed: The age of administrative women are increasingly younger and are at the age of 30-54 accounted for the largest proportion. Education level of theirs increasingly improved. There are more and more administrative women having undergraduate and graduate degree and none of them are not in training school. All were evaluated with a positive impact on administrative women's leadership competency.

The key traits of administrative women were identified including innovation, flexibility, sensitiveness, responsibility, ethic aspects, trust worthy. In particular, creativity is appreciated trait of administrative women. They are very creative, innovative and hard working. Many administrative women work hard to build enthusiasm and to develop school as well as making an example for subordinates. The traits were not highly evaluated which were sensitivity and flexibility. Therefore, their sensitiveness to partners' expectations and education opportunities are very limited.

According to the factor analysis result, the factors "honesty" and its observed variables are eliminated. This can be explained that they tend to concentrate the traits such as flexibility, innovation and responsibility. In fact, honesty is the trait that is difficult to measure so that it should be vershadowed in feeling about administrative women's leadership competency. And also, their leadership general knowledge was still limited, especially they did not really understand the nature of leadership as well as the difference between leadership and management. This can affect administrative women's leadership actions and leadership competency. Among the components "BKD" of administrative women's leadership competency, the leadership actions had the greatest impact, and the followings were leadership traits and knowledge.

General Conclusion

History of leadership theory showed the debate about whether the leadership traits had made the leadership competency or not. As theory "Great man" confirmed the leader was borned because of natural talent or origin. The theory "Traits theory" gave "The element of the standard" to make leadership competency of individuals and confirmed that individuals with these traits would have leadership competency. The identification of these leadership traits are valuable in detecting the leadership talent, gathering the leadership traits expected from the follower. However, the view that leadership traits are due to natural borning and therefore could not be changed are thought to be wrong. A person can learn how to change his personal traits to get the necessary leadership traits. The survey was done to identify administrative women's leadership traits, knowledge and actions at high schools in Bac Ninh province. By identifying and understanding the traits associated with their leadership competency as well as the basic leadership knowledge and actions, administrative women are able to detect and train themselves to improve and enhance their leadership competency.

We believe that with administrative women's sense of self-training and suitable training programs, the attention of the Government, the Association and education departments, administrative women can improve their leadership competency to lead the organizations better.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

FACTORS AND IMPACT OF RECRUITING FOREIGN WORKERS IN MALAYSIA

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Abstract*: Foreign workers in Malaysia are increasing from year to year. Malaysia's dependency on foreign workers has been a phenomenon in its economic development. Malaysia as a rapid growing hub has managed to attract both high and low-skilled workers from all different regions in the world. The researchers found that, the migrants are being advantage to Malaysia but in some particular parts, it was bad and became disadvantage. There are some push and pull factors that influence the foreign workers to work here. However, there are some cases involve migrants who make trouble here that will be explain by researchers as the effect of hiring them. This paper will explain the stated scenario based on case studies regarding migrant workers in Malaysia.*

Keywords*: factor, effect, foreign workers, economic.*

Introduction

In Malaysia, there are more than 12 countries of migrants workers with majority coming from Indonesia according to Fair Labour Association. The rest are coming from Bangladesh, Nepal, Pakistan, Vietnam, Cambodia, Thailand and Philippines also supply a large number of migrant workers population in Malaysia. They are call migrant worker, guest worker, foreign labor or for the professional working class, the term use for them is 'expatriates'. According to the United State, the definition of migrant workers is broad and it may include any persons working outside of their country of birth. National labour statistics show that the migrant workers who have no formal education nearly 40%, as compared to the 10% with tertiary experience.

The Malaysia economy continues to expand and the need of immigrant labor is very high. Immigrant labor plays a crucial role in Malaysia's development whether high or low-skilled, they will be needed for the country to achieve high income status by 2020. Malaysian has the fourth largest number of migrants and the seventh highest ratio of migrants to total population in East Asia Pacific. There are 2.1 million registered immigrants and likely over 1 million undocumented immigrants, making up 15% of Malaysia's workforce in 2014. As Malaysians have become more educated and seek out higher-skilled jobs, and as the labor market remains tight, three quarters of all jobs in Malaysia are filled by immigrant labor in low- and mid-skilled jobs. The three is construction sectors, industrial sector and also services.

According to research run by Abdul Rahim Abdul Hamid *et al* (2011), the construction industry is among the most important industries in the country that are close and related to other

economic sectors. Furthermore, he said that construction industry is one of the sectors that require labor intensive to fulfill the work at sites. Basically, workers are classified into three classes based on the skills and their academic qualification and usually the lowest classed of unskilled workers work on this construction sectors. It is because they don't need to use academic qualification to work and just need a good health and energy.

During the last few decades, the move of Malaysian workforce to work with better economic opportunities saw a certain sectors such as construction, plantation, forestry and certain services experiencing labour shortages in that sector. So that, to solves that problem of shortage, there were 1.84 million registered foreign workers in Malaysia, of which 33.3% were employed in manufacturing, 20.2% in plantation, 25.9% in services, which include domestic maids and in construction (Bernama, 2006).

The graph line below showed the total of foreign workers work in Malaysia from year 2000 to 2015. It shows that in 2000, the foreign workers are 807,096 and then increase to year by year until year 2008 at 2,044,805. In year 2009, it was decrease from 1,918,146 to 1,573,589 in year 2011 and 2012. The total of foreign workers increased again in year 2013 at 2,250,322 and then decrease again in year 2014 and 2015. It is cause by some factors that will be explained in the next chapter by the researchers.

Figure 1: Foreign Workers in Malaysia
(Sources: Economic Planning Unit (2016))

The table 1 below shows the flows of foreign workers based on their origin country. Researchers found that, the most of foreign workers in year 2000 and 2005 came from Indonesia. Researcher assumes that, the immigrant that came from Indonesia the most is

because of the location between Malaysia and Indonesia. It was a quite near and can easily came to Malaysia across the sea. In year 2010, the most foreign workers came from Bangladesh and in year 2015, it was came from Nepal. Researchers find that, their country were having bad political situation and their country was a quite poor. Because of that, they don't have the opportunities to get a job. The wages is also cheap for them and decides to be an immigrant in Malaysia. Overall, the total of foreign workers that come from different countries showed the increase from 807,096 in year 2000 to 2,135,035 in year 2015.

Table 1: Total Foreign Workers from Different Countries.

Original Country	**2000**	**2005**	**2010**	**2015**
Indonesia	603,453	1,211,584	792,809	835,965
Bangladesh	158,149	55,364	3,194,775	282,437
Thailand	2,335	5,751	17,209	13,547
Philippines	14,651	21,735	35,338	65,096
Pakistan	3,101	13,297	28,922	72,931
Myanmar	3,444	88,573	160,504	145,652
Nepal	666	192,332	251,416	502,596
India	18,934	13,4947	95,112	139,751
Others	2353	91,655	117,086	77,060
Total	**807,096**	**1,815,238**	**1,817,871**	**2,135,035**

(Sources: Economic Planning Unit (2016))

The graph line below showed the total of foreign workers by sectors from year 2000 to 2015. The sectors that are counted in the graph are as maid, manufacturing, construction, services and series5. From all the sectors, the movements are not the same. It means that, the total numbers of foreign workers in the particular sector are not the same. The researchers found that, in manufacturing sector, there are the highest numbers of foreign workers work in that sector. The remaining sector followed by sector series5, maid, construction and services. The movement was influence by the reason why the foreign come and work to Malaysia.

Figure 2: Foreign Workers by Sector

(Sources: Economic Planning Unit (2016))

Researcher found that there are many factors influence the number of foreign workers came to Malaysia. In the next chapter, researcher will explain about the factors that make the immigrant work in Malaysia. They are working in different sector to fill the gap in each sector. Foreign workers are became a help to Malaysia which is growing at their highest growth and the economy in some sectors are having a shortage on employee. So that, foreign workers help in some particular sector to run the economic. But, there are some impacts of having foreign workers in Malaysia. There are cases resulted by foreign workers that will be explain in chapter four.

Factors That Influencing the Recruitment of Foreign Workers

As we know, Malaysia in recent years has brought a large number of foreign labours to work in low paying and low skilled fields. There are professional foreign workers too but, it was a in a small number compared to the low skilled field. However, not all of them are coming here legally. According to Ariana Anak Henry Peros (2013), there are only half a million of them are here legally. Researchers had stated that the number of foreign workers in construction sector was the highest in previous chapter and it is due to certain reason.

Ames Goss 2002, he view that low skilled foreign workers are employed in position that most Malaysian refuse to do it. (Ariana Anak Henry Peros, 2013). Due to curtained reason, Malaysians local workforce is less interested to work in construction industry and this situation may affect to the potential development of the industry. Besides, local workers are choosy and still thinking that the job in construction sectors are not dignified enough. They labeled the job as dirty, dangerous and diffilcult. In order to overcome the shortage of labor in construction

sector, with no choice the industry hired foreign workers. Ahmad, K (2009) described that Malaysian construction industry that requires a high rate of workforce.

The next factors that influence employer to hire foreign workers are because of low absenteeism among foreign workers. As we know, foreign workers are working hard to make money in Malaysia. So, they just put their mind in working and work hard for that. Compared to the locals, they have so many holidays such as annual holiday, regarding sick, emergency leave because of something not important and many more. They usually absent from work and this make the employers gain no maximum output. It is actually very different from foreign workers that make employers hire them than local workers. The Malaysian Employers Federation (MEF) Executive Director Shamsuddin Bardan said that a professor once said in the news that foreign workers are *'malas'* but that is not true. They are hardworking, and unlike us, they don't go golfing, or spend time going fishing. There's no absenteeism as well. (Malaysian Digest, 2014)

Furthermore, one of the Malaysia's economic policies and strategies has been to maintain a low wage structure to remain attractive for foreign investors and FDI, and enhance further competitiveness in the national market arena. (Muhammad Ammar Jamadil, 2012). Local workers are actually threatened with the prospect of having to compete with cheaper foreign workers from neighbouring country. Foreign workers have been brought whether legally and illegal up to the employer on how they value them. This is convenient and inexpensive way to obtain labour services, but it is easy to abuse workers' right through this system. As for local Malaysian, they have to be paid minimum RM900 and it not work on foreign workers. So that, low wage if using foreign workers are one of the factors of recruiting them.
Next, the factor that influencing foreign workers recruitment is about working hours. According to Muhammad Ammar Jamadil, (2012), The Employment Act states that working hours are to be no more than eight hours per day or 48 hours per week and that each workweek must include one full rest day. There are no employee can be required to work more than 12 hours per day except under circumstances, and the maximum number allowable overtime hours is 104 per month, unless the Director General of the Labour Department approves a written request for more overtime by an employee. In foreign workers cases, there are willing to work hard and always work overtime in order to get more salary to send it back at their parents in their original country. Compare to the local workers, they are more hard working because their only intention of coming to Malaysia is to work. So, they don't really care about rest and just working to make money. Researchers found that, the working hours that individuals willing to work became one of the influencing factor hiring foreign workers.

Moreover, work attitude of foreign workers are good enough to hire them. To the employer, Malaysian workers are though articulate and smart, but sometimes they talk back too much and not respecting the employer. They tend to argue back especially if they work longer and gain a good standing with the rest of the staff. Other than that, local labour are not too patient, when they want a salary raise and could not get it soon, they will start to look around at other companies for a new job. When they are most needed, they may also file in their resignation letter the next day. (Muhammad Ammar Jamadil, 2012). Compared to the foreign workers, they don't have such issues when they got any job. They will just come to work and do their job as if their life depends on it. This finding showed that foreign workers were preferred over local workers by the employers. Figure 3 shows average index of attitude and working condition of foreign and local workers.

Figure 3: Attitude and Working Condition of Foreign and local Workers.
(Sources: Abdul Rahim Abdul Hamid, 2011)

In conclusion, there are other factors too that influence employer to hire foreign factor. That factors that explained by the researchers is a little bit factor that influence it. Figure 4 showed the percentage of reason for recruiting foreign workers. The main factors of hiring foreign workers are because of shortage of local workers.

Figure 4: Reasons for Recruiting Foreign Workers.
Sources: Malaysian Employers Federation, 2014.

The Impact of Hiring Foreign Workers

According to Malaysian Digest (2014), The Employers Federation (MEF) has launches the Practical Guidelines for Employers on the Recruitment, Employment and Repatriation of Foreign Workers in Malaysia. The MEF have developed in partnership with the International Labour Organization (ILO) provided guideline serve as a comprehensive document on managing foreign workers. There are two types of foreign workers which is legal and illegal.

Hiring foreign workers give an impact to Malaysia from politic perspectives, economy, social and others. Researcher will explain about the impact of hiring foreign workers.

a) Politic

From political impact, the government has enforced exist policy and acts regarding these foreign workers regarding their migration. The incoming workers actually can make a good relationship between two countries when they come to Malaysia in legal way using a right track. On the other hand, the immigrant who came illegally will be sending back to their own country. This situation might loosen the relationship between Malaysia and other countries.

b) Economy

The employment of foreign labour affected the economic growth by contributed to the higher exchange currency to foreign countries because according to the research make by Mohd Arif Marhani *et al* (2012), more than 50% from the foreign labours' salaries will be posted to their family at home. Money from Malaysia will be post out to other countries effect the net foreign factor income of the country and the Growth Development Production will decrease.

c) Social

Other than politic and economy impact, foreign workers also have a social impact. There are social problem that affected this country such as violent, rape, robberies and others. Besides that, employing foreign workers also contributed to the spreading of many diseases such as malaria and cholera. Figure 5 showed the average crime rate of Malaysians and foreigner in year 2003 to 2010 including the total of all cases causing by Malaysian and foreign workers. It shows that foreign workers also give effect on crime rate in Malaysia.

Figure 5: Average Crime Rate of Malaysian and Foreigners
Sources: Mohd Arif Marhani *et al* (2012)

Conclusion, despite the fact that foreign workers actually contribute positively to our country there is still easiness among some Malaysian on the presence of foreign workers. In general, the perception of Malaysians toward migrant workers has been quite negative because of the crime cases done by them. Therefore, foreign worker also causing disease that brought by them in term of spreading disease. Other than that, economy and politic situation were also affected.

Conclusion

Researcher can conclude that, foreign workers are increasing year by year and government also supported to bring them in. It is because of the shortage of labour in our economy that make employer bring in the neighbouring labor. The rapid growths of Malaysia economy are causing the shortage of labor. Furthermore, our local worker are demand to work. They didn't want to work in construction sector because of 3D (dirty, dangerous, diffilcult). Other than that, foreign workers also were brought into Malaysia because of many factors that have been explained by the researchers in previous chapter. As we know, the intention of foreign worker coming all the way to Malaysia is to work. They come not only bringing their body, but also virus that can spread whether through the air or touch. The social impacts caused by foreign labor are quite sensitive among the Malaysian. Foreign labors actually have the time limit when they come to Malaysia in term of working. But some of them are not coming back to their home country and stay in Malaysia. Without the permission, they can't work so they tend to do crimes. The social impact cause by foreign worker is not too serious and can be avoided. The researcher found that factor and impact of recruitment foreign workers are significant between each other.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE INFLUENCE OF ENVIRONMENTAL KNOWLEDGE ON PERCEIVED VALUE OF GREEN RESORT VISIT

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Abstract: *This paper aims to investigate the influence of environmental knowledge on hotel guests' perceived value about a green resort. At present, inadequate information related to environmental knowledge among guests who are considering to make a visit to a green resort has become the main impediment to both local and international marketers in developing a successful business and marketing strategies about green products or services. Thus, it is imperative to understand guests' perceived values about green resorts, especially in Malaysia. This study focuses on the application of Social Exchange Theory to identify the issues pertaining to the guests' perceived value by incorporating factors such as functional value, social value, epistemic value and emotional value. The findings of this study will give an insight into green resort practitioners. It is feasible for green resort practitioners to maximize the utilization of their internal resources to improve their organizational performance. This is the first conceptual paper that investigates the role of environmental knowledge on perceived value in the context of green resort.*

Keywords: *Environmental Knowledge, Perceived Value, Functional Value, Social Value, Emotional Value, Epistemic Value, Green Resorts.*

Introduction

Issues pertaining to environmental issues cause grave concerns due to the increasing waste disposal, air pollution, and water pollution. These issues attract the hospitality and tourism industry's attention and lead to environmental knowledge and green awareness among the consumers. Malaysia is one of the earliest countries in the world that have taken a serious undertaking to protect the environment by enacting the Environment Quality Act way back in 1974 (Punitha & Rahman, 2011). Besides the introduction of new legislation to protect the environment, the Malaysian government has formed the Ministry of Energy, Green Technology and Water to cater to the rising needs and importance of green technology towards sustainable advancement (Punitha & Rahman, 2011).The service sector, especially the lodging industry, is one of the most promising industries in Malaysia (Awang, Ishak, Radzi & Taha, 2008). Simultaneously, the lodging industry has a considerable impact on the global economy in contributing towards a greener and more sustainable environment that will subsequently increase over time.

The Malaysian government is constantly seeking to ensure a balanced development between growth and environmental sustainability. The enactments of laws and regulations, incentive schemes and environmental programs such as cleaner technology and production, pollution

prevention, adoption of the Environmental Management System (EMS), as well as the ISO 14000 series certification (Green Purchasing Network Malaysia, 2003) were launched for environmental management purposes. In addition, the 2010 Budget had allocated RM1.5 billion for soft loans (with below-market rate interest) to companies that supply and use green technologies. However, it is argued that the pressure to adopt environmental management practices in the service sector is insignificant compared to the manufacturing sector (Grove, Fish, Pickett & Kangun, 1996).

The green and sustainability concept in Malaysia was introduced many years ago, but the concept only began to garner serious attention after the economic crisis in 1997. The Malaysian government started to incorporate the green and sustainability concept during the 8th and 9th Malaysia Plans and the concept was strengthened by the National Green Technology Policy 2009 (NGTP) (Borhan, Vahidi, Philips, Kuang, Kolmanovsky & Cairano, 2012; Chua & Oh, 2011). Adhering to these policies, green concepts began to be incorporated in the Malaysian tourism industry.

Based on these policies and awareness, the focus on environmental issues, especially in the tourism sector, has led to the increasing number of green hotels (Hsiao, Chuang, Kuo, & Yu, 2014). Consequently, many hotels are beginning to implement various innovative methods to increase the "greenness" of their operations (Dief & Font, 2010; Manaktola & Jauhari, 2007). As the number of green products and services continue to increase in the marketplace worldwide, understanding the factors that influence tourists' intentions to choose green hotels become more important to both academics and practitioners. In view of the growing trend of higher environmental awareness in the Asian countries, an environmentally related product poses both threats and opportunities. The closer the move to understand what causes individuals to pay for green products and services, the more the marketers are able to develop strategies specifically targeted to this particular group. Knowing the green profile of tourists who prefer green hotels allowed hoteliers to develop strategies specifically targeted to this segment.

The green issue in the lodging industry is becoming increasingly relevant to businesses and consumers. This is because environmental issues have garnered public concerns throughout this decade and in support of saving the earth, the global community has created eco-friendly practices that are collectively known as green consumptions. This is largely in response to being influenced by green products, green services, green marketing, green technology and green activities. In line with the rising costs coupled with sensitive demands, and the pressure for economic, social and environmental responsibilities, lodging properties will need to respond constructively to this "green" approach (Robin, 2009). Such prevalence of awareness indicates that the green initiatives do not only affect the manufacturing industry, consumer products industry, and construction industry, but also the lodging industry.

Lodging industry has numerous motivations for going green such as to fulfil the social responsibility, governmental regulations, and economic benefits (Bohdanowicz, 2006). The lodging industry is beginning to implement a green design and construction practice that focuses on the three Rs (reduce, reuse, recycle) and two Es (energy and efficiency) (Gilg, Barr & Ford, 2005). The process of going green necessitates hotels to focus on five areas such as recycling practices, energy management, waste reduction, water management, staff education, and green purchasing practices (Rahman, Reynolds, & Svaren, 2012). Engaging in green

practices have significant implications on a hotel and resort in terms of cost management, market differentiation, as well as environmental protection; thus, helping to preserve the environment (Hu, Parsa & Self,2010; Schubert, 2008). In addition, green building practices also provide healthy and comfortable indoor environment to hotel occupants including guests and employees.

Green practices objectives must be aimed at effectively reducing the environmental and social problems that arise directly or indirectly from daily hotel operations. For example, the adoption of the green management approach helps to reduce solid waste, water consumption, energy consumption, and air pollution (Butler, 2008; Carbonara, 2007; Johnson, 2009). Hence, this conceptual paper intends to fill the knowledge gap by examining how the environmental knowledge on the perceived value influences the guest intention to visit a green resort in Malaysia.

This study focuses on the application of Social Exchange Theory in the context of an individual's intention to visit and identifies the issue in the context of the customer's perceived value by incorporating factors such as functional value, social value, epistemic value and emotional value. These factors are identified as the important factors that influence the intention to visit. This study adopts SET to understand in what way customers value their green resort stay with particular reference to visiting, seeing, learning, enjoying and experiencing different lifestyles along with the potential of incurring sacrifices (functional value (price/value for money)). According to Nunkoo (2016), SET is based on the premise that human behaviour or social interaction is an exchange of activity, tangible and intangible, particularly in terms of rewards and costs.
The main objective of this paper is to investigate the influence of environmental knowledge on hotel guests' perceived value about a green resort.

Literature review

Green Resorts

The term "green" refers to any action that reduces the impact on the environment such as eco-purchasing or recycling (Han, Hsu, Lee & Sheu, 2011). Green resorts are often referred to as the pro-environmental lodging properties that implement various green practices to protect the earth such as water and energy conservation, reducing solid waste, and recycling and reusing durable service items (Green Hotel Association, 2008). Marketers in the hospitality industry are increasingly aware of the potential competitive advantage of going green. As such, they have been more proactive to take full advantage of this opportunity by developing appropriate strategies to be considered as an environmentally friendly business (Manaktola & Jauhari, 2007).

The hotel industry has played an important role in improving the economy of Malaysia. However, the industry also has the potential to create threatening conditions for the natural environment. At present, the hotel industry worldwide is becoming increasingly concerned about environmental issues. According to Bohdanowicz (2006), the hotel industry is considered a harmful sector that has 75% traits of environmental impact due to the unbalanced utilization of non-durable goods, energy, and water. At the same time, it is also susceptible to become a potential victim of climate change. The output of its operation may lead to pollution

problems (air pollution from boilers, water pollution from the laundry) and increase the volume of solid waste for the local authorities.
Hotels and resorts use a considerable amount of consumer goods and non-durable goods, so the waste generation is likely to produce the most harmful impact on the natural environment. Moreover, resort customers generate at least 1kg of waste per day (Pirani & Arafat, 2014), and approximately 50 percent of the waste is recyclable. In Malaysia, 7.34 million tons of solid waste is generated annually, causing rising concerns regarding environmental issues. Hence, hotel operation is one of the main causes of harmful effects to the environment (Ramayah, Lee, & Mohamad, 2010).

From a practical point of view, the green practice in the hospitality and tourism industry in Malaysia is still relatively new. Based on the statistical report, only ten hotels have successfully fulfil the ASEAN Green Hotel Standards 2016 so far. The 9th Malaysian plan was designed to increase the number of tourist visits to Malaysia by the year 2020. Accordingly, one of the selection factors by tourists is to find a hotel with an acceptable accommodation that will eventually affect the environmental behaviour (Hsiao, Chuang, Kuo &Yu, 2014). As the importance of environmental issues in Malaysia continues to take precedence, numerous studies on consumers' green purchasing behaviour have been conducted. Customer behaviour is a study about how individuals make decisions to spend their money, time and effort for the consumption of products and services. Green behaviour is a controversial and complex subject which has increased the attention of scholars from various fields of studies in the past three decades. It was found, however, that there is a gap in empirical studies regarding which factors have a prominent role in the formation of behavioural intention towards the choice of green resorts among Malaysian tourists. Therefore, this study intends to bridge the gap and make a practical contribution to understand the complexity of customers' intentions towards determining the choice of green resorts in Malaysia.

In particular, understanding the determinants of consumers green intention can help hotel managers in developing effective marketing strategies that induce the green hotel choice in Malaysia. Fishbein and Ajzen (2011) stated that an individual is more likely to undertake a certain behaviour if s/he has a positive attitude about the behaviour. Attitudes of environment concern as rooted in a person's concept of self are the degree to which an individual perceives him or herself to be an integral part of the natural environment (Lee, Hsu, Han, & Kim, 2010). So, in this paper, the green resort will be highlighted as a destination that will be able to create a valuable memory and create a wonderful experience for the customers.

Environmental knowledge

Knowledge or beliefs are referred to as characteristics that influence all phases in the decision process (Alba & Hutchinson, 1987). In regards to how knowledge affects consumers' ecological behaviours, findings have been contrary to the available literature. In most cases, knowledge was found to be significantly related to how consumers gather, organize, and evaluate products (Alba & Hutchinson, 1987). Environmental knowledge is defined as the state of an individual's understanding about an issue which will in turn significantly impact upon his or her decision-making process (Nik Abdul Rashid, 2009). There are several studies that support the assumption that consumers' environmental knowledge or eco-literacy is a significant predictor of environmentally friendly behaviour (Chan, 1998). Chan and Lau (2000) used ecological knowledge as one of their independent variables to predict the green purchase

behaviour in China. The results showed that Chinese people with more ecological knowledge had stronger intention to be involved in green purchasing. Abdul Wahid, Rahbar and Tan (2011) found that environmental knowledge has a significant influence on the green purchase behaviour of Penang green volunteers.

In consumer research, knowledge is considered as an important factor that influences all the phases in the decision process and how consumers evaluate products and services (Alba & Hutchinson, 1987; Murray & Schlacter, 1990). As for environmental knowledge, Laroche, Bergeron & Barbaro (2001) defined it as the respondent's ability to identify or define a number of ecologically-related symbols, concepts and behaviours. Besides this general knowledge of consumers' rudimentary understanding of environmental issues, Darnall, Pointing, & Vazques (2012) suggested another type of environmental knowledge which is action-based. It includes an awareness of consequences of individuals' actions on the environment and of the remedies that can improve behaviour (Hines et al., 1987).

Perceived value of green resort visit

Perceived value is considered as one of the most important concepts for understanding consumers in the service industry. Zeithaml (1988) suggested that perceived value is a product or service that can send message value to customers by presenting them and distinguishing the product from the competitors' and other benefits. Perceived value refers to the previous experience of different types of services, together with the imaginary experiences, which has impact on the current and future value-in-context experiences of the customers. It has been found to be a significant predictor of customers' satisfaction and behavioural intentions (Cronin et al., 2000).

Literature has brought about a different dimension of value. This includes a five dimension value developed by Sheth et al., (1991) which are: functional value, social value, emotional value, epistemic value; and conditional value. Further, Sweeney and Soutar (2001) developed a multi-dimensional scale inclusive of functional (i.e., economic and quality), emotional, and social dimensions. Jamal et al. (2011) also used a multi-dimensional scale to examine perceived value among tourists using homestays. The scale developed by Jamal et al. (2011) included dimensions of functional (i.e., price and establishment), experiential (i.e., activity, culture, knowledge, and hotel guest interaction), and emotional values. This conceptual paper applies these four basic consumption values (functional value, social value, emotional value and epistemic value) which are expected to influence the environmental knowledge of the hotel guests' perceived value about a green resort.

Functional value is explained as the perceived utility acquired from an alternative's capacity for functional, utilitarian, or physical performance that reflects the quality of the physical outcome of using a product or service on a series of salient attributes such as price, reliability, and durability (Sheth et al., 1991). The functional value is seen to be the key influence on consumer choice. In the hospitality industry, the functional value is important because it is seen as a primary driver of consumer choice (Williams & Soutar, 2005). The front desk can offer functional value through convenience, contacts, speed, efficiency, and administrative help (Christiansen, 1990). In a green resort, green practices such as using non-toxic materials, displacing plastic utensils with glassware, or presenting organic food will improve the quality of the environment and provide customers with improved air quality, eco-friendly linens, and

have advantages for allergy sufferers. These are critically conducive for customers to have a safer and healthier experience (Kim, Kim, & Goh, 2011; Lee, Han, & Willson, 2011).
Social value is the utility derived from the product's ability to enhance social self-concept (Sweeney and Soutar, 2001; Wang et al., 2004). Social value plays a significant role in the formation of the tourists' perceptions of their experience (Morgan et al., 2010; Williams & Soutar, 2000). In tourism, few researchers relate social value to direct social interactions. Friendliness and hospitality, respectful treatment, genuine care for customers, and willingness to help are factors that can create social value for tourists (Noypayak, 2009). This auto-expression emotion of customers' desire to exhibit their environmental consciousness and expect public recognition is perceived as a status-enhancing benefit (Griskevicius, Tybur, & Van den Bergh, 2010). Green resorts belong to high-end product and service in Malaysia, and its target group is within the favourable economic foundation. Green customers distinguished themselves from the common tourist through their social status showed during the vacation. They are also achieve psychological satisfaction while winning the admiration of others. Moreover, green customers pay much attention to interactions with their relatives and friends when consuming green resort products and services so as to improve each other's relationship. Making new friends during vacation and meeting interesting people also contribute to promote a positive impact on the customers' intention to visit.

Sheth et al. (1991) defined emotional value as the perceived utility acquired by consuming an alternative as a result of its ability to arouse affective states including specific feelings such as comfort, security, excitement, anger, romance, passion, fear, and guilt. Mattsson (1991) highlighted the emotional value which focused on the feelings of the consumers. Green consumption is compatible with the conservation of the natural environment; it usually generates positive feelings (Corall, Bonnes, Tapia, Fraijo, Frias, & Carrus, 2009). In an eco-friendly context such as a green resort, emotional benefits such as altruism or intrinsic motivation of well-being had proven to be better predictors of eco-friendly activities including recycling and green consumerism (Barber, 2012; Griskevicius et al., 2010). In addition, hotel guests who had seen the green certification as a sign of quality would be more likely to choose or even pay a higher price for it (Millar & Baloglu, 2011). Customers may be motivated by the feel good factor such as a feeling of comfort about having made a purchase that was good for the environment. They may be feeling joyful, excited, pleasantly surprised, and calmness during their stay at a green resort.

Epistemic value relates to the surprise or novelty aspect of a product and offers novelty or satisfies a desire for knowledge, and may be important for a consumer's new experiences (Sheth et al., 1991a). Epistemic value is one of the core benefits expected from the tourism experience (Williams & Soutar, 2009). Experiencing new and different lifestyles and sociocultural environments, meeting new people, trying new food, increasing knowledge, and learning and discovering are among the strongest tourists' motivations (Andreu, Kozak, Avci, & Cifter, 2006; Kim, Noh, & Jogaratnam, 2007). In a green research context, the epistemic value can be claimed as a customer's desire for knowledge and experiencing a new and different lifestyle with the green concept to meet new people, trying a green product and service, and learning and discovering the green resorts facilities.

Conceptual Model

Based on the review of the literature, a conceptual model framework is developed to identify the objectives of the study with one dependent variable and four independent variables (see Figure 1). The independent variable is environmental knowledge, and the four dependent variables are functional value, social value, emotional value and epistemic value. In this case, the framework depicts the influence of environmental knowledge on perceived value of the green resort visit.

Figure 1: Conceptual model of the influence of environmental knowledge on perceived values of a green resort visit.

Discussion and Conclusion

This paper enriches the literature by providing evidence of the importance of environmental knowledge in influencing perceived value dimensions to visit green resorts. In terms of practical contribution, this study is foreseen to be useful in providing knowledge on four key dimensions (functional value, social value, epistemic value and emotional value) related to the perceived value to encourage customer intention to visit green resorts. This research will benefit practitioners in the hotel industry by assisting managers to understand what attracts guests resort to visit a green resort. By understanding these issues, resort managers will be better equipped to develop targeted marketing strategies to attract potential guests. For resort operations, it is very important to properly define customer value, because perceived value is crucial to encourage customers' recommendation of services to friends, relatives and others.

This paper has explored environmental knowledge about the perceived value of a green resort visit in order to benefit resort managers in designing thematic green concept, planning marketing strategies, and targeting consumer recognition. For resort operators, this study suggests that if owners would like to attract tourists, the tourists' experience is surely critical

for developing service blueprints to meet the needs and wants of customers; they should pay more attention to understanding what tourists experience when they visit green resorts.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE INFLUENCE OF REWARDS ON EMPLOYEE'S JOB SATISFACTION AT MANUFACTURING INDUSTRIES IN MALAYSIA

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Abstract: *Reward is the basic needs in upgrading employee's pleasure which influence their job execution. In order to retain the employees, overall work performance leaded by employee satisfaction will give benefits for companies in this competitive labour market. This paper aims to explore the influence of financial rewards and non-financial rewards in relation to employee job satisfaction. Questionnaires were distributed to employees in manufacturing industries in the southern region of Malaysia. In total, 300 self-administered were distributed. However, there are 169 samples were accepted and analysed through statistical software. In order to identify the relationship between independent variables and dependent variable, Pearson correlation analysis was conducted. The result shows both financial and non-financial rewards are significant with employees' job satisfaction. Most of the employees in manufacturing industries in the southern region of Malaysia are satisfied with the rewards offered by their respective companies. This outcome might give light to other manufacturing companies and promote the importance of having an appropriate reward policy.*

Keywords: financial rewards, non-financial rewards, job satisfaction, manufacturing industries

Introduction

One of the main contributors to Malaysia's Gross Domestic Product is the manufacturing industry which reported of RM254.2 billion in 2016 (Economic Planning Unit, 2016). Furthermore, the manufacturing sales in Malaysia has been increased 13.6% in March 2017 (Department of Statistics Malaysia, 2017). However, in year 2013, the general industry in Malaysia has reported that employee turnover rate has increased from 12.3% in 2012 to 13.2% in 2013 which includes 24% were from manufacturing employees (Willis Towers Watson, 2014).

Moreover, the Global Workforce Survey 2014 by Towers Watson found that most employers facing challenges in retaining their employees. The survey also found that the main driver for employee retention is the reward which the top three are the salary, the career development opportunities and the relationship between employees and supervisor or manager.

This shows that to make the workforce satisfied and retain in the company, it is vital for the employers to structure their reward system based on the employee's demand. As the Malaysian manufacturing sector expanding, this study explores whether the financial and non-financial rewards offered by the employees in manufacturing industry in Malaysia lead to the job satisfaction.

Literature review

Definition of reward

Reward is the powerful tool that companies need to possess that leads to anything that an employee may value such to maintain a high level of employees' self-confidence and passions towards their job (Danish & Usman, 2010). Bustamam, Teng, & Abdullah (2014) agreed that reward is any recognitions that employer willing to compromise as a token for employees' contributions. The researchers also mentioned reward is purposely designed to entice and retain the employees by making them feel appreciated. Furthermore, employers need to know how might different incentives might motivates and satisfy their employees to increase organisational productivity instead of generalizing the rewards (Nyaga, 2015; Olubusayo, Stephen, & Maxwell, 2014)

However, reward not only will satisfy employees' physical needs, but rewards provide them a position to influence the organizations' performance (Terera & Ngirande, 2014). Furthermore, the reward also will facilitate in achieving organization's goals and contributes to low employees' turnover intentions. (De Gieter & Hofmans, 2015)

Financial reward

Compensation is one method of rewards that gives a massive difference to employee's job satisfaction. The financial reward is a part of compensation system which will boost the employee performance (Ali & Akram, 2012; Khan, Shahid, Nawab, & Wali, 2013; Yousaf, Latif, Aslam, & Saddiqui, 2012). Financial rewards are often referred as pay (Hofmans, Gieter, & Pepermans, 2012). Furthermore, financial rewards also can be in other forms such as fringe benefits, bonuses and vacation with pay meal facilities (Qun, Akhtar, & Nazir, 2015; Yousaf et al., 2012). Similarly, Gupta (2014) also added that financial rewards are includes any allowances such as travel allowance and house rent allowance and gratuity given as to make employees attach with the organisation.

According to Mustapha (2013), the pressure of supporting the high cost of living of families contributes to the attractiveness of financial incentives to retain the talented employees. Furthermore, employees believe that higher salary will make them feel secure for their future (De Gieter & Hofmans, 2015; Özutkua, 2012). However, according to Terera & Ngirande (2014), the financial reward has been a poor motivating factor which impacted by organizations that failed to offer competitive salary.

Non-financial reward

Non-financial rewards are benefits given by employers in exchange with their contribution in a non-monetary sense. Bustamam et al. (2014) found that not every individual needs money to be valued by the organisation. However, they are looking for any meaningful acknowledgement such as praise, recognition, verbal recognition, additional holidays and training opportunity (Hofmans et al., 2012; Sumra, Safarish, Suhail, & Ahmad, 2011). The researchers also agreed these tools is a way of encouraging high job performance and foster high commitment to the organization.

In addition, employees also attracted with non-financial incentives that display supports towards employee's family members by giving family benefits such medical insurance (Gabriel & Nwaeke, 2015).The non-financial rewards also commonly arise from in other intangible form such as better working environment, empowerment and promotion (Nyaga, 2015; Sabina, Okibo, Nyang'au, & Ondima, 2015).

Job Satisfaction

The engagement of employees in many aspects towards the organisation and how they corresponds with their task is how Gabriel & Nwaeke (2015) describing job satisfaction. The job satisfaction also was known as a feeling or sense of employees perceive about their work and behaviour towards the organisation (Priya & Eshwar, 2014). Bustamam et al. (2014) stressed that employees' job satisfaction are deliberately essential to the achievement of organization which helps to create a distinctive competencies to the organizations. Furthermore, Aktar, Uddin, & Sachu (2013) stressed that according Herzberg theory, job satisfaction derives by fulfilling all levels of employees' need.

The needs entail for job satisfaction are fulfilled by offering rewards to employees. The attractiveness of reward system is a crucial aspect for employees to be attached with the organization and perform their job better (Priya & Eshwar, 2014). Many studies found out that employees will keep to an affirmative value towards their job and low tendency of leaving intention when they have greater job satisfaction. However, employees with lower level of satisfaction contributes to high absenteeism and high tendency of leaving the organisation (Gabriel & Nwaeke, 2015; Priya & Eshwar, 2014; Qun et al., 2015).

Additionally, Bustamam et al. (2014) mentioned that financial rewards are offered to employees to inhibit job dissatisfaction. Though, the financial rewards are significant to the employees for a short period only. Moreover, Gabriel & Nwaeke (2015) also agreed that the non-financial rewards have potentially satisfied the employees for over the long run.

Research methodology

This research was conducted through quantitative analysis. The respondents for this study are the employees from the manufacturing industries in Johor. The questionnaire was sent to the 250 respondents. But only 169 questionnaires were returnable. Sample was selected by using convenience sampling, which is a type of non-probability sampling techniques. This is the most common of all sampling techniques. By using this technique, samples were selected based on their accessibility and easy to recruit. This technique was applied in this study because it easiest, cheapest, and least time consuming.

The questionnaire was divided into three sections; which are demographic data sections, financial rewards and non-financial rewards section and employee job satisfaction. Section A consists of seven (7) items that captured demographic variables such as gender, age, education, and job tenure. Section B consist of eight (8) items that were used to measure financial rewards and ten (10) items were used to measure non-financial rewards. This questionnaire was adopted from Bustamam et al. (2014). Likert 5-point scale which ranging from "1 = strongly disagree" to "5 = strongly agree". Section C of this questionnaire consisted of twenty (20) items which used to measure the employees' job satisfaction. The Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofquist (1967) was used to measure the level of job satisfaction. Participants need to rate their level of satisfaction by using Likert 5-point scale, ranging from "1 = very dissatisfied" to "5 = very satisfied". All the data of this study was analysed by using IBM SPSS version 24.0.

Discussion and Recommendation

Table 1: Demographic profile of respondents

Items	Categories	Frequency	Percentage (%)
Gender	Male	112	66.3
	Female	57	33.7
Race	Malay	52	30.8
	Chinese	26	15.4
	Indian	51	30.2
	Others	40	23.7
Age	18-20	20	11.8
	21-30	82	48.5
	31-40	57	33.7
	41-50	10	5.9
Marital Status	Single	90	53.3
	Married	79	46.7
Educational Level	SPM	107	63.3
	Diploma	35	20.7
	Bachelor Degree	26	15.4
	Master Degree	1	0.6
Job Tenure	< 1 year	38	22.5
	1 – 3 years	93	55
	4 – 6 years	32	18.9
	7 years and above	6	3.6
Salary Level	< RM1000	8	4.7
	RM1001 – RM2000	87	51.5
	RM2001 – RM3000	52	30.8
	> RM3000	22	13

Table 1 shows the demographic profile of the respondents. Majority of the respondents are male with 66.3% while female represent 33.7%. Malay respondents were dominated this study which is represent 30.8%, followed by Indian with 30.2%, others 23.7% and Chinese with 15.4%. Most of the respondents were between 21 – 30 years old with 48.5%, then followed by the 31 – 40 years old (33.7%), 18 -20 years old (11.8%) and 41 – 5years old (5.9%).

There are 53.3% of the respondents were married while 46.7% still single. Most of them are from SPM holder which represent 63.3%, followed by Diploma holder (20.7%), then Degree holder (15.4%), and lastly followed by Master Degree holder which is only 0.6%. Based on this study, most of the respondents have work from 1 – 3 years old (55%), followed by less than 1 year (22.5%), and only 3.6% of the respondents have been work for more than 7 years.

The salary level that most received by the employees are from RM1001 – RM2000 which is represent 51.5%, followed by RM2001 – RM3000 with 30.8%, then only 13% of the respondents received more than RM3000 and only 4.7% of the respondents get less than RM1000 as their salary.

Reliability Test

Table 2: Cronbach's Alpha

VARIABLES	CRONBACH'S ALPHA	NO. OF ITEMS
Financial rewards	0.858	8
Non-financial rewards	0.870	10
Job satisfaction	0.919	20

The Cronbach's Alpha was measured in order to establish the internal consistency between dependent and independent variables. The Cronbach's Alpha value for financial rewards is 0.858 (8 items), for non-financial rewards is 0.870 (10 items), and for job satisfaction is 0.919 (20 items). It shows that there is a high internal consistency between all variables.

Pearson Correlation

Table 3: Pearson Correlation

	Financial rewards	Non-financial rewards	Job satisfaction
Financial rewards	-	0.657**	0.666**
Non-financial rewards	0.657**	-	0.713**
Job satisfaction	0.666**	0.713**	-

Table 3 shows that both of the financial and non-financial rewards were positively correlate with job satisfaction. Result also indicates that there is a significant relationship between all variables. Financial rewards show strong positive relationship with 0.666** ($P < 0.05$). This result was supported by Mustapha (2013)which stated that there was a positive relationship between financial reward and job satisfaction among academic staff at Public Universities in Kelantan. The author also suggested that organization should consider financial rewards as one of the factors in promoting job satisfaction among their employees.

Non-financial reward also shows the strong positive relationship with job satisfaction which is 0.713 ($P < 0.05$). This result was supported by Tausif (2012) which reveal that non-financial rewards have positive relationship with job satisfaction and are the strong determinant of job satisfaction for the employees in public educational sector of Pakistan.

Conclusion

In an organization, job satisfaction is a major challenge. One of the challenges is to ensure that employees satisfied with the rewards provided by the organization to them. This study empirically examined the relationship between financial and non-financial rewards with job satisfaction among employees at manufacturing industries in Johor. It concludes that there is a significant relationship between financial reward and non-financial reward with job satisfaction. Result also indicates that there is a positive relationship between these two types of rewards with job satisfaction. It means that if the organization can provide more reward in terms of financial and non-financial, employees will be more satisfied and automatically will increase their performance.

Based on the result of this study, HR manager at manufacturing industries in Johor should strategically readjust their rewards system in order to achieve the organizational goals. HR manager also must ensure that their reward system can boost the motivation of their employees to perform better and automatically will increase employees' job satisfaction in manufacturing industries in Johor.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

MUSLIM FRIENDLY TOURISM: THE ROLE OF INTERNATIONAL NORMS IN REGULATING GLOBAL FOOD TRADING

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Abstract: *The concept of halal transcends food and beverages and tourism is becoming among the fastest growing economic sectors in the world. Even though halal has become a global phenomenon, searching for halal eateries and identifying halal products when abroad is a never-ending hardship for Muslims travellers. Due to the increasing demand for Muslim Friendly Hospitality Services, many initiatives have been taken in order to promote Muslim Friendly Tourism (MFT) by both Muslim-majority countries such as Dubai and non-Muslim majority countries such as Japan. In this regard, Malaysia, with its established halal certification policy and procedure have been a reference point for some of the non-Muslim countries. Malaysia seeks to export its halal credentials not only to fellow Muslim countries but also non-Muslim countries including Japan, Korea, China and Thailand. However, this effort does not always give positive feedbacks with the main issue is whether the Malaysian halal certification standards are in line with WTO and WHO treaties on food safety, technical barriers to trade and the sanitary and phytosanitary measures. Within the WTO, the Committee on Technical Barriers to Trade has been accepting communications from some member countries such as America questioning Indonesia's Halal Act after its implementation as to whether the halal certification process amount to technical barriers to trade. If it amounts to technical barrier to trade then it would offend member countries obligation under the WTO agreements. The European Union, USA and Australia for example, has raised the concern that strict halal certification procedures are affecting their exports. The paper examines whether halal certification process should be subjected to WTO regulation on food export and imports among member countries and to see how the role of international norms in handling the issue.*

Keywords: *Halal Certification, Technical Barrier to Trade, Sanitary and Phytosanitary Measures*

Introduction

Tourism is becoming among the fastest growing economic sectors in the world with expanding varieties and development of new destinations. Its development has surpassed other major economic sectors including oil exports, food productions and automobiles.(UNWTO, 2017)

With global growth of tourism, *Halal*-Tourism, Islamic-Tourism, and Muslim Friendly Tourism (MFT) are becoming the trend in order to accommodate the increasing of Muslim tourists. However, these terms are not to be used interchangeably as one is slightly different from the other. By concept, *Halal*-Tourism denotes tourism where its activities, facilities, actions and objectives are permissible according to the precepts of Islam while Islamic-Tourism incorporates the intention to travel in order to seek Allah's pleasure and is considered as a religious act.(Battour, n.d.) MFT however, is a wider concept as compared to *Halal*-Tourism or Islamic-Tourism.

MFT does not only provides *halal* services including food, beverages and leisure facilities but also offers comfortable spaces for Muslims to perform their daily prayers.(Battour, n.d.) With projected 168 million Muslim travellers by the year 2020 and expenditure to reach more than USD 200 billion,(Mastercard, 2016, p. 4) the demand for *halal* food to accommodate such number is expected to increase. Many initiatives have been taken in order to promote MFT including conducting international conferences and summits such as *Halal* Tourism Conference in Spain in 2014, World *Halal* Summit 2015 conducted in Kuala Lumpur, World *Halal* and Tourism Summit 2015 which had taken place in Abu Dhabi and *Halal* Tourism Congress 2016 in Eindhoven. This worldwide effort has not only been exercised in Muslim-majority countries but also non-Muslim majority countries such as Thailand, Japan, Korea and Spain. Japan, for example, has started to provide prayer rooms at major airports and Thailand has launched apps named 'Thailand Muslim Friendly' which can be downloaded via Apple Store and Google Play in order to assist Muslim tourists visiting the country in locating *Halal* restaurants, hotel and prayer rooms(Rakhmat & Ramli, 2016).

However, despite positive initiatives taken by the non-Muslim countries to cater the needs of Muslim tourists including applying for a *halal* certificate for certain premises, some issues on the position of *halal* certification as a trade barrier still remains ambiguous. European Parliament is also trying to downgrade the position of *halal* meat to be a second class by introducing an amendment that requires *Halal* and Kosher meat to be labelled as "Meat from slaughter without stunning"(Evans, n.d.). This label will implicate that *Halal* and Kosher meat as products of inhumane and unethical acts. Therefore, this paper examines whether *halal* certification process should be subjected to WTO regulation on food export and imports among member countries and to see how the role of international norms in handling the issue.

Discussion

Muslim Friendly Tourism: An Overview

According to a report by Crescent Rating, the growth of MFT can be contributed to few dynamic factors such as:

(i) Expanding growth of Muslim population: It is expected that Muslim to make up 26 percent of the global population by 2030.

(ii) The growth of middle-class income: The middle class in Muslim-majority countries such as Indonesia, Malaysia, Turkey, Nigeria and Bangladesh are increasing. In addition, the second and third generation Muslims in Western Europe and North America are becoming more educated by day, entering professional job forces that require them to travel or able to travel for leisure.

(iii) Younger population: Younger people are more informed and courageous in planning the travel for their family holidays.
(iv) Travel information becoming more accessible: Internet and smartphones have made the access to travel information easier with some countries has developed their own MFT online guide such as Thailand.
(v) MFT services and facilities are made more available: Aside from Muslim-majority countries, non-Muslim majority countries also have modified their travel product to cater Muslim-friendly facilities and services. *Halal* food now is available at major tourist attraction cities such as Asakusa, Japan (CrescentRating, 2016, pp. 4–6).

The growth of MFT provide opportunities not only to Muslim-majority countries but also to the non-Muslim majority countries. The concept of MFT allows Muslim tourists to travel with confidence and comfort while non-Muslim tourists have the opportunity to learn the basic culture and tenets of Islam as MFT does not only alienated to Muslims only.

Crescent Rating in the same report has identified six faith-based needs of Muslim tourists when travelling including *halal* food, prayer facilities, Ramadhan services, water-friendly washrooms, no non-*halal* activities, and recreational facilities and services with privacy. These six faith-based key needs later are classified into three main categories;

Table 1: Segmentation of Muslim Travelers Based on Faith-Based Needs

Necessary	(i)	*Halal* food
	(ii)	Prayer facilities
Desirable	(i)	Water-usage friendly washrooms
	(ii)	Ramadhan services and facilities
Complimentary	(i)	No non-*Halal* activities
	(ii)	Recreational facilities and services

Source: (CrescentRating, 2016, p. 7)

From the above table, it is safe to say that *halal* food is the most important aspect when Muslims travel as Muslim tourists prefer to enter premises that have reputation of serving *halal* food. Tourists and locals alike, the consumption of *halal* food has driven the industry to become a multi-billion-dollar global industry involving multinationals such as Tesco, Unilever and Nestle with Nestle as the biggest *halal*-certified manufacturer with USD5 billion annually (Global Islamic Finance Report, 2013, p. 143). In addition to Muslims population that contribute to *halal* food consumption, the trend of consuming *halal* food by non-Muslims also have contributed to the growth. This trend can be seen prevalent in UK and Netherlands where there are estimated 6 million consumers of *halal* meat where only 2 million of the total is of Muslims in the former and non-Muslim Dutch has spent about USD3 billion annually for the *halal* food product in the later (Global Islamic Finance Report, 2013, p. 142).

Therefore, the need for proper *halal* assurance in order to capture this economic opportunity is what is sought by both multinationals and small enterprise. Malaysia, for example, is globally known for its *halal* accreditation with its *halal* industry is estimated to be USD1.9 billion with 90% of the market driven by the *halal* food industry.(Global Islamic Finance Report, 2013, p. 148) Indonesia too, in 2014 has passed their first *Halal* Act with 5 years grace period which means by 2019, compulsory *halal* labelling will be imposed on traders (Limenta, Edis, & Fernando, 2016, p. 2).

A Look at the Global Halal Food Trading

Despite various policies formulated at a local governmental level to safeguard the *halal* integrity, when it comes to international level, it has been an issue on the position of *halal* certification under Sanitary and Phytosanitary (SPS) Measures and Technical Barrier to Trade (TBT) provided by the World Trade Organization (WTO). Some members of the WTO such as the European Union and Australia has raised the concern that strict *halal* certification procedures are affecting their exports and that *halal* certification is a barrier to trade. Some of them also argue that Islamic slaughtering is a form of animal cruelty and put restriction against it. Based on the new European Union's (EU) The Council Regulation (EC) no. 1999/2009 of 24 September 2009 on the protection of animals during slaughtering, France has published their own set of regulations called Decree and Order of December 28, 2011, on the right to religiously slaughter an animal (2011 Decree)(Global Islamic Finance Report, 2013, p. 185) which put restrictions on the number of animals that are permitted to be religiously slaughtered.

Netherland too, despite has passed religious exemptions on the requirement of stunning for Jewish ritual slaughter and Islamic slaughtering, still face opposition especially in form of various campaign lead by Marianne Thieme, the leader of the Party for the Animals, launched in order to nullify the exemptions (Van Der Schyff, 2014, p. 80). One of the prominent work of Marianne Thieme was when she put forward a legislative bill tabled in 2008 or known as the Thieme Bill which the main objective is to nullify the exemptions altogether. (Florez, Hettema, & Ibrahimovic, n.d.) Although the bill is yet to be passed even after amendments, the Party for the Animals is winning voters in the national election (Ruhe, 2017) and the current situation may change in few years to come.

Since 2009, communications have been made to the WTO regarding the stringency of *halal* certification process imposed by Malaysia and Indonesia, thus constitute as impermissible barriers to trade on goods exported to both countries (Global Finance Report, 2013, p. 175). Hence, the issue of whether such process is a trade barrier is the main point that remains to be discussed.

When WTO is established, there are three main agreements that act as the umbrella; the General Agreement on Tariffs and Trade (GATT) (for goods), the General Agreement on Trade in Services (GATS) and the Agreement on Trade-Related Aspects of Intellectual Property Rights (TRIPS) (World Trade Organization, n.d.-a, p. vii). The additional agreements and annexes for specific sectors and issues then are incorporated including health regulations for food safety, animal and plant health protection (SPS) and product standards (TBT) under the GATT (World Trade Organization, n.d.-a, p. vii).

Therefore, in order to answer the question, one point need to be pondered upon; when challenged, is *halal* certification process/*halal* measure for food product falls under the Sanitary and Phytosanitary (SPS) Agreement or the TBT?

Distinction Between the SPS Agreement and the TBT

The scope of the SPS and TBT is different though has some common aim. This can be simplified in the following table.

Table 2: Comparison between SPS and TBT.

	SPS Agreement	The TBT
Covers	Measures whose purpose to protect: - Human or animal health from food-borne risks; - Human health from animal- or plant-carried diseases; - Animals and plants from pests or diseases; - The territory of a country from damage caused by pests	- All technical regulations; - Voluntary standards and the procedures to ensure that the standards are met (except when measures are sanitary and phytosanitary as defined by the SPS Agreement).
Usually, Deal With	- Additives in food or drink; - Contaminants in food or drink; - Poisonous substances in food or drink; - Residue of veterinary drugs or pesticides in food or drink; - Certification: food safety, animal or plant health; - Processing methods with implications for food safety; - Labelling requirements directly related to food safety; - Plant/animal quarantine; - Declaring areas free from pests or disease; - Preventing diseases or pests spreading to a country; - Other sanitary requirements for imports. - Etc.…	- Labelling of food, drink and drugs; - Grading and quality requirements for food; - Packaging requirements for food; - Packaging and labelling of dangerous chemicals and toxic substances; - Regulations for electrical appliances; - Regulations for cordless phones, radio equipment, etc.; - Textiles and garments labelling; - Testing vehicles and accessories; - Regulations for ships and ship equipment; - Safety regulations for toys; - Etc.…
Can be Invoked	When necessary to protect human, animal or plant health, on the basis of scientific information.	When necessary to meet a number of objectives, such as national security or to prevent deceptive practices.
Common Elements	- Includes basic obligations not to discriminate; - Require governments to notify proposed measures in advance; - Require governments to set up Enquiry Points; - Encourage governments to use international standards.	

Source: (World Trade Organization, n.d.-b, p. 15)

From the above table, *halal* certification is not explicitly mentioned in either of the agreements, hence stuck in the grey area between the two.

Although it is easy to associate *halal* food certification process with SPS due to its nature relating to food production, it must be noted that TBT Agreement covers the type of measures while the SPS Agreement covers the purpose of the measure (World Trade Organization, n.d.-b, p. 15). Hence, measures relating to *halal* certification can be categorised as a form of type and unless it is argued that *halal* certification involves the risk of disease towards human,

animal or plant, it is safe to assume that at this point, *halal* certification falls under the context of the TBT Agreement instead of the SPS.

Under the TBT Agreement, most relevant provisions enumerated in the agreement that relates to the current issue are Article 2.1, Article 2.2 and Article 2.4.

Article 2.1 provides that:

> "Members shall ensure that in respect of technical regulations, products imported from the territory of any Member shall be accorded treatment no less favourable than that accorded to like products of national origin and to like products originating in any other country."

By virtue of this Article 2.1, in respect of technical regulations, a similar product from Member countries need to be treated alike. Meaning to say, if Malaysia accepts *halal* certification from Australia, then it must do the same to one from America. However, to date, Malaysia's Department of Islamic Development (JAKIM) has recognised many foreign *halal* certification bodies and authorities. As to 6th February 2017, JAKIM has recognised 67 Certification Bodies from 40 States (JAKIM, 2017) with the majority are members of the WTO.

Article 2.2 then provides that:

> "Members shall ensure that technical regulations are not prepared, adopted or applied with a view to or with the effect of creating unnecessary obstacles to international trade. For this purpose, technical regulations shall not be more trade-restrictive than necessary to fulfil a legitimate objective, taking account of the risks non-fulfilment would create. Such legitimate objectives are, inter alia: national security requirements; the prevention of deceptive practices; protection of human health or safety, animal or plant life or health, or the environment. In assessing such risks, relevant elements of consideration are, inter alia: available scientific and technical information, related processing technology or intended end-uses of products."

This provision provides the obligation of state members that it should not impose regulation that will create unnecessary obstacles that will hinder the smooth-sailing of trade between members unless it is to achieve a legitimate objective. What is deemed as a legitimate objective is provided in the article, yet the list is not exhaustive.

In analysing what can be considered as a legitimate objective, the Appellate Body in the *US – Tuna II (Mexico)* provides that a panel should consider:

> "(i) the degree of contribution made by the measure to the legitimate objective at issue; (ii) the trade-restrictiveness of the measure; and (iii) the nature of the risks at issue and the gravity of consequences that would arise from non-fulfilment of the objective(s) pursued by the Member through the measure."

Preserving *halal* integrity in a Muslim-majority country should be deemed as a legitimate objective in the eyes of the importer as consuming *halal* is part and parcel of being a Muslim.

Article 2.4 then says that:

> "Where technical regulations are required and relevant international standards exist or their completion is imminent, Members shall use them, or the relevant parts of them, as a basis for their technical regulations except when such international standards or relevant parts would be an ineffective or inappropriate means for the fulfilment of the legitimate objectives pursued, for instance, because of fundamental climatic or geographical factors or fundamental technological problems."

Basically, if an international standard exists, members shall utilise it or part of it which may be relevant as the basis of local technical regulations. However, the exception to the provision is when the international standard as a whole or partially is rendered as ineffective or inappropriate in achieving the legitimate objective. Both the SPS and the TBT Agreements refer to and recognise the Codex Alimentarius Commission (CAC) (Maidana-Eletti, 2016, p. 41) as the most influential food standard-setting body at the international level. At the international level, the most explicit mention of *halal* is in the "General Guidelines for Use of the Term "*Halal*" (CAC/GL 24-1997, n.d.) by the CAC which is used to recommend measures relating to *halal* labelling on the food product. This guideline is meant to complement the Codex General Guidelines on Claims. Malaysia too, particularly JAKIM recognised the CAC and their guidelines as:

> "a collection of various standards, codes of practice, recognised international guidelines related to food, food processing and food safety aimed at safeguarding public health and to ensure compliance with the ethical trading code of conduct." (AWANI, 2014)

Although the spirit of Most-Favored-Nation (MFN) Treatment and National Treatment exist in both TBT and GATT, there is no specific general exceptions provision in the TBT Agreement as opposed to Article XX of GATT. Article XX provide a safe haven in case of inconsistency between existing measures and the WTO law (Maidana-Eletti, 2016, p. 23). The most relevant provisions in justifying *halal* certification under Article XX may be Article XX (a) and (d) which provides that:

> "Subject to the requirement that such measures are not applied in a manner which would constitute a means of arbitrary or unjustifiable discrimination between countries where the same conditions prevail, or a disguised restriction on international trade, nothing in this Agreement shall be construed to prevent the adoption or enforcement by any contracting party of measures:
>
> (a) necessary to protect public morals;
> (d) necessary to secure compliance with laws or regulations which are not inconsistent with the provisions of this Agreement, including those relating to customs enforcement, the enforcement of monopolies operated under paragraph 4 of Article II and Article XVII, the protection of patents, trademarks and copyrights, and the prevention of deceptive practices (World Trade Organization, n.d.-a, p. 55).

Invoking Article XX as a defence is not an easy task. The Respondent needs to overcome three thresholds which are subjected to the consideration of the WTO panels and the Appellate Body. The thresholds are:

(i) The measure invoked must be connected to the issue named in the subparagraph. ("Only One of 44 Attempts to Use the GATT Article XX/GATS Article XIV 'General Exception'; Has Ever Succeeded: Replicating the WTO Exception Construct Will Not Provide for an Effective TPP General Exception," 2015, p. 3)

For example, if Article XX (a) is invoked, the policy of *halal* certification must be designed in order to protect public morals. According to the panel in the *China – Audiovisuals* dispute, Article XX (a) following the *US – Gambling* case interpret 'public morals' as:
"standards of right and wrong conduct maintained by or on behalf of a community or nation."
Public moral hence in this sense includes *halal* food consumption which *halal* certification deemed as a necessity. It is wrong for a Muslim to eat something considered as haram except for dire situation and it is obligatory for Muslim to search for *halal*.

(ii) The qualifying criteria must be met. The qualifier is what the panel deemed as "necessary" or "related to".

Taking a situation where *halal* certification process is deemed as inconsistent with the WTO law as an example, the *halal* certification process may be justified using Article XX (d) if it is deemed as necessary to ensure compliance with domestic rules and regulations in order to avoid deceptive practices. Fake *halal* labelling is rampant and without proper measures, Muslim consumers may be misled into buying the non-*halal* certified product and worse, food products that contain haram elements such as alcohol and pork. Therefore, it can be argued that *halal* certification process is a necessity in order to uphold the integrity of *halal* food products and for Muslims to be able to make informed choices in their spending.

(iii) The Respondent must also fulfil three additional subtests contained in the Chapeau of Article XX which are:
   (a) The measure is "not applied in a manner which would constitute a means of arbitrary…
   discrimination between countries where the same conditions prevail…"
   (b) The measure is "not applied in a manner which would constitute a means of…unjustifiable
   discrimination between countries where the same conditions prevail…"
   (c) The measure is "not applied in a manner which would constitute…a disguised restriction on international trade."

In essence, the three subtests are back to protect the MFN and National treatment where member country cannot impose trade barrier more than necessary just to avoid trade-relations with another member.

Conclusion

Food is among the main attraction when Muslims travel and halal assurance is the criteria that Muslims will look for when selecting their food. This fast-growing industry that derived its very basic concept from religious source i.e. the Qur'an and Sunnah of the Prophet need a more religion-friendly policy that took the diversity of religion as a concept that is worth noted. The development of religion-friendly policy must take consideration the relationship between food and tourism in order to promote destinations that are more Muslim-friendly (Hussain & Bon, 2015, p. 58), indirectly boosting the growth of MFT. MFT particularly has gained interest not only from Muslims but also from the non-Muslims. However, it must be noted that *halal* industry especially one related to MFT requires complete *halal* assurance from the food to the facilities in order to uphold the *halal* integrity. Countries such as Japan, Korea and Thailand

have put MFT as a part of their economic growth plan. Japan, for example, has put forward plan to attract Muslims tourist by providing multiple initiatives including easing visa restrictions of some regional countries including UAE and Jordan visa-free entry to Indonesians, Malaysians and Thais (Smith, 2016). Apart from initiatives from the Japan government, corporations such as TFK Corporation also has started to invest on more Muslim-friendly facilities including *halal* in-flight meals as at Narita International Airports (Smith, 2016).

However, the issue of the status of the *halal* certification process is still in the grey area of international trade. As profitable as it can be, *halal* certification process also renders difficulty to traders as it falls under whole new process and logistics that requires a considerable amount of money that could render it to be a barrier to trade. Indonesia for example, with its implementation of mandatory *halal* labelling through its very first *Halal* Act, has faced multiple opposition and concern from other WTO members regarding the effect of barriers to trade (Limenta et al., 2016, p. 2).

The concept of public morals under Article XX of GATT should be given a wider interpretation so it will include religion and belief of a community. The need for special attention to food and beverage is not only isolated to Muslims, but also to some other religions and faith such as Jews and Hindus. Animal activist or anti-terrorist should not use the sentiment of animal cruelty or islamophobia in order to restrict *halal* food production as their agenda to bring down Muslims especially when Muslims is a minority in one society. Transparency, consistency and to take account the differences of the Islamic school of thought are what the Member countries need to sought after in order to have a smooth-sailing *halal* food trading and a robust MFT that surely will continue to grow day by day.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

AD-DHOROR YUZAL SEBAGAI ASAS PENGGUNAAN TEKNOLOGI PENYARINGAN PENYAKIT-PENYAKIT GENETIK MENERUSI *PGD*

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Abstrak: *Preimplantation Genetic Diagnosis (PGD) merupakan satu teknologi yang membolehkan embrio disaring untuk mengesan sebarang kerosakan genetik atau ciri penyakit genetik pada embrio sebelum proses implantasi dilakukan. Sehingga kini, walaupun tanpa peraturan dan undang-undang yang jelas, telah wujud garis panduan umum berkenaan penggunaan PGD terutama bagi tujuan penyaringan penyakit-penyakit genetik yang dikeluarkan oleh Majlis Perubatan Malaysia. Namun, pengetahuan dan pemahaman berkenaan teknologi PGD masih amat baru di kalangan masyarakat di negara ini. Tujuan penulisan ini adalah menjelaskan berkenaan konsep teknologi PGD dengan mengambil kira prinsip asas yang ditetapkankan oleh Islam. Pemeliharaan nyawa dan kehidupan manusia adalah merupakan salah satu daripada maqasid syariah yang digariskan dalam Islam. Tuntutan maqasid ini kemudiannya dipandu dan didasari oleh satu kaedah fekah Islam yang bertepatan dengan penggunaan teknologi PGD bagi tujuan penyaringan penyakit-penyakit genetik pada masa kini. Kaedah fekah Islam yang dimaksudkan ialah kaedah ad-dhoror yuzal. Kaedah ini membawa maksud bahawa sekiranya wujud kemudaratan maka perlu dihindari. Dalam konteks dan tujuan penyaringan penyakit-penyakit genetik yang boleh membawa kepada kemudaratan, adaptasi kaedah fekah Islam ini adalah amat bertepatan dan tidak menyalahi kehendak syarak.*

Kata Kunci: PGD, Penyakit-penyakit Genetik, Maqasid Syariah, Ad-Dhoror Yuzal.

Pendahuluan

PGD atau dikenali sebagai *Preimplantation Genetic Diagnosis* adalah satu teknologi moden yang menggabungkan beberapa prosedur untuk pelbagai tujuan seperti penyaringan penyakit-penyakit genetik. Sebagai satu bentuk teknologi yang melibatkan banyak isu dan persoalan yang sering ditimbulkan, adalah menjadi satu keperluan agar satu kajian berkenaan asas dan dasar yang boleh digunapakai dan dijadikan garis panduan bagi membentuk mekanisme perundangan atau peraturan yang bertanggungjawab mengawal selia penggunaan teknologi ini secara keseluruhan.

PGD dan Penyaringan Penyakit-penyakit Genetik

Lazimnya, proses PGD bermula pada peringkat pra-implantasi atau dikenali dengan peringkat embrio yang bermula dari selepas persenyawaan iaitu zigot dan morula sehinggalah terbentuknya blastosis.(Muhd Rushdan Md Noor & Murizah Mohd Zain, 2010) Sel-sel yang terdapat di dalam embrio ini dikenali sebagai blastomere. Tempoh persenyawaan sehingga terbentuknya blastosis adalah di antara 5 hingga 6 hari sebelum berlakunya implantasi.(Hasan Basri Omar, 2011)

Semasa tempoh ini, proses mendiagnosis atau menyaring sebarang kelainan atau ciri-ciri penyakit yang dibawa oleh genetik akan dilakukan sebelum peringkat penempelan embrio di dinding rahim berlaku.(Muhd Rushdan Md Noor & Murizah Mohd Zain, 2010) Teknologi PGD turut dikenali sebagai satu teknologi moden yang menjadi alternatif bagi prosedur diagnosis pra-natal yang menggabungkan teknik IVF dan juga ujian genetik.(Botkin, 1998). Terdapat empat peringkat dan proses utama yang melibatkan teknologi PGD. Peringkat-peringkat tersebut merangkumi proses IVF (Persenyawaan In-Vitro), biopsi embrio, analisis genetik dan juga penempelan.(J.C. Harper, 2001)

Persenyawaan In-Vitro merupakan satu bentuk proses persenyawaan yang dijalankan di luar rahim, di mana percantuman sperma dan ovum dilakukan di dalam piring petri.(Hasan Basri Omar, 2011). Embrio yang telah berjaya dihasilkan melalui teknik IVF kemudiannya akan dibiarkan berkembang dalam tempoh lebih kurang tiga hari selepas persenyawaan sebelum dipindahkan ke rahim wanita bagi menjalani proses penempelan di endometrium.(The Harvard Law Review Association, 2005). Bagi teknologi PGD, proses mendiagnosis genetik yang dikenali sebagai biopsi embrio perlu dilakukan sebelum prosedur implantasi berlaku.(McGowan, Burant, Moran, & Farrell, 2009)

Biopsi adalah satu proses pengasingan sel-sel di dalam embrio bagi tujuan mengkaji ciri-ciri genetik dan seterusnya mengenal pasti sel-sel yang membawa ciri-ciri penyakit genetik.(Yap & Liew, 2003) Fasouliotis dalam kajiannya menyatakan terdapat tiga kaedah biopsi yang digunakan dalam teknologi PGD iaitu *polar body biopsy* (biopsi badan polar), *blastomere biopsy* (biopsi blastomer) dan *blastocyst biopsi* (biopsi blastosis).(Fasouliotis & Schenker, 1998). Setiap kaedah mempunyai kelebihan dan kesesuaian yang tersendiri bergantung pada tujuan penggunaannya. Melalui teknologi PGD, setelah proses analisis genetik dijalankan, satu atau dua embrio yang dipilih untuk implantasi kemudiannya akan dipindahkan ke rahim wanita bagi proses penempelan di endometrium.(Findlay, 2000)

Maqasid Syariah dan Kewajipan Menjaga Nyawa

Sebagai satu bentuk teknologi moden yang rumit dan kompleks, penerimaan teknologi ini di kalangan masyarakat awam masih di tahap awal.(AngelinaPatrick, Nor, & Amin, 2015) Timbulnya pelbagai isu dan persoalan seperti bermain dengan kuasa Tuhan, kedudukan status embrio yang digunakan dan dibuang, ketidak samaan dan diskriminasi di kalangan golongan kurang upaya serta tahap keseriusan penyakit genetik yang dibenarkan menggunakan teknologi PGD menjadi antara punca wujudnya kesangsian untuk menggunakan teknologi PGD ini

secara meluas. Atas dasar itu, kajian ini bertujuan memberi kefahaman bahawa segala teknologi baru yang wujud pada hari ini perlu berpaksi kepada satu prinsip yang jelas dan terang sebagaimana di gariskan dalam Islam.

Syariat Islam secara keseluruhannya adalah bertujuan untuk menjaga keperluan, kepentingan atau kemaslahatan semua manusia dan menghindarkan kemudaratan yang mungkin menimpa mereka.(Wan Ali Wan Jusoh, 2005) Bagi setiap ketentuan hukum yang digariskan oleh syariah pula terdapat objektif dan tujuannya yang tertentu. Objektif dan matlamat ini dikenali sebagai maqasid syariah.(Rosli Mokhtar & Mohd Fikri, 2007). Secara asas, syariah disusun dalam Islam bertujuan untuk menjaga kepentingan nyawa, agama, akal, maruah dan harta manusia. Fadilah dalam kajiannya turut menyatakan bahawa penggunaan teknologi PGD bagi tujuan mengelak penyakit adalah bertepatan dengan maqasid syariah terutama dalam memelihara kesejahteraan nyawa dan tubuh badan.(Fadilah Abdul Rahman, Hanifah Musa Fathullah Harun, Zakiah Samori, & Fathi Ramly, 2016) Hanifah turut bersetuju bahawa penggunaan teknologi PGD adalah digalakkan sekiranya ia boleh membantu mengurangkan kadar pengguguran yang terpaksa dilakukan apabila mendapati janin mempunyai ciri penyakit yang serius lagi memudaratkan.(Hanifah Musa Fathullah Harun, Fadilah Abd Rahman, Zakiah Samori, & Fathi Ramly, 2016)

Dalam konteks penyakit-penyakit yang disebabkan oleh genetik, adalah sukar untuk kita mengelak atau menghindari penyakit tersebut secara fizikal atau pencegahan yang bersifat luaran. Justeru, teknologi PGD adalah pilihan yang terbaik dan terkini sebagai satu usaha yang paling selamat dan mempunyai kadar kejayaan yang agak tinggi berbanding prosedur-prosedur yang lain.(Cunningham, Goldsmith, & Skirton, 2015) Penetapan yang digariskan dalam maqasid syariah ini pula dipandu oleh pelbagai prinsip-prinsip fekah yang sekian lama dijadikan panduan oleh para ulama Islam dalam menentukan hukum sesuatu perkara baru.

Ad-Dhoror Yuzal Asas Penggunaan PGD Bagi Menyaring Penyakit-Penyakit Genetik

Dalam perbahasan dan perbincangan berkenaan teknologi PGD yang digunakan bagi tujuan penyaringan penyakit-penyakit genetik, pendekatan kaedah fekah adalah sangat bersesuaian untuk dijadikan sebagai asas kepada kerangka perundangan yang akan dibentuk dengan mengambil kira pelbagai aspek bagi menentukan kesesuaian penggunaan teknologi tersebut. Kaedah '*ad-dhoror yuzal*' yang membawa maksud bahawa kemudaratan mesti dihapuskan merupakan satu kaedah fekah yang bersesuaian dijadikan sebagai asas kerangka teori perundangan bagi penggunaan teknologi PGD untuk tujuan penyaringan penyakit-penyakit genetik di Malaysia berdasarkan hujah dan perbahasan berikut.

Kaedah '*ad-dhoror yuzal*' bermaksud sesuatu yang boleh mendatangkan bahaya mestilah dihapuskan dan perkara berbahaya itu hendaklah dihilangkan. Dalam konteks penggunaan teknologi PGD, secara umum boleh dikatakan penyakit-penyakit genetik yang berbahaya dan boleh membawa kematian itu dikira sebagai sesuatu yang mudarat maka berdasarkan kaedah fekah ini maka penyakit-penyakit genetik tersebut perlulah dihapuskan dan dihilangkan.(Fadilah Abdul Rahman et al., 2016) Namun kaedah ini perlu diteliti dan dibincangkan dengan lebih mendalam dengan mengambil kira pelbagai aspek dan isu-isu yang berkaitan seperti etika dan juga perundangan. Islam memberi kelonggaran untuk melakukan sesuatu hal atau perkara yang pada asalnya dilarang dalam keadaan tertentu yang mendesak

(*darurah*) dan demi memenuhi keperluan yang tidak dapat dielakkan. (Noor Munirah Isa, 2015)

Berdasarkan kaedah fekah, dalam keadaan darurat dan mendesak, sesuatu itu diharuskan hanya mengikut kadar keterdesakan tersebut. Dalam konteks penggunaan teknologi PGD, penyakit-penyakit genetik yang serius boleh dikira sebagai sesuatu yang darurat dan mendesak yang perlu dihilangkan. Jika tidak diusahakan untuk ia dihilangkan, maka akan mendatangkan penderitaan dan kesukaran masa akan datang.(Cheryl Pui-Yan Au, 2012) Namun jika kita merujuk kepada prinsip keharusan yang dibenarkan mengikut kadarnya, maka sistem perundangan yang dicadangkan perlu mengawal teknologi ini daripada sebarang bentuk penyalahgunaan seperti mencipta 'bayi rekaan'. Pada masa yang sama, penggunaan teknologi PGD bagi menyaring penyakit genetik perlu dijamin tidak menyebabkan mudarat lain yang lebih besar seperti menyebabkan kematian kepada si ibu dan sebagainya. Mekanisme perundangan yang dicadangkan perlu menyatakan syarat ini dengan jelas sebelum kebenaran penggunaan teknologi PGD diberikan.

Menghilangkan penyakit-penyakit genetik yang berbahaya merupakan sesuatu yang mendesak maka tidak timbul di sana larangan perbuatan tersebut. Tambahan lagi, penggunaan teknologi PGD bukanlah sesuatu yang pada asalnya dilarang dalam Islam. Jika pun ada di sana isu-isu berbangkit yang menyebabkan teknologi PGD ditentang oleh pihak-pihak tertentu, namun itu bukan larangan asal terhadap teknologi tersebut. Atas dasar itu, penyelidik berpandangan bahawa penggunaan teknologi PGD bagi tujuan penyaringan penyakit-penyakit genetik bertepatan dengan kaedah yang dibincangkan di atas dan membentuk mekanisme perundangan berkaitan dengan penggunaannya adalah menjadi satu keperluan.

Kesimpulan

Secara asasnya, berdasarkan kepada kaedah fekah 'mudarat perlu dihilangkan', mudarat atau keterdesakan itu adalah sesuatu yang dianggap sebagai keperluan dan kepentingan dalam masyarakat secara keseluruhan. Disebabkan itu, bagi cadangan mekanisme perundangan yang akan dibentuk bagi mengawal penggunaan teknologi PGD bagi menyaring penyakit genetik perlu memastikan kebaikan yang diperoleh daripada PGD adalah untuk manfaat masyarakat secara keseluruhan dan tidak hanya terhad kepada kelompok-kelompok tertentu sahaja. (Inhorn & Birenbaum Carmeli, 2008)

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

EXPLORING THE PROBLEMS FACED BY THE ACADEMICS IN TRANSFORMING UNIVERSITY COLLEGES TO UNIVERSITIES: A PILOT STUDY

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Abstract: *Improving higher education provision is one of many agendas of the government worldwide. Despite its diversity and importance, the number of studies on the transformation of tertiary institutions particularly the transformation from university colleges to universities is still lacking. Thus, this pilot study aims to determine whether the academics face problems in the transformation from university colleges to universities, to explore the solutions provided and to test the instrument developed for defects before conducting the main study. Semi-structured interview questions were employed on three participants who was a managing academic, a permanent staff and a contract staff. The pilot study proved to be important in four ways. These include (1) selecting suitable potential participants, (2) categorizing the problems faced by the academics in the transformation from university college to university, (3) reflecting on suitable solutions from the views of the academics and (4) amending the semi-structured interview questions. Seemingly the academics viewed that they faced various categories of problems related to the transformation; hence, solutions were crucial for the academics to remain motivated and satisfied with their jobs. The findings have important implications as they can assist the policy makers and the management of the university college in improving the solutions provided to the academics experiencing the problems prevalent in the pilot study.*

Keywords: *Academics, Higher Education, Higher Education Institution, University College, University*

Introduction

Transforming higher education institutions (HEIs) is a movement initiated by government to improve the service of tertiary education provision. Various efforts are taken by the government in improving different aspects of higher education. Internationally, these efforts can be observed in areas such as higher education policy, quality, funding, research, global rankings, massification, internationalization, vocationalization, stratification, governance and differentiation (Shariffuddin et al., 2017). Meanwhile in Malaysia, these efforts involve the transformation of various types of tertiary institutions including APEX university, research universities, focused universities, comprehensive universities, polytechnics and community colleges (Shariffuddin et al., 2016). However, not many studies focus on the experience of the academics in the transformation from university colleges to universities. Hence, the main study

of this research intends to explore the academics' experience dealing with the problems pertaining to the transformation from university colleges to universities.

More now than ever that the policy makers should acknowledge the stakeholders' needs particularly the academic community who plays the vital role in carrying out its strategic plan of transforming the academic institution. Their academic career advancement and professional growth become more challenging owing to the demands of HEI status transformation. Furthermore, the elevated control over academic activities during the transformation affects the academics one way or another (Musselin, 2007). Even though, the policy makers and the academics sometimes can be at odds as a result of the institutional reform pressure because both communities impose different values on achieving these aspirations (Kwiek, 2015), consensus between the two parties should be found. It is essential so that the objectives of the transformation are accomplished.

The decision to carry out this pilot study was made to determine if the academics face problem/s in the transformation process from a university college to a university, to explore the solutions provided and to test the instrument developed for defects before conducting the main study. Pilot study provides an opportunity for researchers to test the instrument, in this case is semi-structured interview questions. It is also a process which allows the researchers to evaluate and amend the instrument from the participants' feedback pertaining to the questions enquired in the interview session (Creswell, 2012, p.390).

Method

Qualitative design is selected to gauge into the academics' experience in the transformation of university college to a full-pledged university. Qualitative design is selected because it is considered the most suitable method to investigate and understand social or human problems as experienced by an individual or group (Creswell, 2014, p.4). As such, the researchers intend to obtain the perspectives of the managing and teaching academics to further understand the "how" and "why" of the problems experienced in the transformation of university colleges to full-pledged universities. Their perspectives particularly on the problems experienced in the transformation process were obtained via interview and documents analysis to provide greater understanding on the transformation process.

Semi-structured interview questions were self-developed by the researchers based on the research questions of the study as suggested by Creswell (2014, p.140) that a researcher may create sub-questions based on the research questions to be used in the interview for collecting data. The interview questions created were checked by two experts and the answer transcripts were given to the participants for member checking of which the contents of the interview were examined and the results of the obtained from the interview was validated. To establish content reliability of the instrument, the researchers conducted this pilot study as proposed by Creswell (2012, p.390) that conducting pilot study is crucial in ensuring the validity of the interview questions. To reflect five research questions of the main study, six (6) items in the demographic section and twelve (12) items in the open-ended section were constructed. Samples of the demographic questions before amendment were listed in Table 1. Meanwhile, the samples of the open-ended section can be further observed in Table 2.

Table 1: Sample of demographic questions

Demographic details
Gender
Academic Background
Teaching Experience
Employment Status
Current Position
Previous Position

Table 2: Sample of open-ended questions

No.	Semi-structured interview questions
1.	What are the issues and problems you have experienced in the university college transition to be a full-pledged university?
2.	What are the factors in your opinion that contribute to the issues and problems that you have experienced?
3.	Why do you think so?
4.	What are the types of solutions provided to the academics in handling the issues and problems in TATIUC's transition to be a full-pledged university?
5.	What are types of solutions do you think should be provided to the academics in order to handle these issues and problems better?
6.	Why the solutions should be provided to the academics in dealing with these issues and problems?

Research Site

A Malaysian private college university funded by the state government, which was undergoing transformation to a full-pledged university, was selected as the research site for the pilot study. It was announced at a press conference in 2010 by the rector that the college university is moving forward with the efforts towards being a university. Currently, the university college offers technical, engineering and ICT programs from foundation to postgraduate level. It has close to 300 staff from teaching to support personnel from various faculties and departments.

Participants

Three (3) academics from the focus group with specific criteria were selected. Two (2) of them were females and one (1) was male. One academic can be categorized as a managing academic, one was a permanent staff and the last was a contract staff. Three participants were considered sufficient as a source of information for pilot testing (Herzog, 2008) as 10% of the total participants which is 12 (twelve) in the actual study whom the researchers intend to interview. These different criteria were chosen to explore the possibilities for the various types of problems faced by the academics. All participants possess Masters Degree and had worked with the university college between 4 to 20 years. To protect their individual confidentiality, minimal demographic background was obtained from the demographic section of the interview questions in the pilot study. In the beginning, the participants were hesitant to participate in study as they were apprehended of the consequences if their identities were revealed. Upon assurance from one of the researchers that their identity would be kept confidential at all times, they all agreed to participate in the study. Questions on the demographic details proposed are listed in Table 1.

The interviews were conducted at their choice of location including participants' office and at a café. Each interview was conducted in English. Since, English is the medium of instruction at the university college and the participants must use English to teach their respective subjects, the academics do not have problems understanding the interview questions during the interview sessions. However, the participants were free to speak their mother tongue, Bahasa Melayu if they preferred during these sessions. The average duration for interviews lasted for about one-half- hour to 2 hours long, which was recorded on a digital voice recorder. No video recording was made during the pilot study so that the participants were convinced that their individuality confidentiality was safeguarded by the researchers. After the interview, the researchers asked the participants to comment on the questions. To improve the semi-structured interview questions, modification was made in accordance to their comments. Then, the transcription of each interview was e-mailed to the participants for feedbacks in ensuring the credibility of the pilot study.

Results and Discussions

Discussion 1: Problems in Transforming University Colleges to Full-pledged Universities

All three (3) participants highlighted that they experienced different kinds of problems in the transformation process of the university college being upgraded to a full-pledged university. The problems were categorized and listed in Table 3. Seventeen (17) challenges were mentioned by the participants in the pilot study.

Table 3: Categories of problems

Problems experienced by the academics
Curriculum development
Inadequate infrastructure (equipment and machineries)
Lack of research development
Inequitable KPI management
Unclear supervision method and lack opportunity for supervision
Lacking in community program organization
Lack of motivation
Lack of funding
Being complacent
Self-content

Inadequate infrastructure, inequitable KPI management, lack of motivation and lack of funding were the most cited types of problems experienced by the participants. Other types of problems were also cited including lack of research and development, lack of opportunity for supervision, lack of community program organized by the academics, being complacent and self-content with limited responsibilities and restricted tasks assigned. Nevertheless, the following categories were cited to have been improved and met the requirements set by MQA and the academics' expectation such as curriculum development with the restructuring of syllabus and development of new programs, research development as certain monetary provision for internal grants were provided, improved supervision method as academics with PhD qualification and those with conducting research experiences were elected as supervisors and a number community program were jointly organized by the academics and student organizations. Thus,

the results proved that the academics experienced various types of problems in the transformation from university colleges to universities.

Discussion 2: Solutions Provided to the Academics

When asked about the types of solutions provided by the management to solve the problems they faced, the participants highlighted nine types of solutions assisting them in carrying out their daily tasks towards achieving the objectives of being a university. The solutions received from the management were revealed and categorized as in Table 4.

Table 4: Categories of solutions provided

Solutions
Establishment of BAKAT
Grants for research
Rewards based on performance
Commercialization of products
Trainings
Monthly talks
Curriculum development
Supervision method improvement
Community program

The most cited types of solutions imparted to the academics were curriculum development and grants for research. Whilst, internal grants were provided via the institution's short term grants; external grants were obtained depending on the academics' success in securing FRGS and other types of grants provided by the government. Other supports were also mentioned including the establishment of BAKAT, a department which manage the academics' performance, rewards based on the academics' performance, commercialization of products, trainings including in-house seminars and workshops, monthly talks, curriculum development, supervision method improvement and community program. Nonetheless, more solutions should be provided so that the academics' career shall develop and for them to maintain motivated and driven to accomplish the institutional goal of becoming a university.

Discussion 3: Amendment to the Semi-Structured Interview Questions

The responses in the pilot interviews with the participants made the researchers realized that certain items in the semi-structured interview questions needed to be revised to make them more relevant in seeking the answers to the objectives of the main study. Hence, question number one (1), four (4), five (5) and six (6) were retained, while, seven (7) was eliminated and two (2) and three (3) were replaced with suitable wordings to capture the information to best describe the background of the participants. Table 5 lists the amendments made to demographic questions after the pilot study.

Table 5: Questions for demographic details

No.	Demographic Question Before Amendment	Demographic Question After Amendment
	Please provide details of the following:	
1.	Gender	Retain.
2.	Academic Background	Replace with "highest qualification".
3.	Teaching Experience	Replace with "duration working with the institution".
4.	Employment Status	Retain.

5.	Current Position	Answer options are retained except for option 3, replaced with "HOP@HOD"
6.	Previous Position	Answer options are retained except for option 3, replaced with "HOP@HOD
7.	Job Scope	Eliminate.

The researchers also noticed that long interview questions sometimes confused the participants in comprehending what was being inquired. Some of the long questions affected the initial responses of the participants. The questions were inquired a number of times so that the participants were able to provide the relevant answers Therefore, the questions were reviewed and shorten in the efforts of turning them into precise and clear questions. Whilst, question number one (1), two (2), four (4) and five (5) were shorten; question number three (3) and five (5) were eliminated. Table 6 displays the modifications made to the interview questions after the pilot study.

Table 6: Interview questions before and after pilot study

No.	Interview Questions Before Amendment	Interview Questions After Amendment
1.	What are the issues and problems you have experienced in your HEI's transition to be a full-pledged university maybe in terms of teaching and learning, research and development, supervision, community program and supervision to name a few?	What are the problems you have experienced in your institution's transformation to be a university? *Shorten the question.* *Eliminate the words "issues" and "full-pledged"; the phrase "maybe in terms of teaching and learning, research and development, supervision, community program and supervision to name a few".* *Eliminate the word "HEI" and replace with "institution".*
2.	What are the factors in your opinion that contribute to the issues and problems that you have experienced?	What are the factors/causes that contribute to the problems you experience and why? *Eliminate the word "issues".* *Add the word "causes".*
3.	Why do you think so?	*Eliminate. This question is inquired as part of question no. 2.*
4.	What are the types of solutions provided by the management to the academics in handling the issues and problems in the university college transition to be a full-pledged university?	What are the types of solutions provided by the management to the academics in handling the problems? *Eliminate the word "issues" and the phrase "in the university college transition to be a full-pledged university".*
5.	What are types of solutions do you think should be provided by the management to the academics to handle these issues and problems better?	What are the types of solutions should be provided by the management to the academics in handling these problems better and why? *Eliminate the phrase "do you think" and the word "issues".*

6.	Why the solutions should be provided to the academics in dealing with these issues and problems?	*Eliminate. This question is inquired as part of question no. 5.*

Overall, the semi-structured interview questions utilized in this study pertaining to the problems faced by the academics in the transformation from university colleges to universities do a considerably good job in exploring the academics' experience dealing with various types of problems. In fact, this pilot study has helped the researchers to determine that the proposed instrument, in this case the interview questions, is appropriate and not too complex for the participants to respond to (Teijlingen and Hundley, 2001). However, necessary amendments need to be made so that the questions are accurate and clear in seeking relevant information from the participants' responses.

Conclusion

The pilot study implicates the policy makers and the management of higher education institutions in empowering the academics working towards achieving the objectives of transforming the university colleges to become universities. It highlighted the necessity of understanding the problems experienced by the academics and recognizing suitable aids that should be imparted so that they continue to be motivated and perform their best in accomplishing personal and institutional goals.

Several limitations were identified from the pilot study. First, even though this was an in-depth study but it was a small pilot study using qualitative method with small number of participants, to be exact only three (3) to represent the actual total of twelve (12) participants in the main study. Hence, the study suggests that future research to conduct large scale studies exploring the problems experienced by the academics and the solutions provided in Malaysian context. The findings can assist in figuring out the improvements on the aids imparted to the academics for better performance and more job satisfaction. Second, the study only examined the academics' experience at one university college. For future study, the comparison on the experiences of the academics from several university colleges is recommended be conducted to examine the differences and similarities of the problems experienced and the solutions provided. Finally, the study was limited to the experience of academics in Malaysian context. Thus, the study recommends that future research to be expanded in exploring the academics' experience in the transformation of other types of academic institutions.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

CREDIT CARD SELECTION CRITERIA

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Abstract: *This study investigates the criteria of credit card which one is the important characteristics of to customers when using. The study has used a questionnaire to know the importance of criteria of credit card for customer and to determine the level of customers' satisfaction towards all the criteria offered by credit card. A Sample of 200 respondents has been used for questionnaire and analysis using factor analysis and the Kaiser-Meyer-Olkin (KMO). As a result shown, it can be concluded that's all criteria of credit card that's being offered is important to the customer.*

Keywords: *Criteria Credit card, Selection, Customer*

Introduction

A consumers using a credit card to purchase products or services without cash and to pay for them at a later date and it is easy for consumers to bring and use for payment. A credit card is a system of payment named after the small plastic card issued to users of the system.

The objectives of the study are to know the criteria or factor which determines the important criteria of the credit card for customer. The analysis through survey determines the credit card selection criteria. According to a study by Gan (2006), the study found that convenience, protection and economics were the main important criteria, while the reputation card and travel economics were less important in determining credit card selection.

Meidan and Davos (1994) revealed that the most important factor is the offering of convenience to cardholders. The results indicate 5 main factors that affect card selection: convenience of use in Greece, security (safety), economy, prestige, and shopping abroad. Consequently, more emphasis should be given to convenience, security and economy aspects of credit card usage through the use of appropriate advertising, promotions, product development, and distribution allocations by banks and credit card issuers.

Consistent with Subramaniam (2010), this study creates the way that the choice criteria, such a convenience and protection, flexibility, economy, promotion and reputation do not influence demography. Further, there is likewise confirmation that a purchaser's twelvemonth particular earnings are a helping component in a bank's choice criteria.

Consistent with Macklin (2004), this paper embraces an investigation of the variables that are accepted to impact mentality to using utilizing credit cards and the state of mind establishment to charge card obligation. A model was created dependent upon the audit of literary works, to distinguish the variables that influence the disposition of buyers to Mastercard using.

In view of Thomas (2009), this exploratory study looks to investigate the connection between the decisions of installment mode to client fulfillment. It inspects the Austrian advertise in connection with its decision and use of check cards versus charge cards and its effect on client fulfillment and devotion. Moreover, the study intends to recognize the key drivers of client fulfillment for these two modes of electronic installment. The outcomes demonstrate that an individual's inclination for a specific installment strategy is subject to his/her particular qualities. Furthermore, the installment system's characteristics and aspects impacted its allure and acknowledgement. Besides, an individual's desires had an effect on his/her demeanor around the installment strategy. The study additionally discovered that positive desires, execution, and wishes accelerated client fulfillment. Client fulfillment, thusly, prompts a higher level of aim to utilize the installment strategy and higher level of purpose to suggest the installment technique. These outcomes are steady with the literary works on client fulfillment that recognizes desires, execution and seeks as the drivers of client satisfaction.

Research methodology

A survey about credit card selection will be conducted by questionnaire survey and the data will be distributed to randomly sample 200 cardholders at Klang Valley.

Questionnaire

The questionnaires have 2 sections to determine the criteria for consumer select a credit card.
SECTION A: Demographic profile
SECTION B: Measures the respondents' level of importance criteria in selecting a credit card.

Factor Analysis (Kaiser-Meyer-Olkin, KMO)

Factor analysis is used to find underlying variables or factors among observed variables. The KMO near 1.0 supports a factor analysis and that anything less than 0.5 is probably not amenable to useful factor analysis.

Results and analysis

Reliability Test

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
0.7	22

Reliability Analysis is to measure the questionnaire is reliable or not. The best or perfect reliability range is between 0.6 – 0.9. Based on the table in the above, the result is 0.7 which means that result between that range and it shows a normal internal consistency.

Factor Analysis

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.745
Bartlett's Test of Sphericity	Approx. Chi-Square	1387.478
	df	231
	Sig.	.000

The Kaiser-Meyer-Olkin measure of sampling adequacy (KMO) test shows that the factor analysis could be done because it is more than 0.5. Therefore, no variables would be excluded. In addition the Barlett's test of Sphericity is significant because the result is less than 0.05; therefore we conclude that the factor analysis could be further analyzed.

Table 3: Total Variance Explain

Factor	Initial Eigenvalues	Extraction Sums of Squared Loadings		
	Cumulative %	Total	% of Variance	Cumulative %
1	25.688	1.541	25.688	25.688
2	45.850	1.210	20.162	45.850
3	64.130	1.097	18.280	64.130
4	79.218	.905	15.088	79.218
5	92.354	.788	13.136	92.354
6	100.000	.459	7.646	100.000

Extraction Method: Principal Component Analysis

Based on the total variance, there are 6 factors were extracted because the eigenvalues are higher than 1 for the respective factors. The total 6 factors could explain 100% of the total variations.

Ranking Important Of Credit Card Selection Criteria

Table 4: Ranking important of credit card selection criteria

Rank		Mean
1	Factor 1: Convenience and protection of the credit card	4.11
2	Factor 3: The economics of the credit card	4.1
3	Factor 2: Flexibility of using credit card	3.93
4	Factor 4: Promotion of the credit card	3.9
5	Factor 5: The travel-economics of the credit card holder	3.62
6	Factor 6: The reputation of credit card	2.99

The customer decided factor 1 (mean = 4.11) was rated as the highest most important criteria when select the credit card. Secondly, "the economics of the credit card" (mean = 4.1) for the factor 3. Then factor 2, "flexibility of using credit card" (mean = 3.93), factor 4 for "promotion of the credit card" (mean = 3.9), factor 5 "the travel-economics of the credit card holder" (mean = 3.62) and lastly factor 6 "the reputation of credit card" (mean = 2.99).

The Important Criteria Of Credit Card

Table 5: The Important Criteria Of Credit Card

	N	Minimum	Maximum	Mean
Convenience and protection	200	3	5	4.37
Low interest rate	200	3	5	4.27
Wide acceptance	200	3	5	4.24
Free Annual fee	200	3	5	4.16
Cash advance	200	3	5	4.13
Insurance provision when travelling	200	3	5	4.10
Wide acceptance abroad	200	3	5	4.06
Zero installment facilities	200	3	5	4.06
Worldwide emergency assistance	200	3	5	4.05
Acceptance is most modern establishments	200	3	5	4.04
Loyalty and reward program	200	3	5	4.00
Easy access (internet, ATM)	200	3	5	3.97
Protection again loss/defect of products purchase using card	200	3	5	3.94
Special discounts in selected outlets	200	3	5	3.93
Availability for supplementary cards	200	3	5	3.89
Higher credit limit	200	3	5	3.84
Easy to ask for temporary credit limit increase	200	3	5	3.81
Road show with instant application approval/ gift promotion	200	2	5	3.77
No deposit for a car hire	200	2	5	3.66
Commission free traveler's checks	200	2	5	3.58
Brand name	200	1	5	3.25
Status symbol	200	1	5	2.72

To analyze the differences in the importance criteria of credit card selection, a ranking table was produced showing the mean score of each factor. Table 7 show to relative importance all criteria of credit card. The top two factors that head the list were "protection when card is lost or stolen" (mean = 4.37) and "low interest rate" (mean = 4.27).

Conclusion

The protection, convenience, flexibility and economics were the main important while the reputation of card and travel, economics were less important in determining credit card selection and this result is also supported by the study of Subramaniam (2010).

The most important factor in determining credit card selection was the convenience/protection attributes and this result is also supported by the study of Gan (2006). The least important of all the factors was the credit card as a status symbol.
Examine by demographic components show that the amount of charge card possessed is decidedly identified with income, age, race, job sector, job position and marital status. All the demographic profile will impact to the individuals who need to utilize a charge card or not. Generally profile that can utilize decidedly identified to utilize a Visa is earnings on the grounds that generally respondents that have higher livelihood are likely utilizing a credit card than least pay.

To conclude the research, the objective of this research achieved because convenience and protection were the highest important criteria for the majority of the respondent's choice. Then, the 6 factor from the factor analysis did determine the most factor that influenced respondents. Based on the finding, the recommendation will give especially to all banks that they offered to the consumer, they must meet the standard in the above for example the criteria, so that it can be accepted by applicants. On the research, bank must focus convenience and protection because most respondents are concerned about this. Therefore, in further study, it is proposed to analyze more criteria and sample to differentiate the details of the result.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

CHAMPIONING HIGHER TVET EDUCATION IN AVIATION: TEACHING QUALITY PERSPECTIVE

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Abstract : *This conceptual paper discuss about teaching quality in higher technical and vocational education and training (HTVET) in the aviation sector. This exploratory study suggest there are three main components that could affect teaching quality of instructor in aviation HTVET field namely personal attributes, educational background and cognitive ability. This paper enhances current knowledge in HTVET and TVET in Malaysia perspective and aviation sector.*

Keywords: *HTVET, TVET, Aviation, Aviation education, Teaching Quality*

Introduction

Higher technical education plays a significant role in supporting human capital development in any industry across the globe. The success of higher technical and vocational education and training (HTVET) is related to the quality of the teacher or instructor at the higher education where it is related to how the delivery by the instructor can meets the target (Pazagadi et al., 2005). Technical and vocational education (TVET) has emerged from opposing traditions, where the universities providing academic knowledge while TVET providing skills for employability. TVET can ensure viable career for those who do not excel in the mainstream academic line (Omar, 2015). Previously, it has been called as apprenticeship training, vocational education, technical education, technical-vocational education, occupational education, workforce education, workplace education, and others. HTVET is a combination of both academic and skills where in the long run, increase the employability of the students.

In the 21st century, the success of any organization is not only dependent to the product and services offered, but also dependent to the resources that the company have such as labour or also known as workforce. Therefore, workforce skills play a significant role for business sustainability. This is align with Industrial Organization View Theory; where it mentioned and emphasizes that internal factors in particular workforce is much more important compared to external factor in order for organization to sustain and achieve profitability. In fact, it is also acknowledged that skills are vital in any country to reduce poverty, for economic recovery and sustainable development (Abd Hamid et al, 2012).

The development of HTVET policy in education field is growing across the world including Malaysia. As stated in Tenth (10$^{th)}$ Malaysia Plan, Malaysia requires 37 percent of its workforce

to be "highly skilled" by 2015. Consequently, in Eleventh (11th) Malaysia Plan (2016-2020), according to the Economic Planning Unit (EPU), the demand for labour especially for the TVET sector is expected to increase with the introduction of National Key Economic Area (NKEA). NKEA will require a workforce of up to 3.3 million by 2020 of which 1.3 million are to be TVET graduates. Transformation of TVET into HTVET is a determination of re-engineering the existing vocational education system to build a new system of higher vocational education, which can contribute to the high-income country. In fact, Malaysia has identified the aerospace industry as a strategic industry which has a wide potential in the country's industrialization and technological development program (Fakhrulnizam and Rahman, 2015). To ensure consistent growth of the industry, the Malaysian Aerospace Industry Blueprint 2030 was launched in March 2015 by the Prime Minister of Malaysia during the Langkawi International Maritime & Aerospace Exhibition 2015 (LIMA '15).Realizing this significant role, the Malaysian government including government link company such as Majlis Amanah Rakyat (MARA), as well as private training and education institutions is taking various measures to increase TVET through providing HTVET education at tertiary level where emphasising on the hands on and skill development.

In supporting HTVET education in Malaysia, there are seven ministries involved namely Ministry of Education, Ministry of Human Resource, Ministry of Youth and Sports, Ministry of Agriculture, Ministry of Defence, Ministry of Works and Ministry of Rural Development (see Table 1). As tabled in Table 1, different ministries manage their own TVET institutions and there are diverse standards of performance with limited authority and responsibility.

Table 1: Seven ministries involved in HTVET education in Malaysia

Ministry	**Institutions**
Ministry of Education	Jabatan Pendidikan Tinggi – Basic Vocational Education (BVE), Vocational College (VC), POLYTECHNICS
Ministry of Human Resource	Pusat Latihan Teknologi Tinggi (ADTEC), Institut Teknikal Jepun Malaysia(JMTI), Institut Latihan Perindustrian (ILP)
Ministry of Youth and Sports	Institut Kemahiran Belia Negara (IKBN), Institut Kemahiran Tinggi Belia Negara (IKTBN)
Ministry of Agriculture	Majlis Pertanian Latihan Kebangsaan (NATC)
Ministry of Defence	Institut Perbadanan Hal Ehwal Bekas Angkatan Tentera (PERHEBAT)
Ministry of Works	Construction Industry Development Board (CIDB)
Ministry of Rural Development	MARA (GIATMARA, IKM, IKTM, GMI, UniKL)

In realising this significant role, teacher or also known as instructor is recognised as the most resourceful person to ensure the success of HTVET. This is because most content experts share their knowledge through writing, lectures, expertise and experiences. When they instruct, they appear as the "sage on the stage" imparting all knowledge to a passive participant. They are known as content resource. They control what is taught and when it need to be taught. As suggested by Wilder (2012), it is up to the participant to adapt their personal style and prior knowledge to learn new skills and knowledge. From a review of the past studies, there are number of researches being undertaken into workplace learning focusing on the student or trainee, with little attention given to facilitator or instructor (Ellinger and Cseh,2007;Ghonji et al, 2015; Koopmans et al., 2006;). In fact, there are also a number of studies that looks into TVET education but not many on HTVET especially in aviation context. This shows the

rationale of this study that investigates on HTVET in aviation field which is rarely explored and it is significant to the Malaysian economic growth.
Despite the increasing recognition given to the important role of teacher or instructor play in enabling or constrain learning in HTVET, therefore this study aims to look into the factors that contributes to the teaching quality of instructor in realizing HTVET in aviation education. As such the following research question is developed:

What are the critical factors that contribute to instructor teaching quality in aviation HTVET?

Literature review

HTVET instructor in aviation field: Flying VS Ground school

Instructor is one of the main character that can contribute to the safety of the aviation industry. Instructor known as a person who have certain qualification or experience to enable them to teach and to facilitate the student under his/her supervision. The reason why instructor are important to the aviation industry is their proper and qualified certification as well as their experience. In other word, the instructor is a person that usually deliver the course syllabus, followed by discussion of its meaning to students; explain the place of course in the curriculum and ways that content from other sequences, including field work, and integrated into practice (Northen and Weil, 1995).

In aviation education, it can be divided to two main categories namely flight school and ground school. Fight school refer to flying academy. In Malaysia there are a number of flying academy such as Malaysia Flying Academy (MFA), Asia Pacific Flight Training (APFT) and HM Aerospace (HMA). For instance, MFA offered course for private pilot license, commercial pilot license, air transport and assistant flying instructor (MFA, 2017). While APFT is one of flying academy based at Sultan Ismail Petra Airport in Kota Bharu, Kelantan. The school started training students in 2005 and was officially opened in 2006 (Tan, 2006). APFT offers courses leading to the airplane private, commercial and airline transport pilot licenses and multi-engine, instrument and assistant flight instructor ratings. The school also offers a Diploma in Aviation (Pilot Training), which is approved by the Malaysian Qualifications Agency (APFT, 2009). HMA is another flying school in Malaysia that has a good reputation in training cadet pilot. It established in 2005 and was located at one of the famous islands in Malaysia, which is Langkawi Island in Kedah. HM Aerospace Sdn Bhd (HMA) is Malaysia's Premier Flight Training Academy providing world-class training and facilities for cadet pilots. As a member of Halim Mazmin Group, HMA has the capacity to train a minimum of 200 cadet pilots per year at their Langkawi facilities (Afterschool, 2017).

Ground school is a classroom type instruction, generally to more than one person, covering items to be taught in the curriculum. This prepares the student for the written examination, although instruction may also be extended to cover the air exercises. Many people only understand that the ground school is only for pilot student before there were able to go for solo flight but less people know that ground school also is a term for people who learn about aviation that will work in the land based. It is mean that it is not the pilot but the engineer, technician, as well as aviation management considered as the ground school for students before they qualified and able to work in aviation industries. For instance, Universiti Kuala Lumpur (Malaysian Institute of Aviation Technology) is one example of aviation ground school that is

offering Aviation Management program and engineering technology. Others such as Cybernetics College, Admal College, Malaysian Aviation Academy (MAVA) are also an example of ground school in Malaysia also provides related courses in aviation.

The importance of Instructor in Aviation HTVET

The instructor serves as a resource to the student teams. The instructor is frequently acts as a mentor or tutor to the group. The instructor relinquishes the role of the dispenser of information. The instructor is most active in planning the content and sequence of projects, providing immediate feedback on student work and discussion, and evaluating students (Samford, 2017). The reason why instructor are important to the aviation industry because of their experiences and proper qualification make it better combination for students entering to the industry. It is also proper in securing the aviation industry and ensuring the compliances. Figure 1 below shows the Boeing and Commercial Aviation Safety Team or CAST statistic. It shows that from 2005 to 2014 the causal factor of all fatalities in commercial aviation operation causes by several of occurrences. We can relate that one of the factors that can cause the fatalities is because of lack of information and teaching material by the instructor to the students that finally can cause the accident which is human factor itself. Therefore, it is importance to have a quality and experience instructor to teach the students on all the aspects that related to aviation.

Figure 1: Causal factors for fatalities in Aviation

Source: CAPA (2014)

Align with the previous discussion above, Boeing Aircraft Company (2016) reported that there is a growing need, a very real urgent demand for new and competent aviation personnel globally; in particular, Asia Pacific Region is also affected as shown on Figure 2 below. In Figure 2, the industry forecast vacancies and new opportunities for 190,000 new commercial airline pilots and 220,000 new technicians in the Asia Pacific Region (including Malaysia) towards 2032. This shows a significant strong demand for aviation personnel in the future. As such, it is justifies this study that focus on HTVET in aviation education.

Figure 2: Aviation technician needed globally

Source: Boeing (2016)

In the classroom, teachers should act as metacognitive coaches, facilitators where they serve as models, thinking aloud with students and practicing behavior they want their students to use (Abdul Hamid et al, 2012; Stepien and Gallagher, 1993). It is the job of the instructor to be aware of the progress and conversations within the groups; so that students continue on fruitful paths. As suggested by Schmidt et al (2010), instructor should provide unstructured time in the class in order to allow the students to assemble in their teams, work with resources, contact and meet with faculty members who may be helpful to their project, and accomplish other tasks necessary in the resolution of the problem.

Teaching quality and HTVET instructor

As mentioned earlier, HTVET is an innovative education model which embodies the spirit of democratization of knowledge and champions the continuous advancement of science, technology and trades. Instructor plays important roles in influencing student's academic excellent and performance. It is significant to have good and experienced instructor to expose students with the real situation in the field (Wayne and Youngs, 2003). At present, the role of instructor has changed from instructor centered to student centered. Harris and Rutledge (2007)

proposed three predictors of instructor quality namely cognitive ability, personality attributes and educational background as illustrated in Figure 3 below.

Figure 3: Three main factors on teaching quality

Cognitive ability referred as instructor' abilities to carry out any task and it is related with a mechanism of how students learn, pay attention and how instructor organize the classroom and manage their students' behaviors (Oliver and Reschly, 2007). Personal attribute is a quality or characteristic of an instructor. Earlier study by Danili and Reid (2016) shows that personality traits of teachers have a strong relationship with students' performance. This is also supported by a study from Ozel (2007). Instructor teaching quality is not the same as any other job related areas but it also requires religious value, moral and teaching ethics. On the same note, they suggest that educational background refer to the extent of formal education that the instructors have obtained from primary, secondary and tertiary level (Voss et al, 2007).

With that, this study posit the following propositions:
P1: Cognitive ability of instructor is significantly affect aviation HTVET success
P2: Personal attributes of instructor is significantly affect aviation HTVET success
P3: Educational background of instructor is significantly affect aviation HTVET success

Conclusion

This conceptual exploratory study gives a valuable insight into aviation teaching in HTVET education in Malaysia. This study offers contribution by enhancing current knowledge on HTVET by looking at three main components of teaching quality among the aviation instructor namely educational background, personal attributes and cognitive ability. This study will also improve current knowledge on HTVET by revealing the three construct and their parameters. This study is among the pioneer study that looks into HTVET issue in aviation industry at tertiary level, specifically in Malaysia.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

MOTIVATING FACTORS FOR ENTREPRENEURIAL INTENTION AMONG MALAYSIAN YOUTH: A REVIEW

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Abstract: *Unemployment in Malaysia is becoming increasingly serious. Every year many students have graduated from institutions of higher learning either in public or private institutions. A lot of competition for jobs in causing high unemployment. Lack of employment factors there is also a source of unemployment. Competition that exists is there in getting employment in government and private sector. Many graduates more interested in public and private sector to the government because they consider is more efficient and secure the future. One of the ways to solve the graduate unemployment is the graduate entrepreneurship. Graduate entrepreneurship is a process taken by a graduate to start a business in terms of an individual career orientation. Making graduates more employable is a global challenge and universities around the world are becoming more entrepreneurial to face this challenge.*

Keywords: *Motivation, Entrepreneurial, Youth, Malaysia*

Introduction

Entrepreneurship is a key role to grow the economy of a country. For example, entrepreneurship plays an essential part for creating new venture, development of existent venture, high technology and economy growth of the country (Lumpkin & Dess, 1996). Entrepreneurial activities are the main sources of economic growth of every country in long term period (Romer, 1994). The success or failures in the development of a country rely on the ability of entrepreneurs in managing their business. In order to create successful entrepreneurship, government has provided supports for entrepreneur to improve their skills and knowledge for business success and subsequent economic growth.

Entrepreneurships bring benefits to the economy through creating wealth and decreasing unemployment, producing market opportunities, and increasing the overall number of production of a country (S. A. Shane, 2003). When economy was downturn, the young entrepreneurs dare to take risk to try something new by starting new business and this situation creates job opportunity and drives growth in local economy (Mishory, 2011). Besides that, university graduates have the ability to contribute to the economy of a country with their skills, intelligence and proficiency (Ekpe, Razak, Ismail, & Abdullah, 2015).

In order to grow the numbers of young entrepreneurs, government has built up several policies to assist young entrepreneurs. 1 Malaysia Young Entrepreneurs Challenge (1MYEC) was

launched by Malaysia government to civilize entrepreneurial spirit within the holder of university degree and spur them to involve in entrepreneurship activities (Moi, Adeline, & Dyana, 2011). Furthermore, local university offered an entrepreneurial course to help students develop their interest in entrepreneurship field and be trained to become aspiring entrepreneur (Ekpe et al., 2015). Entrepreneurial education provided by higher institution motivates students to involve in entrepreneurship field as career when they graduated (Hansemark, 1998).

In the modern economy, the rate of unemployment has increased especially among youth. Other crisis also arises due to uncontrollable factors. Many youth are still unemployed even though they had a few years of graduating from institutions of higher learning (IPT). Most of them are not employed or do not received any offer or job offered is not suitable for them. According to Sharma and Madan (2014),government faced problems when the number of unemployment rate among young people increase rapidly. Due to this issue, it is important to give a full commitment towards the effort to build entrepreneurial spirit.

Unemployment among youth in our country is growing (Noor Azina, 2011). Majority of them did not go into enterprise creation five years after graduated (Abdullah, Osman, & Rahim, 2009). Could it be they do not perceive opportunities, not risk takers? Peacock (1991) founds that the reasons given were the lack of capital, get well-paid jobs, must fulfil obligations to the family first, need more experience, could not find a suitable business and internal reasons such as lack of confidence and feel unready.

Government needs to play an important role to cultivate entrepreneurs. Successful entrepreneurs lead to the development of a country especially in economic sector. According to Lüthje and Franke (2002), the university is also seen as a resource that can produce entrepreneurs in various areas such as information technology and biotechnology. This group can introduce innovation in product markets; spill over benefits may be enjoyed by the people in a country. Youth entrepreneurs are leading the small and medium businesses with the largest contribution in providing employment opportunities. The effect of their involvement as entrepreneurs not only reduces the unemployment rate among youth but also to help others to get a job.This study will analyzing the motivating factors for entrepreneurial intention among malaysian youth entrepreneur in determining the right youth to undertake entrepreneurship endeavor is widely accepted.

Literature review

Need for Achievement

Within the research domain of personality traits and entrepreneurship, the concept of need for achievement has received much attention. McClelland (1961) argued that individuals who are high in need for achievement are more likely than those who are low in need for achievement to engage in activities or tasks that have a high degree of individual responsibility for outcomes, require individual skill and effort, have a moderate degree of risk, and include clear feedback on performance. Further, McClelland argued that entrepreneurial roles are characterized as having a greater degree of these task attributes than other careers; thus, it is likely that people high in need for achievement will be more likely to pursue entrepreneurial jobs than other types of roles.

Goal Setting

Sexton (1980) found that goals in business ownership were same in the need for achievement and independence but differ in terms of economic necessity and recognition than their male counterparts.

Locus of Control

Identity quality is getting to be well known as a clarification of entrepreneurial practices and goals. Identity attribute is depicted as developed to clarify regularities in individuals' conduct. Contemporary scholar recognized five crucial identity measurements which are extroversion, neuroticism, pleasantness, reliability and openness to encounter. Attributes foreseeing conduct incorporate hazard taking, accomplishment inspiration. Another motivational trait that has received attention is locus of control, the belief in the extent to which individuals believe that their actions or personal characteristics affect outcomes. Individuals who have an external locus of control believe that the outcome of an extent is out of their control, whereas individuals with an internal locus of control believe that their personal actions directly affect the outcome of an event (Rotter, 1966).

Independence

Independence entails taking the responsibility to use one's own judgment as opposed to blindly following the assertions of others. It also involves taking responsibility for one's own life rather than living off the efforts of others. Many investigators have observed that the entrepreneurial role necessitates independence. First, the entrepreneur takes responsibility for pursuing an opportunity did not exist before. Second, entrepreneurs are, in the end, responsible for results, whether achieved or not achieved. Further, individuals may pursue entrepreneurial careers because they desire independence (Scott et al, 2003).

Passion

According to Scott et al, (2003), passionate refer to selfish love of the work. Some commentators like to pretend that businessmen's core motive is to selflessly serve their employees and society. In contrast, that ego is a central motive. The true or rational egoist passionately loves the work; they love the process of building an organization and making it profitable. They are motivated to do what is actually in their own interest that is, to do everything necessary.

Drive

There are four aspects of drive which is ambition, goals, energy and stamina, and persistence. Ambition influences the degree to which entrepreneurs seek to create something great, important, and significant when they pursue opportunities. The nature of the entrepreneurial

ambition may include making money or the desire to create something new, from conception to actuality. Ambition translates into setting high goals for oneself and others (Scott et al, 2003). It is well known that high goals lead to better performance results than moderate or low goals (Locke & Latham, 1990). To achieve high goals requires enormous energy and stamina. When goal-directed energy is sustained over time, it is called persistence or tenacity. Pursuing an opportunity is never easy; failure at some point or in some respect is an inevitable part of the process.

Recognition & Status

This dimension captures aspects related to social status such as the desire to receive recognition and respect from friends, family and the wider community for one's work as an entrepreneur (Ute.S, et al, 2015).

Self-efficacy

Self-efficacy is the belief in one's ability to muster and implement the necessary personal resources, skills, and competencies to attain a certain level of achievement on a given task (Bandura, 1997). In other words, self-efficacy can be seen as task-specific self confidence. Self-efficacy for a specific task has been shown to be a robust predictor of an individual's performance in that task and helps to explain why people of equal ability can perform differently. An individual with high self-efficacy for a given task will exert more effort for a greater length of time, persist through setbacks, set and accept higher goals, and develop better plans and strategies for the task. A person with high self-efficacy will also take negative feedback in a more positive manner and use that feedback to improve their performance. These attributes of self-efficacy may be important to the entrepreneurial process because these situations are often ambiguous ones in which effort, persistence, and planning are important (Scott et al, 2003).

Entrepreneurial Intention

Many universities and colleges are offering courses on business management and entrepreneurship. However, a low entrepreneurship intention has been resulting from a research. According to Brenner, Pringle, and Greenhaus (1991),there are only 5% of the respondents willing to operate the business while the rest of the respondents preferred to being employed.

Entrepreneurship is becoming an important tool to promote economic growth for the country. There are many studies on entrepreneurship intention (Krueger & Carsrud, 1993; Linan, 2008). The term 'entrepreneurship' can be defined in vary definitions, but it is accepted by all people if it is defined as the idea of start or trying to start a business (Matlay, Nabi, Holden, & Walmsley, 2006). Ajzen (1991)stated that the intention involved cognitive process. Thus, entrepreneurial intention is concluded as an individual intent to become an entrepreneur engaged in business activities (Garba, Kabir, & Nalado, 2014).

Entrepreneurial intentions are aimed to explore new market or doing innovation on existing ventures (Bird, 1988). Entrepreneurial intention influenced by the personal characteristics of undergraduates themselves. Entrepreneur's characteristics such as dare to take risk, creativity,

innovation, proactive and more are able to decide whether undergraduates undergo self-employment or work as employees. Besides that, university created environment that cultivated new business creation which can increase student's entrepreneurial intention (Mekonnin, 2015). The percentage of students to get involve or take part in entrepreneurship fields is high if they have family business background (Van Auken, Stephens, Fry, & Silva, 2006).
To become successful entrepreneur, entrepreneurial skills are required to running the business smoothly. The higher the level of entrepreneurial skills shows the more confident the respondents towards entrepreneurship (Linan, 2008). Those skills helped them solve problems with the best solution and able to make a good decision in their business creation. Skills include communication skills, leadership skills, management skills and more. If an individual intended to become an entrepreneur, then they need to learn and develop entrepreneurial skills (Linan, 2008).

Most of the graduates students could not run a new business or get involve in entrepreneurship field. This is because entrepreneurship graduates lack of skills and self-confident needed by the industries or sector (Dasmani, 2011). Besides that, the society has been observed that they look down on entrepreneurship compared to paid job upon graduation especially in the developing country (Ekpe et al., 2015). So, undergraduate could easily been affected by the public and give up to become an entrepreneur. Mostly of the poor perception is from the social networks such as friends, family members, role models and advisor (Shastri & Sinha, 2010). This gradually decreased the number of young entrepreneurs in Malaysia, so we need to carry out research to identify factors that motivates entrepreneurial intention among students to solve the problem.

Conclusion

This study contributes to knowledge by expanding the understanding of the youth area through focusing on entrepreneurship context in analyzing the motivation factors for Entrepreneurial Intention among Malaysian Youth. This study will help the industry and government and policy maker to boost entrepreneurship industry in Malaysia through helping the entrepreneur's development agencies in Malaysia to employ the instrument in selecting potential entrepreneurs. This study will help the entrepreneur's development agencies in Malaysia in determining the right youth to undertake entrepreneurship. In turn, this will contribute to the economy growth.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

COMPARATIVE STUDY OF DISSOLVED GAS ANALYSIS METHODS ON IN-SERVICE 30-MVA POWER DISTRIBUTION TRANSFORMERS

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Abstract: *Oil-immersed power transformers are an integral part of electrical power system networks, and mineral oils are used as the insulating liquids for these transformers for nearly a century. However, faults may occur while the transformers are in operation due to thermal stresses (excessive heat) and electrical stresses (electrical discharges). These faults will deteriorate the dielectric properties of the insulating oil and produce undesirable by-products such as acids and dissolved gases. Therefore, a number of dissolved gas analysis methods have been developed over the years in order to identify the types of faults that occur in transformers. This paper is focused on three (3) types of dissolved gas analysis methods, namely, the (1) IEC Ratio method, (2) Key Gas method, and (3) Duval's Triangle method, in order to determine the most effective method in identifying the types of faults in power distribution transformers. In this study, the oil samples are collected from 92 units of in-service 30-MVA power distribution transformers. Gas chromatography is used to detect the dissolved gases in these oil samples, namely, hydrogen, methane, ethane, ethylene, acetylene, and carbon monoxide. The dissolved gases are analysed using the IEC Ratio method, Key Gas method, and Duval's Triangle method. The results show that the Duval's Triangle method is the most effective fault diagnosis method since it is more precise than the Key Gas method, and it is able to capture most of the fault types that occur in power distribution transformers compared with the IEC Ratio method.*

Keywords: *Dissolved gases, IEC Ratio method, Key Gas method, Duval's Triangle method*

Introduction

Mineral oils are the standard insulating oils used in oil-immersed power transformers, and these oils serve a variety of purposes. Mineral oils do not only provide electrical insulation, but they also dissipate heat (Fofana et al., 2015) and quench arcs when the power transformers are in operation. More importantly, mineral oils are also used to assess the health condition of power transformers (Weesmaa et al., 2014; Rouse, 1998) and this can be done by analysing the insoluble and soluble by-products present in the mineral oils. Sludge is an example of an insoluble by-product whereas acids, moisture, furanic compounds, and dissolved gases are all soluble by-products. These by-products are produced in the mineral oils as a result of thermal

stresses, electrical stresses, or a combination of both types of stresses induced in the in-service power transformers. Cellulosic materials such as insulation papers and pressboards will degrade due to the high thermal stresses, resulting in the formation of furanic compounds such as 5-hydroxymethyl-2-furaldehyde, furfuryl alcohol, 2-furaldehyde, 2-acetylfuran, and 5-methyl-2-furaldehyde (ASTM D5837 - 15, 2015), which will eventually dissolve in the mineral oils. In addition, dissolved gases may form in the mineral oils due to electrical or thermal stresses. These gases may be hydrogen (H_2), oxygen (O_2), nitrogen (N_2), carbon monoxide (CO), carbon dioxide (CO_2), methane (CH_4), ethane (C_2H_6), ethylene (C_2H_4), acetylene (C_2H_2), propane (C_3H_8) or propylene (C_3H_6) (ASTM D3612 - 02(2009), 2009), depending on the type of faults present in the power transformer.

H_2 is mostly produced in the mineral oil when the power transformer is operated at normal operating temperatures. However, H_2 is also produced if there is partial discharge of low energy, whereas C_2H_6 and C_2H_4 are generated in the mineral oil when the temperature increases in the power transformer. CH_4 is mainly produced at higher temperatures due to hot spots or overheating of the conductors, whereas disruptive electrical faults that occur at significantly higher temperatures result in the formation of C_2H_2. The production of CO_2 and CO is due to the decomposition of cellulosic materials, which is initiated by electrical or thermal faults (Thang et al., 2000).

A number of dissolved gas analysis (DGA) methods have been established in order to evaluate the dissolved gases generated in the mineral oil since each of these gases is indicative of a fault type in the power transformer. To date, these methods include the Doernenburg's Ratio method, Rogers's Ratio method, Key Gas method, IEC Ratio method, Duval's Triangle method, Nomograph method, CIGRE method, ABNT NBR 7274:2012-01-05 method, BIS IS 10593:2006 method, and Denkyoken method (C57.104-2008, 2009; Duval, 2002; Liu et al., 2015; Muhamad et al., 2007; Sun et al., 2012). It shall be noted that IEC, CIGRE, ABN, and BIS stands for the International Electrotechnical Commission, International Council on Large Electric Systems, Associação Brasileira de Normas Técnicas (Brazilian Association of Technical Standards), and Bureau of Indian Standards, respectively. However, this study is focused on a comparative analysis of three (3) DGA methods, namely, the (1) IEC Ratio method, (2) Key Gas method, and (3) Duval's Triangle method, in order to determine the most effective method in identifying the types of faults in oil-immersed power transformers.

The rest of this paper is organized as follows. The IEC Ratio method, Key Gas method, and Duval's Triangle method is described in the following section, followed by a brief description on the methodology adopted in this study. The key findings of this study are then discussed with emphasis on the trade-offs of each DGA method, and lastly, the conclusions drawn based on the findings of this study are presented at the end of this paper. This paper provides insight on the effectiveness of three DGA methods commonly used to determine the types of faults present in oil-immersed power transformers, which is greatly beneficial for researchers and practitioners in this field.

Dissolved Gas Analysis Methods

IEC Ratio Method

The IEC Ratio method is fault diagnosis method that originates from the Rogers's Ratio method (Liu et al., 2015; Muhamad et al., 2007; Sun et al., 2012). This method involves the use of three (3) gas ratios, as given in Equation (1).

$$\frac{CH_4}{H_2}, \frac{C_2H_4}{C_2H_6}, \frac{C_2H_2}{C_2H_4} \tag{1}$$

It shall be noted that each gas ratio is assigned with a ratio code, range, and code, as shown in Table 1. The fault types that correspond to the ratio codes are listed in Table 2. These characteristic faults comprise normal ageing, partial discharge, electrical faults, and thermal faults of various degrees.

Table 1: IEC Ratio Codes (Muhamad et al., 2007)

Ratio code	Range	Code
l	< 0.1	0
	0.1–1.0	1
	1.0–3.0	1
	> 3.0	2
i	< 0.1	1
	0.1–1.0	0
	1.0–3.0	2
	> 3.0	2
k	< 0.1	0
	0.1–1.0	0
	1.0–3.0	1
	> 3.0	2

Table 2: Fault type based on the IEC Ratio Codes (Muhamad et al., 2007)

l	i	k	Characteristic fault
0	0	0	Normal ageing
*	1	0	Partial discharge of low energy density
1	1	0	Partial discharge of high energy density
1–2	0	1–2	Low energy discharge (continuous sparking)
1	0	2	High energy discharge (arc with power flow through)
0	0	1	Thermal fault of low temperature (< 150°C)
0	2	0	Thermal fault of low temperature range (150–300°C)
0	2	1	Thermal fault of medium temperature range (300–700°C)
0	2	2	Thermal fault of high temperature (> 700°C)

Key Gas Method

As the name implies, the Key Gas method is a fault diagnosis method (C57.104-2008, 2009) whereby key gases are used to indicate the types of fault in power transformers. This method is based on the idea that the dissolved gas generated in the mineral oil is a by-product of a fault that occurs in the power transformer. In the Key Gas method, there are four (4) types of key gases (*i.e.* C_2H_4, CO, H_2, and C_2H_2) that correspond to four (4) types of fault (*i.e.* overheated oil, overheated cellulose, partial discharge, and arcing in oil). These key gases and fault types are presented in Table 3.

Table 3: Key gases and their corresponding fault types

Key gas	Fault type
Ethylene (C_2H_4)	Overheated oil

Carbon monoxide (CO)	Overheated cellulose
Hydrogen (H_2)	Partial discharge in oil
Acetylene (C_2H_2)	Arcing in oil

Duval's Triangle Method

The Duval's Triangle method was developed by Michel Duval (Duval, 2002) in order to identify the fault types in oil-immersed power transformers. This method has also been used to diagnose faults in on-load tap changers (OLTC) (Ahmad Khiar et al., 2013). In this method, the percentage of C_2H_2, C_2H_4, and CH_4 is first calculated using Equation (2), (3) and (4), respectively (Duval, 1989).

$$\%C_2H_2 = \frac{100x}{x+y+z} \tag{2}$$

$$\%C_2H_4 = \frac{100y}{x+y+z} \tag{3}$$

$$\%CH_4 = \frac{100z}{x+y+z} \tag{4}$$

where $x = C_2H_2$, $y = C_2H_4$, $z = CH_4$ in parts per million (ppm).

The percentage values of these key gases are used as the coordinate in the Duval's Triangle, as shown in Figure 1 (Duval, 2002). This coordinate can be at any location within the seven (7) designated areas (*i.e.* D1, D2, DT, T1, T2, T3, and PD). These areas indicate the fault types in the power transformer (*i.e.* partial discharge, energy discharge, thermal fault, or a combination of thermal and electrical faults), as shown in Table 4. However, the Duval's Triangle may lead to misinterpretations in the fault type since there is no designated area for normal ageing conditions (Bhalla et al., 2010).

Figure 1: Duval's Triangle (Duval, 2002)

Table 4: Seven (7) areas in Duval's Triangle (Duval, 2002)

Area	Designation

PD	Partial discharge
T1	Thermal fault of low temperature (< 300°C)
T2	Thermal fault of medium temperature range (300–700°C)
T3	Thermal fault of high temperature (> 700°C)
D1	Low energy discharge (sparking)
D2	High energy discharge (arcing)
DT	Combination of thermal and electrical faults

Methodology

The methodology adopted in this study is summarized in the form of a flow chart, as shown in Figure 2.

Figure 2: Flow chart of the methodology adopted in this study

The insulating oil samples were collected from 92 units of 30-MVA 33/11 kV in-service power distribution transformers using a stringent sampling procedure in order to prevent contamination of the oil samples, while ensuring personal safety during storage and handling.

The levels of the dissolved gases (*i.e.* H_2, CH_4, C_2H_6, C_2H_4, C_2H_2, and CO) in parts per million (ppm) were measured using gas chromatography for each oil sample. The dissolved gases were extracted from each oil sample and injected into the gas chromatograph using a rigorous

procedure, and the dissolved gas measurements were verified by superiors to ensure that the values are reliable and indisputable.

The fault types were then identified for each transformer unit using the IEC Ratio method, Key Gas method, and Duval's Triangle method. Lastly, the effectiveness of these fault diagnosis methods was compared, and the results are presented and discussed in the following section.

Results and Discussion

Figure 3, Figure 4, and Figure 5 shows the fault types identified using the IEC Ratio method, Key Gas method, and Duval's Triangle method, respectively. The bar charts are plotted using the data obtained from the dissolved gas measurements.

It can be observed from Figure 3 that the percentage of faults detected based on the IEC Ratio method is highest for high energy discharge (23.91%), followed by low energy discharge (21.74%). In contrast, the percentage of faults detected is less than 4.00% for five fault types, *i.e.* partial discharge of low energy density, partial discharge of high energy density, thermal fault of low temperature range (150–300°C), thermal fault of medium temperature range (300–700°C), and thermal fault of high temperature (> 700°C).

However, normal ageing and thermal fault of low temperature (< 150°C) are not detected in any of the power distribution transformers. Much to the authors' surprise, the IEC Ratio method is unable to identify the fault types in 45.65% of the power distribution transformers in this study since the calculated gas ratios fall beyond the range specified in Table 1. Based on the results, it can be deduced that even though the IEC Ratio method provides a specific fault diagnosis, it cannot be used to identify the fault types in power distribution transformers if the gas ratios are not within the range for IEC ratios.

Figure 3: Percentage of faults detected based on the IEC Ratio Method

In contrast, the Key Gas method is able to identify the fault types that occur in all of the power distribution transformers, as shown in Figure 4. It can be seen that the percentage of faults detected in the power distribution transformers is highest for overheated cellulose, with a value of 98.91%. Partial discharge in oil is detected in 1.09% of the power distribution transformers in this study. However, the following fault types (*i.e.* overheated oil and arcing in oil) are not detected in any of the power distribution transformers. At first glance, the Key Gas method appears to be the most effective method since it is able to identify all of the fault types that occur in the power distribution transformers. However, upon close examination, the Key Gas method is disadvantageous since the classification of fault types is rather generic. Therefore, it can be deduced that the Key Gas method is able to capture all fault types, but it does not provide a precise fault diagnosis.

Figure 4: Percentage of faults detected based on the Key Gas method

Figure 5 shows the percentage of fault types detected in the power distribution transformers based on the Duval's Triangle method. It can be seen that the percentage of faults detected is highest for high energy discharge (39.13%), followed by low energy discharge (20.65%). The percentage of faults detected is similar for the following fault types (*i.e.* combination of thermal and electrical faults, and thermal faults of high temperature (> 700°C)), with a value of 18.48 and 17.39%, respectively. The percentage of faults detected is quite low for thermal faults of medium temperature range (300–700°C), with a value of only 2.17%. However, the following fault types (*i.e.* partial discharge, and thermal faults of low temperature (< 300°C)) are not detected in any of the power distribution transformers in this study. Moreover, the fault type is not known for 2.17% of the power distribution transformers since there is no region in the triangular map that indicates normal ageing conditions (*i.e.* no incipient faults). Despite this disadvantage, the Duval's Triangle method is more precise than the Key Gas method, and it is able to capture most of the fault types that occur in power distribution transformers compared with the IEC Ratio method. For these reasons, it can be deduced that the Duval's Triangle method is the most effective method in identifying incipient fault types in oil-immersed power transformers.

Figure 5: Percentage of faults detected based on Duval's Triangle method

Conclusions

In general, DGA methods are indispensable fault diagnosis tools for in-service oil-immersed power transformers. In this study, a comparative analysis of three (3) DGA methods (*i.e.* the IEC Ratio method, Key Gas method, and Duval's Triangle method) is carried out in order to determine which is the most effective method to identify the fault types that occur in in-service power distribution transformers. Based on the results in this study, it can be concluded that the Duval's Triangle method is the most effective fault diagnosis method since it is more precise than the Key Gas method, and it is able to capture most of the fault types that occur in power distribution transformers compared with the IEC Ratio method.

Acknowledgement

The authors amiably thank the technical and administrative staff from Faculty of Electrical Engineering, Universiti Teknikal Malaysia Melaka (UTeM), for their valuable assistance in carrying out this study. The authors also gratefully acknowledge the financial support provided by the Ministry of Higher Education Malaysia (MoHE) under the Fundamental Research Grant Scheme (Grant No.: FRGS/1/2016/TK04/FKE-CERIA/ F00309).

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

PRIORITISING YOUR WORKING LIFE? ASCERTAINING KEY DRIVERS FOR A BALANCE WORKING LIFE.

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Abstract: *Work-life balance is a daily effort to make time with family, friends, and communities, in addition to the demands of the workplace. A balance working life can reduce stress experiences and unhappiness. In this era, having a balance working life is very challenging due to monetary, family, and personal needs. A balance working life is also an elusive goal for everybody; managerial or non-managerial employees. Wondering on this issue, three domains that probably balance up the working time and non-working time has been suggested. A method called simple random sampling was used to obtain the data. In order to find out the relevant and significant relationship between the selected variables, a multivariate technique called structural equation modelling using Smart PLS 3.0 was utilized. The results from this statistical procedure proved that only workload given and interpersonal relationship have significantly related to work life balance. The results also depicted that the measures of variation R^2 is 34.4% which implies 34.4% of variation in work life balance is explained by workload given and also interpersonal relationships between the employees' commitment and management. The results may help policy makers in refining their new company policies and also help the employees to balance up their daily lives activities.*

Keywords: Workload, Interpersonal relationship, Role of Conflict, Work life balance, Structural equation modelling, working time.

Introduction

In this modern and globalisation era, the daily schedule of millions of people divides their time into time at work and time outside work. These two domains criteria and the interactions between them were studied by academicians decades ago. However, the work-life balance still becoming an issue and concern for individual and organisations that are keen in the superiority of life and its relation to performance and employee satisfaction (Sharmini & Murali, 2015). A study that has been done by Harr, Ruse, Sune & Malaterre in 2014 among employees from seven distinct population has depicted that there is a significant relationship between work-life balance and job satisfaction. This scenario again proved that the work-life has to be balanced up with non-working life.

The determinants and consequences of work life have been extensively studied. Wu, Kwan, Liu & Resick (2012) have found that interpersonal elements like employees relationship with colleagues and supervisor have an effect on the working life. Besides that, there is also another study that suggests the job itself, the degree of autonomy that job possess has to be equally balanced the working life with ordinary routines (Morganson, Major, Oborn, Verive & Heelan, 2010). Also, most of the studies are still reflecting the effect of work- life conflict on job satisfaction.

Malaysia is a country where the work-life balance is in the in-trend interest. From a survey that has been conducted in 2015, Malaysians prefer a balanced work-life rather than a better pay. 67% of the workers in Malaysia stated that a work-life balance career would be their top priority rather than a better pay compared to Singapore, 57%. This study would like to concentrate more on the working life balancing by considering all those three key drivers (i,e: workload, work-life conflict and interpersonal relationship). Thus specifically, the objectives of this study are (1) to identify the key drivers for a balanced work-life, and (2) to determine the contribution for each of the factors towards working life balance among employees.

Literature review

Work-life balance has a great impact on employees' attitudes towards their organisations as well as their lives. This phenomenon has received substantial interest over the years. Therefore, it is interesting to investigate the trend of work-life balance and its development which affects the job outcomes of employees at work. Work-life balance is an extent to which an individual is equally engaged in and equally happy with his or her work role and family role (Greenhaus,2003). Hence, employees who experience high work-life balance are those who spend similar investment of time and commitment to work and non-work fields.

The workload is one of the factors that influence work-life balance. Shah (2011) stated that workload refers to the intensity of job assignments. It is a source of mental stress for employees. He added that in the real life each employee seems to be exposing the workload problem. Overload work occurs when multiple demands exceed resources, and it can be either qualitative or quantitative. Qualitative overload refers to a situation where a task is too difficult to complete, while quantitative overload is when there are too many tasks to complete. Goh (2015) claimed that workload and life satisfaction does not have a direct effect. However, he further explained that his findings recommend that individuals do not evaluate life satisfaction poorly due to high job demands, as workload and life satisfaction might have other relationship influenced by need fulfilment and challenge.

Other than that, the role of conflict also can contribute to a balanced work-life. The role of conflict is the simultaneous occurrence of two or more sets of pressures, such that complying with one would make compliance with the other more complex. Inter-role conflict, one type of role conflict, arises from opposing role in a different work-related role, such as complying with two or more demands at the same time. Sonnetag, Unger and Nagel (2013) stated that there is a relationship between workplace conflicts and employee well-being. Thus, a place of work with high conflicts, their employee's life is unstable.

Similarly, positive interpersonal relationships at work have an advantages impact on both organisational and individual interest. Song and Olfshki (2008) stated that organisational

cultures which foster informal communication provide more opportunities to form friendships. Specifically, organisational norms and rules that encourage communication between immediate superiors and subordinates have a significant impact on friendship opportunity.

One recent study by Nor Azilah Husin, Amirul Syafiq Mohd Ghazali, Norasiah Abdullah and Mohamad Izzwan Abdul Hadi (2017) suggest that family factor, work factor, flexible hours and health factor have significant relationships to the work-life of Malaysian lecturers. Health has become the mediator variable that strengthen those relationships

Further, friendships at work may form simply because of the proximity, interactions and shared experiences of co-workers. Rousseau (1995) suggested that managers may be instructed to promote a climate of openness and friendship among their staff and to set positive examples of desired workplace relationships. According to Berman (2002), he identified common strategies for promoting a climate of friendship. The strategies included providing employees with the opportunity to socialise, encouraging them to act friendly toward one another and to seek each other for emotional support and training supervisors to establish positive relationships with employees.

In this study, we proposed the following theoretical framework and hypothesis;

1. There is a significant relationship workload and work-life balance among employees in a public sector
2. There is a significant relationship between role of conflict and work-life balance among employees in a public sector
3. There is a significant relationship between interpersonal relationship and work-life balance among employees in a public sector.

Methodology

Data Collection Method

To test the hypothesized relationship, a cross-sectional data collection was used. Using the survey methodology, in particular sampling, instruments and data collection approach were undertaken. A probability sampling technique, specifically random sampling was utilized for this study among the target population which is the employees in Selangor, Malaysia from various sectors. A questionnaire that consists of two sections with four parts (Section A: Demographic profile, Section B: Part 1: information regarding work-life balance, Part 2: information regarding workload, Part 3: information regarding workplace conflict, Part 4: information regarding interpersonal relationship at the workplace) were distributed. To obtain an adequate sample size for the testing using partial least square (PLS) path modelling approach, power analysis was utilized (Chin, 2010), which recommend a minimum sample size of 100. Overall, 140 questionnaires were distributed and 120 valid questionnaires (85.71% responses rate) were returned. Therefore, this 120 valid questionnaire were been used for the analysis. It can be observed that most of the respondents are female (55%). Most of the respondent's age is between 25-35 years old (49.2%). A university graduate seems to be our majority respondents (55.8%) and most of them have a working experience between 2-5 years (42.5%). The summary for the demographic profile are as follows.

Table 1: Profile of Respondents

Profile	Percentage of frequency
Gender	
Male	45.5%
Female	55.0%
Age	
17-25	27.5%
26-35	49.2%
More than 35	23.3%
Academic qualification	
High school graduates	44.2%
University graduates	55.8 %
Woking experience	
1 year	24.2%
2-5 years	42.5%
More than 5 years	33.3%

Partial Least Square (Structural Equation Modelling)

This study analysed the data using SmartPLS 3.0. PLS-SEM method is based on iterative techniques approach that maximises the explained variances of endogenous constructs. It also well behaved like multiple regression techniques (Hair, Anderson, Tatham, & Black, 2010). This characteristic makes the method of PLS-SEM is valuable for exploratory research. The standard approach is to present the results in two phases. The first part is focusing on the data reliability and validity while the second part is focusing more on the structural model assessment (Hair, Hult & Ringle,2013).

The measurement model in PLS is assessed in terms consistency and validity which includes item loading, composite reliability (CR) and average variance extracted (AVE). Item loadings which are greater than 0.70 are considered as sufficient enough for the variable to be in its construct while a value of composite reliability which is higher than 0.70 is considered to be acceptable regarding its reliability.

Average variance extracted (AVE) determine the amount of variance captured by the construct from each of the variables due to measurement errors. As suggested by Fornell and Lacker, (1981) a minimum of 50% of variance should be captured by the construct. This implies that the values of AVE should be more than 0.50.

The structural model in PLS is examined by evaluating the path coefficients value at 5% level of significance to see the nature of the relationship between the constructs. To validate the model, the diagnostic checking was conducted onto the model by observing the value of R^2 which determine the strength of the model. Also, the effect size is also examined using f^2; the value determines the magnitude or strength of the relationships among the constructs. This helps the researchers to assess the overall contribution of the study. A value of effect size of 0.02 indicates small effects, 0.15 indicate medium effects and more than 0.35 indicate large effects respectively (Cohen's, 1988).

Results

The proposed model was analysed to obtain the item loading, Average variance extracted (AVE) and Composite reliability (CR). As shown in table 2, all the item loading of the reflective construct's work life balance, workload, conflict in the workplace and the interpersonal relationship is at least 0.70 as proposed by (Hair, Ringle & Sarstedt, 2011). Also, it can be observed that the composite reliability value is more than 0.70 and the AVE of each latent variable are well above the minimum required level of 0.50. These three diagnostic checking has ensured that the data is well behaved and valid.

Table 2: Measurement Model Properties

Construct	Item (Variables)	Item loading	Composite reliability	AVE
Work life balance	My organization is takes care of employee welfare.	0.779	0.856	0.546
	I am able to work and have a good commitment.	0.854		
	I feel like I am generally able to balance life and work commitment.	0.719		
	I would enjoy working 8 hours a day.	0.701		
	I highly value a position that offers flexible hours.	0.759		
Workload	I work more than 8 hours a day.	0.711	0.710	0.510
	I also work on holidays.	0.702		
	My daily activities affected because of workload (i.e, sleeping and eating time)	0.714		
	I feel that there are too many deadlines in my work that are difficult to meet.	0.931		
Workplace conflict	I always receive an assignment that is not really my task.	0.730	0.903	0.652
	I am having uncertainties on what is expected from my work.	0.827		
	The task given is not related to my background	0.822		
	I always feel that I have to do things on the job that are against my better judgment.	0.751		
	I always have a challenging task.	0.866		
Interpersonal relationship	I have a good relationship with my colleagues.	0.787	0.901	0.647
	I enjoy working with my colleagues.	0.812		
	I get help and support from my colleagues.	0.808		
	My line manager encourages me at work.	0.734		
	I am often feeling that I am liked and accepted by people at work.	0.780		

The structural model was run using a bootstrapping procedure of 5000 times of resampling, and the results are consistent. The path coefficients in PLS-SEM analysis are shown in table 3. At 10% of significance level, the nature of the path coefficient shows that workload factor (*p-value= 0.060*) and interpersonal relationship (*p-value = 0.000*) has a significance effects towards wok life balance. The details of the results are depicted in table 3 below:

Table 3: Structural Model Properties

Path	Coefficients	t-statistics	*p-value*	f^2	R^2
Workload → work life balance	0.153	1.819	0.060**	0.139	0.344
conflict → work life balance	0.360	1.386	0.164	0.035	
Interpersonal relationship → work life balance	0.320	4.610	0.000***	0.174	

*** significance at 0.05 **significance at 0.10

The strength of the relationship can be measured by observing the value of R^2. The value of R^2 for this model is 0.344. It can be said that about 34.4% of work life balance among employees in Malaysia is explained by the workload given and the interpersonal relationship among the employees and management. To measure how much is the contribution for each of the factor, f^2 statistics are obtained. The results revealed that the effect size for workload factor and interpersonal relationship factor is 0.139 and 0.176 respectively. The results suggest that workload factor and interpersonal relationship factor contribute a medium effect in work life balance.

Discussion

This behavioural survey based research focused on the work-life balance among employees in Malaysia to determine the factors influencing their work life balance. Using the conceptual framework to identify whether workload, conflict at the workplace and interpersonal relationship that builds up the work-life balance, it filled the gaps between the employees and the management. The results will help the management to consider all the factors before employing their workers.

The variable of workload and interpersonal relationship are the only variables that have significance with the work-life balance among employees. The more immersed in your role you become, the more tasks you end up taking off, that is how the assignment or task should be given. The tasks and assignment given should be fair enough and delegate the right tasks to the right persons. The right person should be picked up, match the requirements of the job or task and delegate the task to the person. This will balance up everybody working life.

The interpersonal relationship at workplace refers to how good your relationship with your colleagues and the management. The management line should encourage and help the employees to do the task given. Despite from that, a moral support and helps from the colleagues are also important especially for a middle and bottom line management which involve in day to day operations.

On the contrary for the variable conflict in a workplace, it is found that there is no significant relationship with work life balance which provides evidence that the employees work professionally and they are not doing the task which is not in their job scope.

Conclusion and Recommendation

To conclude, in our research on the work life balance which involves workload, a role of conflicts and interpersonal relationship as predictors. The result of this research shows that the two main objectives had been answered. The first is to determine which factors contribute to the work-life balance among employees. After completing the analysis, it is found that workload and interpersonal relationship contribute to the work-life balance. It can be concluded that 34.4% of work-life balance among employees is contributed by these two factors.

The second is to determine the contribution for each of the factor. The results revealed that both of the factors (i,e: workload and interpersonal relationship) contribute a medium effect to

the work-life balance among employees. Overall, this research is targeted to all levels of management and employees. For management, they might consider these two factors when hiring the employees while for employees, do take care the relationship among each other and please take into account regarding the workload and tasks were given. This research also may help a policy maker so that the right task will be given to the right person.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

AN ANALYSIS OF E-PAYMENT ADOPTION AMONG MUSLIM MICRO-ENTREPRENEURS IN MALAYSIA

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Abtract: *The traditional retail payment using cash and cheques is now considered as outdated and inconvenient, with recent payment system has been gradually replaced by the more convenient form of electronic payments (e-payments). In Malaysia, the number of e-payments made per capita has increased substantially from 29.3 transactions in 2006 to 82 transactions in 2015. The e-payment system is important to the economy due to its roles in increasing economic efficiency and improving customer convenience. Realizing the increasing importance of e-payments, financial institutions including microfinance institutions should play their roles in encouraging high adoption of e-payment among the micro-entrepreneurs. Up to 2011, there are 645,136 small and medium enterprises being established and of this, 77 per cent is categorized as micro-enterprises. By targeting the micro- entrepreneurs, financial inclusion can be enhanced through adoption e-payment system. Consequently, the aim of this study is to analyze the e-payment services offered to the micro-enterprises, review the adoption of Muslim micro-entrepreneurs and provide suggestions for the e-payment adoption. In achieving these objectives, the study adopts the literature review approach of past studies on the adoption of e-payments. The findings of this study are expected to enrich the knowledge on the adoption of digital financial services, particularly the e-payment and will be useful for the service providers to continuously improve their services.*

Keywords: *e-payment, microenterprise, Muslim micro-entrepreneurs, financial inclusion*

Introduction

With a majority of its population are Muslims, Malaysia has a large consumer market for micro-entrepreneurial development. In supporting the growth of the micro-entrepreneurs, Islamic microfinance has a high potential to be developed as a financial product to support entrepreneurial activities over the long term. It has also been acknowledged that Information Communication and Technology (ICT) drives the efficiency and effectiveness of Islamic microfinance, particularly in collection, offering new products, customer services, processing and use of recipients' data (Ahmed, 2015). Thus, Islamic Microfinance Institutions (IMFIs) have good prospects when applying technology to their operating system. This technology is adopted for various transactions through e - payment channels such as mobile banking, internet banking, Automated Teller Machines (ATMs) and Point of Sales (POS) terminals. In addition, e - payments can also enhance financial inclusion of micro-entrepreneurs who are the majorities of them consists of un-banked communities. By doing so, the un –banked communities would be able to access the financial services at low cost and in a convenient manner.

The IMFI is a type of microfinance institutions which operates based on Islamic principles (Ronald & Amy, 2011). Amanah Ikhtiar Malaysia (AIM) is the largest IMFI in Malaysia, providing group-based lending to poor community (who are mostly Muslims) based on the Grameen Bank model. Apart from AIM, the Economic Fund for National Entrepreneurs Group (TEKUN Nasional) also provides micro-credit, but focus for group and individual bumiputra. Until 2015, the number of borrowers for TEKUN is 322,474. Yayasan Usaha Maju (YUM), is another MFI was established purposely for people in Sabah. All these MFIs provide funds without collateral and contribute to create micro entrepreneurs. In addition, commercial banks also provide microfinance to the micro-entrepreneurs. The participating commercial banks are; Alliance Bank, AMBANK, CIMB Bank, EONCAP, Islamic Bank, Maybank, Public Bank and United Overseas Bank Berhad (Bank Negara Malaysia). The size of the funds given by these banking institutions ranges between RM1,000 to RM50,000 without collateral. The development Financial Institutions (DFIs) which are Bank Rakyat, Bank Simpanan Nasional (BSN) and Agro Bank also offering microfinance. The microfinance products being offered in Malaysia are Shariah-compliant, mainly based on tawarruq. Earlier, these products are offered based on the concepts of Qard Hassan (benevolent loan) and BaiAl-Inah, being practiced by AIM, and other participating financial institutions, respectively (Micro Capital.org, 2009).

Up to 2011, there are 645,136 small and medium enterprises being established and of this, 77 per cent is categorized as micro-enterprises (SME Corp, 2016). A large market of micro-entrepreneurs can give big impact to the migration of paper based to electronic based payment system, directly can contribute to increase Malaysia's GDP. Realizing that, Small and Medium Enterprise Corporation (SME Corp) initiated a program 'Enabling e-payment for SMEs and Microenterprises' in 2012. SME Corp is a Central Coordinating Agency that has been established under the Ministry of International Trade and Industry (MITI) to stimulate the development of SMEs by providing infrastructure facilities, financial assistance, advisory services, market access and other support programs. This is an initiative project under the Digital Malaysia to increase the adoption of e - payment among SMEs and specifically microenterprises. The main constraint of the SMEs and microenterprises to acquiring the e-payment is the cost and intricate process. Due to that, this program enabled the SMEs and microenterprises to use e - payment by simplifying the acquisition process and lowering its cost. The affordable POS terminals distributed in this program accelerate the adoption of e-payment. The micro- entrepreneurs can accept payments via debit or credit cards. A tiny card reader will be installed at the bottom of a smartphone or tablet device. A debit card or credit card will be placed in the card reader and the details of the items purchased will be processed in all transactions. Finally, the financial transaction will be transmitted to the smartphone or tablet. Many SMEs, particularly micro enterprises, are still reluctant to acquire the e-payment facility due to budgetary constraints and the tedious process of e-payment (Hafsham, 2013). By 2020, the Project is expected to generate 1.1 million e-payment merchant outlets points through the distribution of POS terminal. Since the program was implemented from 2012, 14 percent of SMEs benefited.

E-Payment in Malaysia

E-payment can be defined as a collection of components and processes that enables two or more parties to conduct financial transaction and exchange monetary value via electronic means (Kabir, Saidin, & Ahmi, 2015). E-payment means making payments without the use of physical cash. Payments can be made via online transactions, mobile banking, debit and credit

cards, cheques, and wire transfer. In other words, financial transactions can be carried out anywhere and anytime via the internet with the use of devices which are computers or mobile phones (Ebeiyamba Oluchukwu, 2014).

The evolution of e-payment in Malaysia is started with the introduction of the credit card in late 1970s. This is followed with the use of Automated Teller Machine (ATM) cards in late 1980s. Subsequently, following the advancement in internet technology, financial institutions came-out with the internet-based payment system in the late 1990s which is internet banking. Customers can access their accounts using computers as long as there is an internet connection. Despite this, the issue of internet network and computer usage became the main barrier which made the internet banking unreachable to certain customers. Consequently, in early of the year 2000, the mobile-based payment system was introduced to fill-in the practical gap left by the internet-based payment system.

With the aid of the channels; ATM, internet banking, mobile banking and the POS terminals, e- payment system is able to increase efficiency, reduce fraud and create innovativeness in the payment system industry (Oladeji, 2014). This innovative system allows transferring the amount of money between several financial institutions in a short period of time. The efficiency in the payment system can be seen from the comparison of the traditional banking system with e-payment in terms of the payment method, payment time and features (Victor, 2015). The payment method for e-payment is directly made to the account and can be done anytime. Meanwhile, in the traditional banking system, the payment made manually and the customers have to present to the bank. The e-payment can save time in payment transaction because it can be done in the same day, 365 days a year, but in the traditional system, it takes minimum two working days for the cheque clearing and only can be made on working days. In addition, the special feature of e-payment is, it is ubiquitous.

The performance of e-payment from 2011 – 2015 can be seen in Figure 1. The performance of e-payment has been compared with the unit of cheque per capita.

	2011	2012	2013	2014	2015
Cheque	7.1	6.9	6.5	5.8	4.8
E-payment	49.1	55.0	63.4	70.9	82.0

Figure 1: Transaction volume per capita (unit) from 2011 – 2015
Source: Bank Negara Malaysia

In five years, e-payment shows the improvement from year to year. In line with the changes of technology, the range of devices and processes to transact electronically continues to increase while the percentage of cash and cheques transactions continues to decrease (Urs, 2015). The upward trends show that it is not impossible to achieve the target to have 200 transactions via e-payment in 2020.

E-Payment for micro - entrepreneurs

Under the new SME definition, micro- enterprise is referred to the company which has; sales turnover is less than RM300, 000 and the number of employees are less than 5. Based on Census 2005 report, micro enterprises are mostly involved in the services and the rest are involved in agriculture and Manufacturing .Under the services sector, majority of micro enterprises are in the retail (49.6%); 21% provision stores owners; 5% vendors involved in retail sale of vegetables; and 4% mini market owners; restaurants (15.6%) : 44% food stalls owners/hawkers; 19% restaurants business owners; and 15% coffee shops owners; transport (6.5%) : 44% motor vehicle workshop owners; and 32% taxi services business owners. The majority of the micro-entrepreneurs are Muslims. Muslim entrepreneur is a party who has respect to fundamental values of Islamic sharia which are fairness, not exploiting the poor, has moral responsibilities, accountability and equity in financial dealing (Dana, 2010).

Micro- entrepreneurs in Malaysia are financed by AIM, TEKUN Nasional and formal financial institutions. AIM is the largest IMFI in Malaysia had implemented the e-payment system for their borrowers. At the beginning, AIM used mobile banking which is known as M-ringgit. The M-ringgit is the e-payment system created from collaboration between AIM and Bank Islam Malaysia Berhad (BIMB). This system was used to replace the traditional method where the borrowers can repay the loan using cash at the specific meeting centres. This new system allowed the borrowers to repay their loan via mobile phone. The M-ringgit was firstly implemented in 2011, at Al Insyirah, one of the AIM branches in Selangor. The system then has been implemented in 32 branches of AIM. In the period of January to June 2011 the amount of repayment received via M-ringgit is RM15, 185,928 and increase to RM102, 160,731 for January to June 2012. However, the amount dropped to RM84, 029,457 in July to December 2012 (Maznah, 2012). The cost incurred became the main problem of the failure of this system. Starting 2015, AIM uses e-pay as their payment system. This system is collaboration between GHL Systems Bhd (GHL) with AIM Solutions Sdn Bhd (AIMSSB), a subsidiary of Amanah Ikhtiar Malaysia Sdn Bhd (AIMSB), in providing cashless collection of loan repayments by borrowers of AIM. E-pay system allowed the borrowers to repay loan through a debit card and collection point with payment terminals to replace the cash collection and M-ringgit. This system is still in the process to be implemented in all branches of AIM around Malaysia.

There is a study conducted to identify the factors that influence the repayment of Tekun Nasional loan. The finding revealed that one of the factors is the distance of Tekun Nasional office with the business premise (Nawai & Mohd Shariff, 2012). Due to that, TEKUN Nasional gives option to the borrowers to use e-payment or paper based system for loan repayment. The borrowers can come to any branch of TEKUN Nasional or visit the participated banks to repay the loan. The participated banks included; RHB bank, Bank Simpanan Nasional (BSN), Bank Rakyat, Agro bank, Muamalat and Maybank. The channels of e-payment provided by TEKUN Nasional is internet banking, POS terminal, and Cash Deposit Machine. The implementation of e-payment by TEKUN Nasional gives opportunity to the borrowers to have wider payment channels choice.

Barriers in the adoption of e-payment

The rapid changes of technology require cost and expertise to be implemented in the payment system. Due to these barriers, it make difficult for customers and service providers to adopt. It also create anxiety for those who has lack of knowledge and experience (Meuter et al., 2003). The factors that influence the adoption of innovation in technology are different between customers and service providers. Customers will not use the innovation technology system unless they perceived an advantage for using it and feel comfortable with the technology (Moon & Norris, 2005; Titah & Barki, 2006). A study of e-payment adoption among firms in Hawaii revealed that the factors of benefits, costs and risks are very crucial to be considered for the successful diffusion (Sangjo, 2006). The small business owner perceived that cost and lack of easy to use are the barriers to adopt the e-payment in Kenya (Stuart, 2011).

The demographic factors such as education level, age and income level are also the barriers in the e-payment adoption especially to micro-entrepreneurs. According to Md. Saad (2011), most of the AIM borrowers have low level of education. The finding from a study in Malaysia revealed that, the low education level of older generation feel insecure when dealing with something that involves digital equipment. They are also less confident to adopt new technology equipment or system because they have no or too little experience. Due to that, they are normally choosing the new technology with user friendly features to start with. (Sidek, 2015). In Kenya, the poor communities perceived that the lack of experience to use the financial products is the main problem compared to education level (Collins, 2010). The experience can create skills. As suggested by Braun (2012), experience and training is important for competencies. If the human skill is not highlighted, it is difficult to adopt the e-payment in small and medium business. Tracker (2012) investigated the adoption of e-payment of poor people in Uganda and found that, the poor and semi-literate were exposed to technology risk. The result from the study of SMEs owner in Kenya proved that the majority of respondents who adopted e-payment had basic ICT skill (Ogoti, 2015).

Pooja & Beenu (2013) who were used factor analysis to determine the adoption of e-payment among firms in United Arab Emirate discovered that user friendliness is the most important determinant. Other factors that can influence the adoption of e-payment included compatibility and trust. John (2013), suggested that the initiative to encourage the adoption of e-payment among entrepreneurs that implemented by the central bank of developing country should be different with the developed country. The entrepreneurs must understand their local institutions environment and should not assume that technologies will work in the same way in all countries. Besides, the government should promote clear regulation to encourage the implementation of e-payment system.

Empirical research on the adoption of e-payment among micro-entrepreneurs

There are studies conducted on the adoption of e-payment in Malaysia previously. However most of the studies focus on the students, and banks' customers (Lai & Zainal, 2015; Taasim & Ali,2013;Ming et al, 2013; Aw et al.,2011; Cavosh et al., 2011). The study on the adoption of SME, particularly micro-entrepreneur is very limited. It is very important to access the factors that influenced the adoption of e-payment among SME and micro-entrepreneurs because these are the groups of customers that can contribute to achieve the aims of the financial sector blue print 2011-2020 to become high income economy. The factors that can influence the adoption of e-payment could be different from banks' individual customers, students or big firms.

In the study conducted among entrepreneurs in Kenya, it is found that the ease of use is the main factors that influenced the adoption of e-payment. Due to that, the researcher recommended training and exposure of e-payment should be given to the entrepreneurs. The affordable e-payment gadgets should also be introduced to stimulate the SMEs owner to adopt the service. In addition, the government intervention is needed for tariff and taxation reduction that will significantly affect the installation and operation cost of the electronic gadgets (Ogoti, 2015).

A study was carried out to investigate the factors that affect the adoption of e- banking among SME in Bangladesh by Al Nahian et al, (2009). The result identified seven variables affecting e-banking adoption by SMEs which are; organizational capabilities, perceived benefits, perceived credibility, perceived regulatory support, ICT industries readiness, lack of financial institutions readiness, and institutional influence. Micro-entrepreneurs in Bangladesh adopted bKash, the e-payment system that use mobile phone. This system is adopted by the micro-entreprenuers due to the factors which are easy to use, broad acceptance, diverse group of investors, vast availability and supportive regulatory environment (Davidson, 2015).

Tatenda et.al (2013) proposed an ideal model of e-payment for SME in Zimbabwe should have the criteria of anonymity, traceability, security, portability, atomicity, cost effectiveness, standardization and universality. All these criteria are suit with the requirement for the Zimbabwean market especially the local SME which has lack of ICT knowledge and limited bargaining power with intermediaries. Given the importance of online e-payment to the further development of e-commerce and its importance as a payment innovation, one research was examined the adoption of online e-payment by business enterprises using Rogers' relational model of perceived innovation attributes and rate of adoption. The findings indicated that only perceived compatibility has significant influence on online e-payment adoption of Chinese companies (He, 2006)

Conclusion and recommendation

The service providers need to consider investing some amount of money to provide the user friendly services to customers especially the micro-entrepreneurs. This initiative will help to solve the demographic barriers. The micro - entrepreneur who has lack skills of ICT, low level of education and old generation need to be exposed to the benefits of e-payment.

The training should be given so that they can have experience to use the e-payment system. The customer who has ICT skill also can avoid technology risk. Since cost of transaction is the big matter to these groups of customers, the service providers also need to pay attention to provide the affordable and modernized procedures to make it compatible with the needs of micro-entrepreneurs. The service providers should provide the e-payment system that has different cost of services for the micro-entrepreneurs to choose. In the meantime, the consistent marketing is required to expose the micro-entrepreneurs to the e-payment. Though trust and securities were perceived by micro-entrepreneurs as less important factors, but it cannot be compromised. E-payment provider should bear in mind that customers' trustworthiness can increase loyalty and reliability in using the e-payment.

In a nutshell, by determining the factors that influenced the micro-entrepreneurs to adopt technology specifically the e-payment, the service providers must take into account who are their customers and know the barriers to adopt with the technology. In addition, it can help the service providers and industry players to improve the standards of this digital financial service, increase the financial inclusions and reduce the poverty.

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Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

ADDRESSING CHALLENGES VIA UNIVERSITY-COMMUNITY ENGAGEMENT ACTIVITIES AMONG INTERNATIONAL UNDERGRADUATE STUDENTS OF PRIVATE UNIVERSITY: A CASE STUDY

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Abstract: *University-community engagement is a good learning outcome for students' knowledge enrichment as it exposes the students in community issues. Experiences gained through the fieldwork will help the students in preparing themselves for future careers especially in revitalizing their civic consciousness on the society around them. In regard to this, university's students should embrace the opportunities given by the institution. However, the often neglected community in the university-community would be the international students, as the host community. Not only having constraints to adapt with different socio-cultural practices, they are seen as the minority group of people who participate in university-community engagement activities. This paper attempt to explain the challenges of university-community engagement activity participation among international undergraduate students of private university in Malaysia. Five international undergraduate students participated in this study where data analysis was performed using qualitative approach. In general, this study reveals that among international undergraduate students, all respondents agreed that university-community engagement activities are a responsibility by a human being in helping the society.Due to the fact that these international students came from different socio-cultural practices, it creates challenges which discourage them from participating in university-community engagement activities. Therefore, this study tries to discover the challenges and provide strategies to overcome this problem to help the university in producing multi-talented students once they graduated from the university.*

Keywords: university-community engagement activity, undergraduate students, international students

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Introduction

In the coming of the fourth industrial revolutions which relies on the technology per se, the need of graduate students to sharpen their skills becoming the important mission for each higher

institutions, regardless for the public universities nor private universities. The competition of job-market would be higher if world decided to transform from using human resources to machineries-based. Thus, despites of focusing on the theoretical and practical parts as their learning objectives, the notion of producing handy soft-skills students becoming an agenda as these institutions are responsible to provide human resources in industry. Hence, in embracing this idea, there are several actions taken by the institutions to produce students who are immerse not only in their particular field course-selection, but also good in their skills. One of the initiatives taken is to promote the university-community engagement activities to the students to improve their compatibility as a well-rounded student who adverse in various parts of knowledge and skills.

According to Aslin and Brown (2004), university-community engagement activities is a voluntary works which need active participations from the participants himself where they need to cater the real problems which is happening in the real life. Therefore, participation in these activities does help students to give full commitment in handling and managing the decision making needed in specific time. These engagement may take place in different methods such as by involving in extra-curricular activities such as participating in outreach programmes, teaching the technological gadgets to rural students with the aims of demonstrating learning outcomes as well as aiming at improving the quality of education especially to the student himself. Yet, to perform this activity is not easy because it requires commitment from the students and there are certain values that the students (as the volunteer) have to observe, such as the principle of courage, respect and honesty and mutual obligation (Aslin and Brown, 2004; Pardeck, 2015).

Malaysia in particular, is in the process of transforming the industries by approaching the fourth industrial revolutions. However, the major concern by the Ministry of Higher Education is about the capability of graduate students in promoting themselves in job employment. To achieve the target of graduate employability, the higher education institution of Malaysia has taken an approach of promoting university-community engagement activities among students. This is due to the fact that there are many researches proves that university-community engagement activities does provides benefits such as improving student's grades, aspirations and motivations (Norhidayah Ali et al., 2009; Farish, 2014; Krause, 2005). Along these lines too, the higher education institutions were motivated to encourage their students to participate in this activity to fit in the need of the industry.

Unfortunately, there is minimal studies approaching the participation of the international students in this beneficial activities. This situation has led to the research objective of this study on what are the major factors preventing them from participating in volunteer works in Malaysia, in particular. According to Nurul Farhanah and Nurazzura (2016), there is minimal participation of postgraduate students at IIUM in university-community engagement activities. Since IIUM is one of the renowned public university in Malaysia, this study tries to investigate the participation of international students from private university in this beneficial activities.

Literature review

What is community-engagement activities?

There is no definite definition on defining community-engagement activities (Aslin & Brown, 2004; Bacon, 2009). Some definitions highlighted on the need of cooperation and commitment given by the volunteer (Bacon, 2009), while some highlighted on the partnership. Moore et.al (2016) mentioned that this activities generally about the partnership with the community which incorporate values, concerns and aspiration in its implementation. Another definitions highlighted on the principles and basic values (see Table 1) that should be the gist of this beneficial activities (Aslin & Brown, 2004). With these values, this activities can be done and will meet the expectations of the society.

Table 1: Principles of Community Engagement.

Principles *"What Should Be"*	
The Murray-Darling Basin Commission Values	**Principles of Engagement**
Courage	Mandate for change: recognize and act on a mandate for change – involvement in transformation not just transactions. Agreed values: apply Murray-Darling Basin Commission values in all internal and external engagements – 'walk the talk'.
Inclusiveness	Effective communication: recognize that communication patterns need to take the form of a network or web – neither top-down nor bottom up, nor within closed circles, but to and from many sources within a system.
Commitment	Shared vision: shared commitment to a vision for a more sustainable basin made explicit in each engagement process – reality, as well as rhetoric.
Respect & honesty	Representativeness: as many interests as possible given respect and acknowledgment, and represented appropriately – whole system approaches, not fragmentation and division.
Flexibility	Mutual learning: generate fresh ideas and solutions through the mutual exchange of ideas – dialogue as well as discussion and debate.
Practicability	Long-term goals: accept that engagement goals are both here-and-now and future-oriented – they have both 'roots' and 'wings'.
Mutual obligation	Negotiation, collaboration and cooperation: engagement process based on partners' shared responsibility and accountability – collaboration and cooperation, not competition and division.

Source: Aslin and Brown (2004). Towards whole of community engagement: A practical toolkit (p. 17).

With these unidentifiable explanations which serves the definition of university-community engagement, however, the gist of university-community engagement always reflects to commitment, volunteer services and principles which is laid down to make it as a success event (Wallis, 2006; Lanworthy & Turner, 2003; Bernardo, Butcher & Howard, 2011; Driscoll, 2009; Farish, 2014). Based on these definitions and its basic principles, it soon influences other disciplines to lend their hands together in helping the community, such as the stakeholders and learning institutions.

What is university-community engagement activities?

Recently, the notion of community-engagement has now taking place in the higher learning institutions as it is viewed as a good activities for university students. Since the university is seen as a responsible entity on the society, university-community engagement activities is seen as an urgent response in helping the needy ((Farish, 2014; Finn & Voelkl, 1993). Therefore, in

order to make it work, participation of students from the higher institutions of learning is important in ensuring the smooth running of the programme (Finn & Voelkl, 1993). Looking at the roles played by private universities around the world in applying universities-community engagement, it seems like the activities offer a positive outcomes towards the student, teacher and future development of the university. Public good which is defined as a benefit to society previously common for public institution's role currently has played by private institution too (C.S. Collins, 2017). In paper entitled *Universities and Community Engagement* (2008), it define that community engagement is a specific method for academic research and teaching that necessarily involves external communities such business, industry, schools, governments, non-governmental organisations, associations, indigenous and ethnic communities, and the general public in collaborative activities that address community needs and opportunities while also enriching the teaching, learning and research objectives of the university. According to C.S. Collins in his book, he stated that the idea of having community engagement is that the collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources (C.S. Collins, 2017). Again, with the notion of the commitments and values, it driven the university community to engage with the public especially in fulfilling the community needs.

Benefits of university-community engagement

The need of a good value-laden activities like university community engagement activities is a must in every places. There is a lot of studies proving that it brings bountiful benefits to the doers and the receivers. In this paper, it highlights on the students, as the doer of university-community engagement activities (Hall, 2009; Sawasdikosol, 2009). According to Normah (2011), university-community engagement activities is a good initiative in improving the relationship between students and community. This is truly important because at the end of the day, students will be the agent of socialization in the community. Not only providing benefits to the community at large, this activity also helps in shap
ing student's character which later aspired the academic achievement and motivate students' emotions (Norhidayah et. al., 2009).

Participation of students in university-community engagement

Yet, with many benefits outlined in the earlier part, the most important thing to make sure that this activity is a success commitment, it requires participation from the university community, especially the students. According to Willms (2000), unfortunately, students nowadays did not engage to one another. It happens mostly to the international students who were coming away from their homeland to this country, Malaysia, in particular (Nurul Farhanah et. al., 2016). Most of them did not feel belonging to the university's environment and feel alienated with the community.

With that reason, it also hinders this host community, the international students, to participate in any volunteer works, like university-community engagement activities. Several challenges have been highlighted in the earlier references and one of the major challenges is difference in socio-cultural practices.

Methodology

This study was conducted in one of the private university at Cheras, Selangor using in-depth interviews which is one of the qualitative method. In this study, the purposive sampling has been used to determine the respondents where several criteria such as nationality, years living in Malaysia and knowledge about participation in university-community engagement activities were used as reference. Five respondents of international undergraduate students agreed to participate in the in-depth interview. With different nationalities, such as Germany, Egypt, Palestine, Sri Lanka and Qatar, these respondents were selected based on their years of living in Malaysia. This is due to the fact that the longer they have been in Malaysia, there is big tendencies for them to understand the culture of Malaysian which may encourage them to participate in university-community engagement activities. At the beginning of interview session, the respondents were given interview guide and consent form since it is volunteer participation information gathered would be treated confidentially. All interviews were tape-recorded and transcribed for analysis. To complete the findings of this study, thematic analysis is used, where according to Braun and Clark (2006), this method comprises of identifying, analyzing and reporting patterns found from the data.

Results

There are two important questions have been asked to the respondents in dealing with this issue. The questions entails about the general knowledge about university-community engagement activities and its challenges.

General knowledge about university-community engagement activities

This study found that all respondents have heard about university-community engagement where its either they call it as “volunteer work” or “social work”. The usage of different terms to illustrate about what is university-community engagement activities has been mentioned by Sawasdikosol (2009), where based on his findings, it depends on the usage of terms in their particular country but the objectives remain the same; which is to offer volunteer activities to the needy. This literature confirms the different usage of terms found in this study, yet still carries the same objective. With the findings in this study, it shows that respondents are all aware about the existence of this activity during their student-life. However, when it comes to the experiences in participating in this activity, only two of them has participated doing this volunteer work at their own country. This is due to the fact of accessibility and their willingness to participate in university-community engagement activities at their own country. With the encouragement of helping their own community, they did not hesitate to help the people. Nevertheless, three of them hesitant to participate even at their own country.

One respondent mentioned that since she is a female, the society did not encourage them (the female) to participate in outdoor activities because it does not look nice. This findings has been mentioned by Nurul Farhanah et. al. (2016) where one of the challenges that makes students abstain from doing outdoor activities is due to the social and cultural barriers. Looking at this findings, this study aimed at finding the challenges faced by international undergraduate students in doing university-community engagement activities at their private university, particularly in Malaysia.

Challenges for international students in participating the university-community engagement activities

This study found that there are two main challenges which hinder international students from participating in this beneficial activities which are; (i) time constraint and commitment; and (ii) cultural and language barriers.

(i) Time constraint and commitment

This study found that four respondents mentioned that they are having problems when it comes to time management. Since their visas as a student in Malaysia is very limited, they have to put their commitment for study as their priority. This issue has made them having time constraint to join any volunteer activities which is not included in their student's activity. Respondents commonly answered that they need to finish their studies as early as they can because it cost them a lot of money if they have to extend years of studies here. Hence, to avoid that problems, they would rather focus on finishing their studies and fulfill their commitment as a student.

> I know that everyone will have the same issue, which is time constraint especially when it comes to do volunteer works, everybody seems like avoiding this activity. But, that is not the issue. We have some difficulty. Hmm (buffer)… Even though most of us aware that this activity is good, however, with time constraints, we have to put our study as our priority. Otherwise, we have to bear with the unnecessary costs. We have a lot of things to settle. Some of us need to do part-time work to pay our tuition fees while some were very busy with classes. Due to this problem, many of us choose not to participate in this university-community engagement activities. (Respondent from Sri Lanka)

Due to the fact of this issue, most of the international students refused to participate in university-community engagement activities. Contrast to one respondent from Germany, he mentioned that despite of time constraint and commitment, he sees this activity as part of his mission to know about other cultures.

> Some of the students may see this as a hard thing. For me, I have this believe; if you are willing to do something, there is no reason for you to avoid or not doing it. Thus, for me, as it is a fun activity, I will try my very best to allocate some time to participate in this activity, at least once per semester. What motivates me? Umm… maybe because my girlfriend is Malaysian [laugh], and I love to know different cultures here. It is different from my country (Germany). (Respondent from Germany)

Looking at the benefits mentioned by the respondents, this study believe that students are actually aware about the benefit of university community engagement activities. Yet, due to the reason such as loaded by student's priority, they have to abandon this beneficial activity from part of their student-activity.

(i) Cultural and Language Barriers

Another limitation which caused the international students to not participating in university-community engagement activities is cultural and language barriers. This study found that all respondents mentioned that they always have cultural and language obstacles. They always have problem while communicating with people when they go out from the university.

> It is not an issue to communicate with other nationalities in this university. But it turn differently when we try to communicate with outsiders. Let say, my friends and I go to stall by Muslim-Indian, we sometimes had problem to say what we want to eat because not all of them (the stall worker) can speak in English. My English also not that good because our native language is Arabic language. So, I am thinking of what will happen if I dare to go to remote areas like *kampung* (*village*)? I believe that will bring more problems. (Respondent from Qatar)

With this particular incidents, most of them refused to participate in this activity because it involves local people.

> At one time, I did follow my Malaysian friends to see them communicate with the local Chinese people at Chinese restaurant. That is my first Chinese restaurant, sitting with Chinese group of people. Then, they ask me to eat using chopstick. Well, obviously, that is my first time to use it (chopstick) so I took some time to finish my food. Even though at first they tease me, but later, they taught me how to use it. So, sometimes, learning different cultures also need us to be patient. How about if I agreed to go to village to help the villagers? Can I adapt with that kind of situation? I wish to offer some helps to them, yet I am the one who need help from the villagers. [Laugh] (Respondent from Egypt)

This is also agreed by the Germany students who were actively participate in university-community engagement activities in Malaysia. Meanwhile, the only female student from Palestine mentioned that she does not have an intention to participate in any volunteer activities because at their places, female were not encourage to do outdoor activities. Thus, to remain the same practices, she try to avoid any activities like this.

Discussion and recommendation

Based on the findings, it shows that university-community engagement among international students need improvement. The benefit of being participant in community activities has to be stressed out. Even though this study only provide five respondents only which fall under limitation of the study, it clearly shows some issues to be part of the discussion especially by the institution because they are the one who are responsible to produce a quality students. According to Wilson (2009) in his study, community engagement can facilitates to the acquisition of interpersonal skills and positive social norms, membership in pro-social peer groups, and stronger emotional and social connections to one's school. In addition, the student have to know the reason of participation may contribute to an increase of wellness in mental health, improved students' engagement in school and achievement, strengthen their long-term educational outcomes and find that participation may decrease problem behaviours.

Thus, several steps can be taken by higher learning institution to encourage participation among international students. One of the approaches is by providing them with peer mentor students together. It helps students to become familiar with the universities, academic as well as the communities. Another role can be played by the Student Representative Council to organize functions which attract participants from a variety of cultural background to facilitate the international students so that they will not feel alienated to engage in any university-community engagement activities. Further, student at university level has to be enlightened that community service activities play a significant role for their employability opportunity especially in sharping their skills. By involving in such activities, it can develop communication and soft skill, high confident level and care as well as concern of young generation towards the community.

As been mentioned earlier, this study does have limitation, especially in its number of respondents. In future, number of respondents should be more and the study on the strategies for effective community-engagement among international students in term of the management and evaluation can be carry out. With this recommendation, it is hope that the urge for students to be part of the Malaysian community can be achieved.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

TEACHING ACADEMIC WRITING FOR ENGINEERING STUDENTS: CHALLENGES AND RECOMMENDATIONS

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Abstract: *Academic writing encompasses a wide variety of tasks from writing essays and answering examination questions through writing theses to articles in journals. Academic writing is important for students including those who study engineering. However, lecturers find that the quality of academic writing among students are sometimes poor. Employers also complained about the poor language proficiency among graduates and this is stated as one of the reasons why many graduates are unemployed. Generally, there are three aspects that students who study engineering face difficulties when writing academic articles in i.e. content, structure and language. As such in order to enhance the quality of academic writing among students, these aspects must be taken into account. This paper presents a preliminary investigation on the challenges faced by engineering students at the Faculty of Electrical Engineering, Universiti Teknologi Malaysia in producing high quality academic writing and proposed recommendations as well as strategies in order to remedy the problem.*

Keywords: Academic writing, challenges, engineering, english, teaching

Introduction

Writing is an important skill that is needed in many instances in our life. The objective of academic writing is similar to other types of writing that is it is one way of communicating with others. It is through academic writing that others will be able to explore your thoughts. Hence by enhancing academic writing, students will be able to show that they understand what they have learned. Academic writing helps to strengthen creativity as well as analytical skills, teach us to plan well and think objectively, enhance presentation skills and enable people to understand what the students think. It is also a bridge between the theoretical world and the practical world. Academic writing enables a student to practice what the various theories that they learned and implement them in actual life. Academic writing assists to induce students into the discourse of subjects in the universities. Students will be able to present complex ideas in a formal order or structure and make them think systematically. Students will stand to gain a lot of benefit if they are good in academic writing. Generally lecturers appreciate students who can produce good academic writing and they will the students good marks.

Students must also be aware that academic writing is not just important during their period of study but also crucial for their career prospect. The media from time to time has given wide and serious coverage about the skills which graduates must have in order to clinch employment.

One of the skills that is lacking among graduates and which has always been mentioned by employers as the reason why they do not employ them is the weaknesses in English language. The situation is more critical in the private sector in which companies are competing against each other and as such they would like to employ graduates who have the right skill to assist the company. Many surveys have been conducted to find out what the employers want and the findings show that the industries always complained about the poor English language proficiency especially among fresh graduates. This occurred because the graduates do not use English as much as they should do especially in in writing and speaking (Md Yasin et al 2010). Some companies are so desperate to get graduates who can converse well in English and since they can hardly find them, they hire talents from other countries.

It is also common to hear lecturers complained about the quality of academic writing among students. Lectures always complained that they find it difficult to understand the students writing what more if the writing is done not in their native language and also the writing involved technical terminologies i.e. engineering terminologies. There are a lot of discussion among academicians on why the quality of academic writing among students are not up to the standard that they expected. There are also many articles discussing about the weaknesses of students and the strategies to tackle them. Some even think the quality of writing between the current students and students in the past decades have deteriorated. Although today students have the luxury of technology such as internet to assist them in learning academic writing and gaining valuable information which can help them in writing, yet there is so much to talk about. Employers also complained that the writing quality of engineering graduates is not of sufficient standard (Oakley et al., 1999). Many engineering students do not fully know the expectation of their employers and they think that knowledge in engineering is sufficient for them when they join the workforce. So many of them do not take academic writing seriously. On the other hand students complained that the lecturers expect too much from them when in fact they are struggling to familiarize themselves with the academic environment. They felt that the transition from school to the university is a huge burden upon them. For engineering students, the task of understanding the engineering subjects itself is a huge task to cope with. Hence many of them felt that the requirement of academic writing adds to the current burden.

As lecturers who have engaged in academic writing for years and who have read many high quality academic writing they must understand that students need time to familiarize themselves. It is true that sometimes students are not committed to their work but the factor that lead to such weaknesses must be examined and treated properly. One of the reasons is because students do not have much exposure to academic writing and because lecturers teaching engineering focused more on the content aspect rather than the development of writing skills in students. There is a perception that if lecturers allocate some of their time to teach writing skills, this will result in the reduction of allocation in core content teaching and learning. Nevertheless by developing However, academic reading and writing skills, this will indirectly strengthen student comprehension of core content (Wheeler and McDonald, 2000). Prior to entering universities, students are not coached properly in writing skills. The orientation in the schools is more inclined to write according to what has been taught in the textbooks and reproduce it again in the examination. In other words, it is examination orientated. As such students are not well trained to think creatively and critically. Since there are many students in the classroom with various background, it is difficult for lecturers to give proper attention to students in harnessing their writing skills.

It is fair to say that academic writing is a challenging task (Cismas, 2010). In addition the challenge is greater when the students study at higher education institutions where there is a high expectation that they will be excellent in academic writing. This paper will look into some of the problems and challenges facing university students in Malaysia in academic writing. It also proposed recommendations and strategies which will alleviate these problems.

Challenges and problems

The main weaknesses in student writing include poor proficiency of the English language, poor sentence skills, core content, structure of writing, academic writing conventions, analysis of writing topics; ability to conduct research and apply knowledge across different context (Pineteh, 2014). These weaknesses are more obvious among students who study subjects such as engineering where academic writing is considered not important compared to the core content. As such writing is ignored as it is viewed as not beneficial for their future career. No wonder many of them struggle to produce good academic writing. Writing is also considered trivial and sometimes is not seen as directly assist students in understanding their discipline. As a result there is an increasing "marginalization of writing from mainstream curricula" especially in universities which specialized in science and technology (Archer, 2010). Academic writing is probably taken seriously when students embarked on postgraduate study where they are required to publish their research findings in high impact factor journals which require that articles have a good standard in order to be published. Some universities make it compulsory for students to have several publications in such journals in order to be awarded with postgraduate degree. The challenges and problems in academic writing faced by engineering students in universities are due to their linguistic and literacy settings, their stance on academic writing and universities giving privilege to middle-class literacy practices. As an example, students at the universities are presumed to have excellent English language and high level of thinking skills e.g. logical and critical thinking as well as analytical and innovative skills. Nevertheless, in recommending for these high level thinking skills, universities are usually not aware or not concerned about the schooling experiences of students and how they have an impact on their writings in the university (Pineteh, 2012). So students who came from background where English is practiced at home every day what more those who have the privilege of attending various English language proficiency courses to sharpen their language skills will have an advantage compared to those who do not have such background or opportunities. Hence there is a wide gap between the haves and the have nots. To describe this more articulately academic writing is a literacy practice rather than a skill as writing in higher education is not merely "a set of neutral methods that are separate from the social context..." (Archer 2010).

An investigation on academic writing in English cannot be separated from the discussion on the level of proficiency in the English language. Discussion on the problem of English language proficiency among students in Malaysia has been going on for decades. The discussion has been exhaustive and until today no effective solution has been found. Many investigation has been conducted to find out the reasons why this problem occurring. Many analysis has been made and many people think the proficiency level is deteriorating.

Writing in English is a big challenge for non-native speakers who are in the transition period from secondary education to tertiary or university education. (Fong et al., 2009). These students bring their problem to the universities without any proper treatment or remedy. As English is

the not the main language spoken by most of the population and the students came from diverse backgrounds as well as diverse learning experiences, these as well as other factors have an influence on the students proficiency in English (Musa et al, 2012) and consequently their academic writing. The students faced double challenge as they not have to cope with understanding new subjects at the university but also the ability to understand English which is used as the medium of instruction. Although they have learned English for eleven years during their primary and secondary education, they still faced enormous challenge in understanding English which is used at university level. They have to understand the core subjects although most of the references are not in their native language and there are many new technical jargons and terminologies that they have to understand. They also have to acquire the writing skills especially in their discipline and be good in using the relevant references. The situation in the university is different from the situation at schools whereby at schools, they do not study academic English in an explicit manner (Wong Sowat, 2013)

Various research have shown that the reasons for the poor English proficiency are: (1) problems related to the teachers themselves for example poor attitude, insufficient pedagogical skills and knowledge, (2) technical aspects needed in specific skills, (3) the teaching and learning processes utilized the wrong teaching strategies and (4) unsuitable assessment. Usually the problem is related to either the teacher or the teaching process. Some of the problems are partly related to the teacher and the teaching and learning processes and some also due to the students themselves. Some investigations have showed that English language competency andproficiency are largely determined by students' views and feelings relating to personal ability learning the language (Kamaruddin and Abdullah, 2015). The teachers or the lecturers cannot be totally blamed for the students weaknesses as some of the students are not motivated and do not pay attention in the classroom. Some of the teachers are very dedicated and they made a lot of effort to improve their teaching methods. The teachers also have to handle many students such that they cannot pay attention to each student.

As a result of poor command of the English language, we hear many problems cropped up when these graduates are employed. As an example it has been reported by the newspaper *The Star about* young doctors using broken English when they conversed with their patients. There is also the news of some 1,000 medical graduates who abandoned or give up their ambition of becoming doctors as a result of their poor command of English.

Recommendation, strategies and implementation

Generally there are three aspects that students who study engineering face difficulties when writing academic articles in i.e. content, structure and language. Some researchers have found that weaknesses in language is the biggest problem for engineering students to undertake writing tasks followed by language in content or subject and last difficulty is in planning the structure of an article. As such lecturers must take into account of these problems and implement effective strategies so as to eliminate or minimize them (Xiao and Chen, 2015).

The strategy adopted to enhance writing focus on the macro scale aspect of the problem that is to develop students analytical skills on the was specifically on the 'bigger picture' of writing skills development by encouraging students to develop their skills in analyzing the subject, utilize the language in a creative manner and have a proper planning so that the content and the language can be combined to develop a suitable academic style in writing. In implementing

this strategy the development of academic reading and writing skills are also taken into account as they can also strenghten student comprehension of core content (Wheeler and McDonald, 2000). This approach was implemented without adding any extra hours to the existing students time table. It is incorporated in a limited amount of time available within the existing lectures classes. In the past writing skills are taught in the English subjects by lectures who are good in English but who are not well-versed in engineering. As such students do not have much opportunity to link the writing skills with writing in the engineering context. Students are taught writing skills and are given the opportunity to practice them.

To improve their skill they are given lots of practice. The program is not unilateral in the sense it is not just lecturers giving lectures on what the students should write. The students are taught the techniques of academic writing, analyzing the subject whether individually or in group, and individual assignments. In the early stage of the program, they are being given articles related to the subject. They are being given time to read and digest the content and they are then asked to write a summary as well as to present their summary in front of their classmates.

The language used in academic writing is formal and some writers generally describe is as more densely 'packed' than informal language (Martin, 1997). This is a big challenge for the non-native English speaking students as they faced at least two major problems i.e. understanding the content and understanding the language. If the article is densely-packed with information, the students will find it difficult to understand. This is in contrast to informal language used in conversations where the language is much simpler and less abstract. To tackle this problem it is inevitable that students have to 'unpack' it or simplify it by changing abstract nouns into a more conversational form (McGowan, 2005). This is a good practice in imparting the students with the necessary skills and experience in unpacking an academic reference which is full of technical content as well as jargons and can be utilized to help them perform academic writing. They can also perform the reverse process in which they repeat the process of packing the information and thoughts from the informal level to a formal level (Ventola, 1996).

Another method of acquiring the academic style of writing is by imitating other academic writings. This technique has been termed as 'harvesting language' (McGowan, 2010). In this way the other language or writing is deliberately 'borrowed' (Pennycook, 1996). In this method students adopt the learning strategy whereby they read, understand and imitate the way other academic articles are written through the comprehension of the the structures and language patterns used in a specific discipline and for a particular writing task (McGowan, 2005). In order to achieve this students have to analyze as much as possible relevant academic writings and take note of commonly used expressions that are suitable to be utilized in their own writing. It is through this way that students can enchance their writing skills and internalize the structure and language that are commonly used in their academic discipline much faster.

In order to understand the content, the students must acquire the reading skills. In fact many research has found that it is the most vital skill for content area courses. It is not sufficient for lecturers to deliver lectures and ignore their students reading capability. Lecturers should strive to impart reading skills so as to smoothen the process of transfer of knowledge. Another aspect that has always been ignored is the listening skill. If the students listen well to what the lecturers have taught, the information they gained by listening can be processed by their brains (Gozuyesil, 2013).

There are many researches which show that by merely exposing and teaching vocabulary, grammar, discourse and academic writing is not the most effective methods of enchancing academic proficiency (Hinkel 2002 Second language writers' text. NJ. Lawrence Erlbauum Associates). There is a difference between writing for writing lessons and writing for specific discipline. What is important in writing for writing classes is not the same from what is vital in writing for other discipline (Leki and Carson 1997 Completely Different Worlds: EAP and the writing experiences of ESL students in university courses, TESOL Quarterly 31(1), 39-70.) Teaching academic writing in English must make sure that students are provided with linguistic and writing skills which will allow the students to encounter, manage and come to terms with new information as well as expand their knowledge base (Leki and Carson 1997) Research on non-native speakers who are highly proficient in English also show that merely providing them with huge amount of reading and training in academic domain does not guarantee that they will be competent of discourse and sentence-level linguistic characteristics of academic writing.

There is also no guarantee that in such situation they will be able to acquire the necessary academic writing skills. As such it is vital that the students are given explicit instruction and guidance in academic writing and text at the advanced level. (Chang Y. and Swales J. (1990) Informal elements in English academic writing: Threats or opportunities for advanced non-native speakers. In C. Candlin & K. Hyland (Eds.). Writing texts, processes and practices (pp. 145-167). London: Longman.) In other words, extensive, detailed and focused guidance in academic vocabulary, grammar and discourse which is tailor-made for a particular discipline is vital for developing non-native speaker skills in academic writing. Various research has shows that academic writing in English is based on various rigid rules in its discourse structure and language characteristics. As such the methods and strategies in teaching academic writing which has the objective of maximum gain for minimal effort should utilize those rigid conventions (Hinkel, 2004)

In academic writing, there are common discourse and textual features across disciplines. Johns (Johns 1997) Text, role, and context: Developing academic literacies: Cambridge University Press) state that these characteristics comprises four purposeful introductory activities with the aim of preparing the students to read and comprehend the reference material effectively. These activities are:

1. Familiarisation with the topic and discuss why it is important,
2. Examine various sources of facts,
3. Laying the foundation and argument for the current analysis and/or synthesis of facts (or show the accomplishment of the current examination which was not achieved by the preceding examination), and
4. Bring out the present examination and mention its objective.

There are several lexical and syntactic characteristics which are very important in academic writing (Johns 1997) :

1. Lexical accuracy and cautious utilization of vocabulary.
2. Cautious and purposeful utilization of text "maps" and "signposts" for example a sentence may be expressed as "First this article expounds on…and then it elaborates on…".
3. Avoid using first-person pronouns.
4. Avoid using nonjudgmental and emotional expressions such as using the following words: amazing, fabulous, magnificent, horrendous, horrible.

5. A guarded attitude in presenting argumentations and results such as using frequent hedges ie modal verbs.

In motivating students and reducing the language anxiety among students, teaching should establish a competitive spirit among the students especially when they are doing their writing task. In addition, lecturers can increase their confidence in listening, reading and writing activities by giving many opportunities of getting success in the classroom and avoiding actions which resulted in frustration. Lecturers should also attend to students' confidence by giving the opportunities to the students to gain success, to give feedback without being humiliated, and to give praises for betterment which they made. Positive lecturer–students' interaction should also be developed so that students view lecturers as being open-minded to accept their weaknesses. When the lecturers give feedback to them, the feedback should be written clearly and if possible appropriate examples should be given. There should also be English speaking activities (i.e. oral academic presentation) because lack of opportunities and application outside the lesson to communicate and write in English could be one of the factors that make the students unconfident (Kamaruddin and Abdullah, 2015). Research have shown that students can solve their problems including academic writing via a combination of ambition, dedication, determination, enthusiasm, strong motivation, hard work, effective learning methods, and concerned peer networks (Berman & Cheng 2010).

The recommendations expounded above are taken into account in implementing an academic writing project entitled 'Project-based intensive academic writing for engineering students' which is being implemented at Universiti Teknologi Malaysia. The project will be carried out in four phases i.e. (1) Exploration phase, (2) Model Development phase, (3) Model Experimentation phase, and (4) Dissemination and Model Implementation phase. In the Exploration phase, an extensive literature review, laboratory and classroom observations as well as preparation will be undertaken. One of the purpose of the literature review is to determine the state of knowledge in academic writing. In this phase also, there will be an extensive research on how this knowledge can be applied to the students concerned. Planning for the academic writing will also be undertaken in this phase which includes defining skills needed by lecturers and students, stating objectives, determining course sequence, developing suitable small scale projects to be performed by students and small-scale feasibility testing. In the Model Development phase, the aim is to develop a preliminary form of the academic writing course that can be field-tested. The preliminary form will be structured so as to obtain as much feedback as possible from the field tested. Limited experiments will be carried out on students to observe the effectiveness of the preliminary form. The experiments will be carefully monitored and evaluated. The experiments provide vital information which can be used to identify any deficiencies and also provide clues on how they can be overcome.

In the Model Experimentation Phase, a preliminary field testing will be carried out. More experiments on students will be performed. Interview, observational and questionairre data will be collected and analysed. Finally in the Dissemination and Model Implementation Phase, there will be a revision of the academic writing prototype based on the results from the preliminary field-test. Main field testing will be carried out in which more students will be evaluated and quantitative data on the students' performance will be collected. Results will be evaluated. A report will be prepared and papers will be presented at conferences as well as submitted to relevant journals. Two courses will be chosen for this research i.e. Instrumentation and Electrical Measurement as well as Electrical Technology. Instrumentation and Electrical

Measurement is a core subject taught at the Faculty of Electrical Engineering. Electrical Technology is a core subject taught at the Faculty of Mechanical Engineering and conducted by lecturers from the Faculty of Electrical Engineering. I have taught Instrumentation and Electrical Measurement for more than 20 years and I have taught Electrical Technology for the last three years. Students will be given small or mini projects related to their courses. They will carry out those projects in the laboratory. Then they will be required to submit technical reports as well as articles for journals based on their projects. They will be guided by the lecturers based on the findings and materials prepared in this research.

In order to validate the proposed model, the academic writings produced by the students before (pre-model) and after (post-model) undergoing the academic writing program will be assessed by independent lecturers/readers (ie experienced lecturers who are not part of the team) to observe if the model achieved its objective. Readers will be asked to read the pair (pre-model and post-model writings), decide which writing is the better writing and then list what made one better than the other. The "paired comparison" method will give information about how much the students has progressed after undergoing the program and will give a clear picture about the effectiveness of the program/model.

Conclusion

Teaching academic writing is a challenging and complex task as students came from various background with multifarious problems. However it is an interesting task as it provides the ability to know the students closer, to understand their way of thinking and to understand their problems. This helps in improving the delivery of the lectures.

Acknowledgment

The authors would like to acknowledge the financial assistance and facilities provided by Universiti Teknologi Malaysia under the research grant Dana Pembangunan Pengajaran Vot 4J255 which enabled this research to be conducted.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE CONCEPT OF PRODUCTION SHARING OF INDONESIA'S CUSTOMARY LAW IN INTERNATIONAL LAW

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Abstract: *The legal system in Indonesia is inseparable from the history, where Indonesia was once colonized by the Dutch, so that the influence of Continental Dutch Law or Civil Law is still very strong. In addition, in international relations, Indonesia has also ratified international law that is generally affected by the Common Law legal system. Indonesia actually has had a customary law that applies in the midst of people's lives long before the formation of the unitary state of the Republic of Indonesia. These laws are generally not written. The production-sharing or profit-sharing concept applied in oil and gas law to enable the participation of foreign airlines in the management of Indonesia's oil wealth is a real example. With some adjustments and presentation that appeal, the concept of production sharing or profit sharing is effective and is now recognized as Indonesia's contribution to the world's oil and gas law. The concept of production sharing or profit sharing has long been recognized in customary law in Indonesia. Thus, the universal principles of international law are in fact contained in customary law which is not written but is a living law and adheres to and is upheld in the indigenous communities of Indonesia. This paper is based on normative research using statute approach and conceptual approach.*

Key words: *customary law, production sharing, international law.*

Introduction

The history of Indonesia confronts us with the fact that a stable government cannot be achieved without national integration. In addition, another necessity is how to replace the positive legal conditions of the colonial era (legacy of legislation) with national positive law. The Transitional Provisions Article II of the 1945 Constitution Law provides that: "All State Entities and existing regulations are still valid as long as there are no new ones in accordance with this Constitution". This means that existing laws/legislation still has the power to apply as long as it has not been replaced by the new regulations/legislation. This also shows that the legal system in Indonesia is inseparable from the history in which Indonesia was once colonized by the Dutch, so that the influence of Continental Dutch law or Civil Law system is still very thick. In addition, in international relations, Indonesia has also ratified international laws that are generally affected by the Common Law legal system.

Indonesia actually has had a customary law system prevailing in the midst of people's lives and the state long before the formation of the unitary state of the Republic of Indonesia. These laws are generally not written but obeyed and upheld in society. Implicitly, customary law is stated in the Preamble and Elucidation of the 1945 Constitution. Customary law is the only law that develops on the basic framework of life of the people and the nation of Indonesia; the customary law will then be the main source in the guidance of the national law of Republic of Indonesia.

After Indonesia gained the independence on August 17, 1945, to support economic growth, Indonesia required sustained investment in the sector of extracting natural resources, building infrastructure, increasing exports and strengthening the balance of payments. The benefits of investment, especially the foreign one, were seen in capital-intensive business areas, such as mining projects, heavy-duty equipments and others that require large capital and costs, skills and technology.

Cooperation in managing the natural resources with foreign investors is/was done by legal instrument in the form of economic development contract. The law applicable to this type of contract is exclusively in the jurisdiction of local (national) law. Usually the rule of law that regulates it is quite detailed and strict. This nature is made so in view of the public interest, both the national economic interests (i.e. the utilization of natural resources for the benefit of the society) and the interests of local people or the surrounding communities (i.e. the local community is also considered to be entitled to a percentage of the advantages of natural resources exploited in the area surrounding the population).1] This is where the role of customary law is the most important source of law in the national law of a country, which is also one of the sources of international contract law.

Discussion

In the attempt to promote investment, the government distinguishes two patterns of management in business fields open to foreign investment as follows: 1) Foreign investment in business fields open to foreign investment; 2) Foreign investment in cooperation with the government. In the pattern of foreign investment for open business fields, the government only acts as a regulator that grants permits and facilities for a certain period of time to investors in the form of land rights (use rights, building rights and business rights), and leniency-allowance covering taxation, customs duty on capital goods, foreign worker use permits, transfer of profits in foreign currency and others. This foreign investment company may be a joint venture, in which the Indonesian party may comprise private companies, state-owned enterprises and regional-owned enterprises. Regarding the amount of investment, equity and loans are left to investors, based on scale of economy and business considerations.

In the pattern of foreign investment in government cooperation, the government has a dual role of regulator and business actor in the foreign investment of the mining sector. This pattern is based on Article 33 Paragraph (3) of the 1945 Constitution and was first applied in a contract of work in the sector of oil and natural gas signed for the first time in 1963 under the Law No. 44 Prp of 1960 on Oil and Gas Mining, stipulating that private companies will cooperate as contractors of state enterprises for exploration activities and petroleum exploitation. Furthermore, in its development, the number of foreign companies that signed agreements with state companies continued to increase, so that the contract of work was converted into

production-sharing contract. 2] This started with the first offshore contract between IIAPACO and PERMINA ending in 2003; afterwards, 340 production-sharing contracts have been signed, 40 of which are still active and the rest has been finished. 3]

Since the introduction of commercial requirements in production-sharing contracts, things relating to production sharing or profit sharing have undergone several adjustments, all of which are aimed at increasing state revenues. For example, the initial formula of profit sharing (after cost recovery) in profit-sharing contract was 65% for the state and 35% for the contractor, which is then changed to 85% for the state and 15% for the contractor.

In international contract law there are three fundamental principles, namely: 1) *Pacta Sunt Servanda* Principle; 2) Good Faith Principle; and 3) Reciprocal Principle. The *Pacta Sunt Servanda* Principle appears in Article 1.3 of the UNIDROIT Principles of International Commercial Contract. This Article states: "*A contract validly entered into is binding upon the parties. It can only be modified or terminated in accordance with its terms or by agreement or as otherwise provide in these Principles.*" The recognition and duty to implement the principles of Good Faith are recognized in the principles of contract under the UNIDROIT Principles of International Commercial Contract Article 1.7 which states: *"(1) Each party must act in accordance with good faith and fair dealing in international trade. (2) The parties may not exclude or limit duty.*" 4]

The same obligation is also contained in the United Nations on Contracs for the International Sale of Goods (CISG). Article 7 (1) of CISG states: "*In the interpretation of this Convention, regard is to be had to its international character and to the need to promote uniformity in its applications and the observance of good faith in international trade.*" 5]

The Reciprocal Principle requires that the parties to the contract should exercise their respective rights and obligations on a reciprocal basis. This principle is affirmed by Lord Delvin, Supreme Court Judge of Great Britain, who states: "*It is of the essence of every contract that there should be mutuality. A contract is in an exchange of promises for another .... A contract can consist of an exchange of promises on one subject, e.g., payment against delivery; than if the seller does not deliver on the due date, the buyer may release himself from his obligation to pay."* 6]

Indonesia is a country that embraces plurality in the field of law, recognizing the existence of western law, religious law and customary law. In practice (descriptively), some people still use customary law to manage order in their environment. Prescriptively (where customary law is used as the basis for determining decisions or rules of law), the existence of customary law is officially recognized but limited in its role. One of the examples is the Law on Agriculture Number 5 of 1960 which recognizes the existence of customary law in land ownership. Customary law is an unwritten rule that lives within the indigenous peoples of a region and will remain alive as long as the people still fulfill the laws that have been passed on to them from their ancestors before them. Therefore, the existence of customary law and its position in the national legal system cannot be denied, even though the customary law is not written and based on the principle of legality is an illegal law. Customary law will always exist and live in society.

For indigenous peoples in Indonesia, transactions relating to land do not objectify lands, but have only relationships to the lands. This transaction is an engagement, in which the object is

not the land, but the processing of the soil and plants on the land. This process may occur because the landowner has no opportunity to work on his own land, but wishes to enjoy the produce of the land. Therefore, he enters into agreements with certain parties capable of working on the land. These parties earn a portion of the proceeds as wages for their labor. Such transactions can be found almost throughout Indonesia with a variety of variations, from either the type of naming, distribution of the proceeds, or other matters.

Even though it is not mentioned in the same name, land management agreements with general profit sharing are found in Indonesia. In this kind of agreement –acting as unwritten stipulation of customary law, a person who is entitled to a land, for which he cannot manage it himself, but wishes to get profits, permits others to organize agricultural work on the land, whose profits are shared between the two of them according to the prescribed calculation. The person entitled to enter into this type of agreement, under present laws, is not only limited to the landowners themselves but also other persons who have certain legal relation to the land concerned, such as a holder of a pledge, a tenant, or even a cultivator who is the second party holding the profit-sharing agreement within certain limits.

Furthermore, there is no uniformity in the size of each party's rights, because it depends on the number of lands available, the number of cultivators who want them, the state of soil fertility, the power of ownership in the local community and so on. In relation to the fact that generally there are not many lands available, whereas the number of people who want to be cultivators is high, the situation often forces the cultivators to accept the terms of the agreement that entitle him to the parts that are not in accordance with the energy and expenses he has used to cultivate the land concerned. The profit-sharing agreement in the customary law system in Indonesia is essentially all the same, only mentioned or named differently in different regions. Profit-sharing agreements are known and implemented in nearly all indigenous regions of Indonesia.

The following profit-sharing agreements are still existing and adhered to indigenous peoples in Indonesia: [7]

a. Profit-Sharing Agreement in the community of Bulakamba District of Brebes Regency (Central Java). This profit-sharing agreement is based on customary laws that descend from generation to generation in which the agreements between landowners and prospective cultivators are conducted orally on a trust basis. Regarding the rights and obligations as well as the sharing of revenue are also based on the agreement of both parties. The division of crops is named "maro" or "paron". The division of the harvest by maro is one to one (1:1) which means half for the landowner and half for the harvester of the total net yield of the harvest. The termination of the employment relationship of both parties occurs at a mutually agreed time period after the end of the harvest season or may be terminated if either party breaks the provisions of the agreement. Here, cultural factors are strongly attached to each party, where they prefer the culture of helping to perform the agreement of the cultivation of rice fields through the conduct of custom, with the reason that they are afraid of being ostracized from society if they deviate from customs.
b. Production-Sharing Agreement in the community of Blagungan Village, Klaijambe District, Sragen Regency (Central Java). The distribution system of profit for agricultural products in Blagungan Village previously used the "martelu" system by distributing 2/3 for the owner and 1/3 for the cultivator, but in its development the “martelu” system changed into "maro" or a 50:50 distribution, since the owner in general is no longer willing to provide capital for

the cultivation of the land. Implementation of agreements is agreed in these three following forms: 1) A seasonal contract: an agreement with a seasonal period in which in a season harvest can be done several times; 2) An annual contract: an annual profit-sharing agreement in which the process of cultivation is done based on how many years lands are cultivated by the farmers in accordance with the initial agreement; 3) Pledge over land: when a landowner has a debt to a person and the land is used as collateral to pay the debt – if, in the long run, the owner has not been able to repay the debt, then all the agricultural produce from the land belongs to the person who gives the debt and the owner has no rights to the land until the landowner can repay all the debts. In this community, the distribution system of agricultural products to date still refers to local customs, and when there is a harvest failure, land tenants are burdened with debt and must repay it in the next harvest season.

c. The Production-Sharing Agreement in Minangkabau (West Sumatera) community is named "mampaduoi" or "babuek sawah urang" which is performed orally or in front of the elders. This profit-sharing arrangement system is dependent on soil fertility, seed supply, plant species and so on. In this system, if the land to be done is to be used as paddy field, while the rice seed is provided by the owner of the land, the profit is divided by 50:50 between the landowner and the employee without taking into account the value of seeds and fertilizer. Another case is if the soil is hard and rice field is to be cultivated with crops, where the landowner provides seeds and fertilizers, the profit is still divided by two, by taking into account the price of seeds and fertilizers. Such sharing agreement is called "saduo bijo". This profit-sharing agreement may be continued or dismissed by the heirs if the owner of the land dies.
d. The Production-Sharing Agreement in Lahat Regency (South Sumatera) is known as "Paroan". Profit sharing is a custom that was initially socio-economic with the aim at collaborating with fellow citizens and could not always be considered a business venture. The positive element of profit sharing is its balance based on the basis of justice and ensuring proper legal standing for the cultivators by affirming the rights and obligations of both the cultivators and the owners.
e. The Production-Sharing Agreement in the community in South Bali (Bali), specifically for peanut plant is called "sakap menyakap". The distribution system is: 1) landowners and cultivators get the same share of each 50% part (“nandu”); 2) landowners get 3/5 part and cultivators 2/5 part (“nelon”); 3) landowners 2/3 part and cultivators 1/3 part (“ngapit”); 4) landowners gets 3/4 part while cultivators 1/4 part (“merapat”). In this case, the distribution of the share is based on the interests of the cultivators and the quality of the lands, and on that basis, this production-sharing agreement is in a period of three to five years. This institution is under the supervision of the Village Head.

Other similar profit-sharing agreements also exist in other regions, such as Priangan (West Java) known as “Nengah” and “Jejuran”, South Sulawesi known as “Tesang”, and Minahasa (North Sulawesi) known as “Toyo”.

National law is the primary legal source in international contract law. International law is a national contract with a foreign element. This means that the contract is subject to (one of the systems) of national law in the sector of commercial or trade law of a party. By adopting an open system, the contract law in Indonesia regulated in the Civil Code provides the widest possible freedom to the public to enter into agreements containing anything, provided that it does not violate public order and morals. In contract law, there are at least three principles that are universal, namely: 1) The principle of consensualism, 2) The principle of the binding power

of consent, 3) The principle of freedom of contract, 4) The principle of good faith. This is as set forth in Article 1338 of Civil Code which states: 1) all agreements made lawfully in accordance with the law shall apply as laws to those who make them; 2) the agreement cannot be terminated other than by agreement of both parties, or for the reasons prescribed by law; and 3) agreements shall be carried out in good faith.
Principles contained in internationally universal contract laws adopt national laws crystallized from existing profit-sharing agreements performed by indigenous peoples. This is in relation to the fact that customary law is a habit that descends from generation to generation, and it is seen as a contract or agreement between landowners and prospective cultivators, orally performed on a trust basis. This verbal agreement and trust are a reflection that the agreement is in good faith. The existence of rights and obligations as well as balance of profit sharing based on the agreement of both parties is a reflection of the principle of freedom of contract in which everyone is free to enter into agreements with the desired course, and determine the contents, mechanics and terms to be agreed upon. In addition, the fair distribution of profit sharing is on the basis of justice and ensuring proper legal status for the cultivators by asserting rights and obligations of both cultivators and owners.

The profit-sharing agreement is a customary institution that exists almost throughout all territories of indigenous peoples in Indonesia. Only the term or name is different. Initially, the profit-sharing agreement in customary law is socio-economic in nature which aims to help fellow citizens and is not considered as a business venture, so that the stabilization is based on a sense of justice and assurance of a proper legal status for the cultivators by asserting the rights and obligations of both cultivators and landowners. This is different from profit-sharing agreements in other countries as well as in international transactions that are more intense in their business ventures, where the owners of capital play a greater role in determining the terms of the agreement.

The principles of international contract law as a modern law have been illustrated in the principles of profit-sharing agreements in customary law as the unwritten traditional law, consisting of of consensus, trust, balance of rights and duties. The production-sharing concept adopted in oil and gas law to enable the participation of foreign parties in the management of Indonesia's oil wealth is a real example. With some adjustments and interesting presentations, the concept of production sharing or profit sharing is effective and is now recognized as Indonesia's contribution to the world’s oil and gas law. The issue of profit sharing has long been recognized in customary law in Indonesia. Thus, the fundamental and universal principles of international legal contracts are in fact contained in customary law which, although not written down and is passed down from generation to generation by of Indonesian indegenous people, lives and are obeyed and upheld in the midst of indigenous peoples in Indonesia.

Conclusion

The concept of production sharing in international contracts applied in oil and natural gas law is basically adopted from existing national laws of countries, and such concept is also an existing production-sharing agreement for indigenous peoples in Indonesia that has been crystallized into national law. The principles of international contract law as a modern law are a reflection of the principles of profit-sharing agreements in customary law as an unwritten traditional law, comprising consensus, trust, and balance of rights and obligations based on justice.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

ASSESSMENT OF MEDICAL STUDENTS' ATTITUDE AND USAGE OF SOCIAL MEDIA: A CROSS SECTIONAL STUDY.

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Abstract: *Social media is defined as websites and applications that enable users to create and share content or to participate in social networking. The use of social media has revolutionised the way we communicate and seek information. Medical personals are not in isolation. Ethical issues such as blurring between professional and personnel matters, patient's relations and confidentiality will be put at significant risk. The objectives of this study were to evaluate the attitude and usage of social media among medical students. Medical students from Faculty of Medicine and Health Sciences, Universiti Sains Islam Malaysia (USIM) were invited to participate in the study which consists of three sections. The first section was to assess the frequency of usage, the second was to assess the attitude toward social media and the third were to assess their view of social media from Islamic point of view. Data were collected using google form application and then analysed using SPSS version 21. 378 from 452 students participate making the response rate of 83.64%. All of students use social media with Facebook user making the highest percentage of 87.08%. Majority of the students (33.05%) spend 2-3 hours on social media on any given day. Attitude towards social media was assessed based on usefulness, popularity and ethical aspects showed positive correlations between these factors. From the Naqli point of view, majority states that they spend more time using social media than reading Quran or Islamic related books. 52% of them felt that social media does not contribute towards in becoming better believer. In conclusion, the high usage and positive attitude towards social media signifies the need to evaluate the use of social media as one of the teaching modalities and ethical implication among the medical students.*

Keywords: *Medical student, social media*

Introduction

The Oxford Dictionary defines social media as "websites and applications that enable users to create and share content or to participate in social networking" (Oxford University Press, 2014). Social media is an electronic form connection or communication which allows its users to be connected via online communities, where they could share information, messages and several of other forms of materials. As a result, social media is a revolutionary for health services where the information in the social media or internet is regarded to be the reference guide for both healthcare professionals as well as nonprofessional including medical students (Avcı, K., Çelikden, S. G., Eren, S., & Aydenizöz, D., 2015). The use of social media has the

risk in potentially blurring the fine line between the professional and private life. This could consequently bring about ethical concern if it is not being use wisely in the absent of guidelines on the use of social media among the healthcare professionals including medical students.

Literature review

Social Media and Healthcare Professionals

Social media can be divided into five main groups which include: common projects for example: Wikipedia, blogs for example blogger, content communities for example YouTube, social network site such as Facebook and virtual games such as HumanSim (Denecke, K., & Nejdl, W., 2009). Over one third of adults population have used the internet to sought more information regarding a medical condition (Fox, S., & Duggan, M., 2013). This include healthcare professionals. Health professionals also use social media, but more so as a medium to connect with patients (Keckley, P. H., Coughlin, S., & Eselius, L., 2011). In 2010, a study on health related bloggers reveals 43% of the writers were physicians (Miller, E. A., & Pole, A., 2010). These physician use social media to share health information, network with colleagues, disseminate research, market their practice and engage in health advocacy (Chretien, K. C., & Kind, T., 2013).

Social Media and Ethical Concern in Healthcare

Nevertheless there are some concerns against the trend of health bloggers. Some doctors or physicians doubted on the ethics of engaging online with patients and some are reluctant in accepting the new way of communicating in view of its unclear boundaries. If the boundaries is breached it could easily lead to inappropriate communication with patients, misrepresentation of credentials, breaching patient confidentiality, failure to reveal conflicts of interest and use of discriminatory language (Chretien, K. C., & Kind, T., 2013).

In order to overcome this problem, guidelines are essential in order to nurture ethical environment among physician when using social media. There are many guidelines out there that can be followed. Besides guiding what is permissible and what is not, the guidelines can help them to build healthy professionalism in their career. One of the guidelines is published by American Board of Internal Medicine (ABIM) Foundation, the American College of Physicians and the European Federation of Internal Medicine. It is entitled as “Medical Professionalism in the New Millennium: A Physician Charter” (Foundation, A. B. I. M., & Foundation, A. A. (2002). The guideline identified three ethics principles and 10 professional responsibilities that comprise a modern definition of professionalism. The three ethic principles are primacy of patient welfare, patient autonomy and social justice. Meanwhile, the professional responsibilities discuss about the commitment to professional competence, honesty with patients, patient confidentiality, maintaining appropriate relations with patients, improving quality of care, improving access to care, just distribution of finite resources, scientific knowledge, maintaining trust by managing conflicts of interest and professional responsibilities (Foundation, A. B. I. M., & Foundation, A. A. (2002).

Social Media and Medical Students

It is essential to instil good sense of professionalism in social media among health-professionals. The effort should be continued to the undergraduate programme so that the ethical components in using social media are strongly embedded throughout their professional carriers.

The first step to manage this challenge is to assess their awareness on professionalism when using social media; what they should do and what they should not do in a given circumstances. In a study was done to assess the difference of perception of appropriateness among three group of social media user which were medical students, public and medical school faculty members. The result showed significant differences in perception of appropriateness among the three groups. Medical students tend to post comments, images and photographs that the other 2 groups would consider inappropriate or unprofessional. Even when age is made as control, the results stay the same (Jain, A., Petty, E. M., Jaber, R. M., Tackett, S., Purkiss, J., Fitzgerald, J., & White, C., 2014). Such actions could have professional or reputational consequences. Students should consider the perspectives of others more carefully when making decisions about the content of their postings on social media.

Methods

The study population consist of students from year 1 up to year 6 Faculty of Medicine and Health Sciences, Universiti Sains Islam Malaysia (USIM). A total of 452 students were identified. A pilot questionnaire was distributed prior the start of the survey. An online questionnaire using Google form was distributed to their email accounts. A total of 378 out of 452 students participate in this survey. The questionnaires consist of four main parts which were the demographic data, the second section assess on the type of social media use and the frequency of usage in a day. The third section consists of assessment on the attitude towards social media. Each item in this section were in the form of statements to which participants' responses were measured using a five-point Likert scale (ranging from 1 = "I definitely don't agree" to 5 = "I definitely agree"). The last section includes enquiring the use of social media and how it helps in becoming better muslim/muslimah. Data were collected using Google form application and then analysed using SPSS version 21.

Results

Section 1 Demographic Data among the Respondents

378 out of 452 (83.62%) students participate in this observational study. Ages ranges from 19 to 26 years old from year 1 of medical school to year 6. Among the students, year 5 noted to have 79/79 (100%) response rate while 41/78 (52.56%) of year 3 return the questionnaires. Female students made 265/378 (70.11%) and male students made 113/378 (29.89%) of the respondents. Table 1 demonstrate the response rate among the students according to year of study and gender respectively.

Table 1 Summary of the demographic data among the respondents.

Year	Respondents	Gender		Total No. of Students	Percentage of Respondent
		Male	Female		
1	79	26	53	80	98.75 %
2	78	16	62	83	93.98 %
3	41	12	29	78	52.56 %

4	67	15	52	80	83.75 %
5	79	26	53	79	100 %
6	34	18	16	52	65.38 %
Total		113	265	378	83.6%

Section 2 Usage of Social Media among the Medical Students

Type of social media used among the medical students can be demonstrated in Figure 1 as below. On the questions on how long do you spend time in a day for social media, majority (33%) spent for about 2-3 hours a day. Table 2 demonstrates the distribution of total time spent in social media in any given day. It is also noted that all students use social media.

Figure 1Type of Social Medical Used Among Medical Students

Table 2 Distribution of Total Time Spent in Any Given Day for Social Media among Medical Students

Total number of hours spent	Number of students	Percentage
1-2 hours	109	29.6
2-3 hours	121	33.0
3-4 hours	72	19.0
4-5 hours	47	11.8
More than 6 hours	29	6.6
Total	378	100.0

Further analysis in looking at the distribution of usage of social media between the preclinical and clinical year students, it was noted the P= 0.693815. Table 3 show the distribution of total time spent by preclinical and clinical year students.

Table 3 Total Hours Spent by the Preclinical and Clinical Students.

Total hours spent	Preclinical Students	Clinical Year Students	Total (%)
1-2 hours	61	57	118 (31.22%)
2-3 hours	66	56	122 (32.28%)

3-4 hours	38	33	71 (18.78%)
4-5 hours	26	20	46 (12.17%)
More than 6 hours	8	13	21 (5.56%)
Total	199	179	378
Chi square test	**P= 0.693815**		

Section 3 Attitude towards Social Media

Ten statements were distributed to the students and they were asked on if there were to agree with the statement based on Likert chart of 1= strongly disagree and 5= Strongly agree. The response by the students can be demonstrated in table 4 below.

Table 4 Assessment on Attitude towards Social Media among the Medical Students

Statement	Strongly disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)
Today, the use of social media in medicine is a necessity	1 (0.3)	9 (2.6)	56 (16.1)	141 (40.5)	141 (40.5)
Social media is a platform where the recycling of quality information is ensured.	4 (1.1)	29 (8.3)	108 (31.0)	134 (38.5)	73 (21)
Social media is an easy way of knowledge	3 (0.9)	14 (4.0)	64 (18.4)	140 (40.2)	127 (36.5)
The sharing of current information regarding medicine through social media is important for the professional development of physicians.	5 (1.4)	16 (4.6)	81 (23.3)	134 (38.5)	112 (32.2)
Social media use helps improve the quality of a healthcare.	4 (1.1)	22 (6.3)	79 (22.7)	147 (42.2)	96 (27.6)
Social media contributes to creativity in our profession.	3 (0.9)	23 (6.6)	74 (21.3)	154 (44.3)	94 (27)
Physicians actively using social media are more popular among their colleagues	2 (0.6)	13 (3.7)	91 (26.1)	141 (40.5)	101 (29)
Popularity in social media enables access to more patient groups.	11 (3.2)	23 (6.6)	96 (27.6)	137 (39.4)	81 (23.3)
Social media brings along professional or legal risks to physicians.	2 (0.6)	12 (3.4)	95 (27.3)	145 (41.7)	94 (27)
It is hard for patient to differentiate healthy and reliable medical information from incorrect or groundless information.	1 (0.3)	5 (1.4)	48 (13.8)	128 (36.8)	166 (47.7)

Section 4 Social Media and Islamic Perspective

88.5% (334/378) respondents spend more time for social media than Quran. When asked if usage of social media will help them becoming a better Muslim or Muslimah, 52% (196/378) thinks that social media does not help them to be a better muslim while the rest thinks the otherwise.

Discussion

Faculty of Medicine and Health Sciences (FPSK), Universiti Sains Islam Malaysia (USIM) is a public funded university offering undergraduate's medical course since year 2006. The medical course lasted for six years accepting students mainly from Pusat Tamhidi USIM that conducts a one-year Medical Matriculation program. The course is divided into two main

categories the preclinical years which include year 1, 2 and 3 as well as the clinical years which include year 4, 5 and 6. Throughout the six years course, Islamic elements are also incorporated into the general teaching of medicine.

The response rate was good with a high percentage of 83.62% with the highest rate from year 5 students and lowest among the year 3. This can be explained as year 3 students were posted at the district areas for their Community Health Posting at the time the survey being carried out. Although the methods of survey distributed is via email and Google form, the personal will in taking part in the survey may not be as strong as that if they were to be in the faculty.

It was noted that all the students were using at least one type of social media. Facebook is being the most popular option with almost 87% of the students are using Facebook as their tool of social communication. This finding was in line with other studies where it was found that the usage of social media by the medical students were between 64% to 96% and that of among doctors were 13% to 47% (Von Muhlen, M., & Ohno-Machado, L., 2012). This finding also highlights that social media was a form of interaction that everyone uses on daily basis. In other word, it is a norm or a daily habit. Further analysis shown that there was no significant difference in the duration of social media usage between the preclinical and clinical students. This is despite the expectation that the clinical students usually will be busier compared to that of preclinical students' due to clinical rotation and exams. There were 21 (5.56%) students that have spent six hours or more on social media in a day, both preclinical and clinical students. This would have meant that almost a quarter of a day will be spent on social media. While majority of students (32%) spent at about 2-3 hours in a day. The result is similar to the result published recently by Facebook in 2016. However, this can be regard as a significant amount of time spent in a day compared to the global average at about 2 hours per day. Social media is easily accessible as it is a click away especially when smart phone is being used by majority of the students. Although the argument is that those times spent on social media may not be beneficial or a waste of time, there are a lot of information such as news, medical updates, treatment etc. can be learnt through social media. There are many ways to learn and social media is just being one of them. With the advancement of multimedia technology, students learn through various methods and may no longer use the traditional classroom teaching or textbook as the only way in learning new topics.

On attitude toward social media majority of the students agreed with the statement given with each scored more than 35% in each statement. The ten statements were based on existing literature on this topic (Avcı, K., Çelikden, S. G., Eren, S., & Aydenizöz, D., 2015). Students agree that social media is a necessity in medicine, playing role as a platform where the recycling of quality information is ensured, that can provide easy way of knowledge. Other than that, they agree that the sharing of current information regarding medicine through social media is important for the professional development of physician that it also helps to improve the quality of a healthcare. They also agreed that physicians who actively use social media are more popular among their colleagues. The use of social media enables access to more patient groups. Last but not least, despite the positive attitude towards social media, the legal risk that the social media might bring is also a primary concern. This includes the difficultly faced by the patient in differentiating reliable medical information from incorrect or groundless claims. This highlight that the students were aware that there are ethical issues surrounding the use of social media. As medical students are expected to develop similar professional ethics as that of physician, they need to be thought on online professionalism and avoidance of patient privacy

violation (Chretien, K. C., Greysen, S. R., Chretien, J. P., & Kind, T., 2009). This should be incorporated in their undergraduates learning so that good ethical values can be embedded at an early stage.

Conclusion

In conclusion, the high usage and positive attitude towards social media signifies the need to evaluate the use of social media as one of the teaching modalities. Ethical values in using social media need to be thought in order to ensure online professionalism being practised throughout their career as the future doctors.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

SURVEY ON THE PREVALENCE AND PATTERNS OF PHYSICAL EXERCISE AMONG MEDICAL STUDENTS OF UNIVERSITI SAINS ISLAM MALAYSIA.

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Abstract: *Doctors are one of the main advocates for physical exercise among patients. Study has shown that better counselling and motivation received from clinicians who they themselves act on the advice they gave. The objectives of this study were to determine the prevalence and patterns of physical activities among medical students of Universiti Sains Islam Malaysia (USIM). Medical students from Faculty of Medicine and Health Sciences, USIM were invited to participate in the survey which consists of three sections which were demographic, pattern of physical activity and healthy lifestyle measures from Islamic point of view. Data were collected using google form application and then analysed using SPSS version 21. A response rate of 83.62% (378/452) were noted. There was a significant increment on the Body Mass Index (BMI) went compared body weight prior entering medical schools and the current weight. There were only 13% (49/378) of the students who exercise at least three times a week. While majority 34.4% (130/452) of the students exercise occasionally with once in couple of months. Running is the most common form of exercise chose and climbing stairs are the preferred methods for bone and muscle strengthening. Being too busy and too lazy are regarded as barriers towards physical exercise. This can be overcome by having friends and peers to exercise together. 48% of the students practice intermittent fasting. Medical students are the future doctors. As healthy lifestyle is the key for disease free life, every effort should be taken in incorporating of physical exercise in medical education.*

Keywords: *Medical students, physical exercise.*

Introduction

Physical activity is one of main the leading health indicators (Padmapriya, K., Krishna, P., & Rasu, T., 2013). People who are inactive have a 20% to 30% increased risk of death compared to those who are active. Physical inactivity in on the rise in many countries leading to health deterioration worldwide (World Health Organization, 2017). Among many health indicators, physical activity is one of the indicators that can modify a person's risk for cardiovascular disease and other bunch of chronic diseases including diabetes mellitus, obesity, hypertension, bone and joint diseases, colon cancer, breast cancer, and depression (Tremblay, M. S., Warburton, D. E., Janssen, I., Paterson, D. H., Latimer, A. E., Rhodes, R. E., Kho, M.E., Hicks, A., LeBlanc, A.G., Zehr, L. & Murumets, K., 2011). The important point here is that regular physical activity is fundamental in preventing and managing these undesirable chronic diseases.

Literature review

Health Professionals and Physical Activity

Healthcare professionals are respected source of health-information and have ethical obligation in providing physical activity counselling to patients. Studies have shown that more effective advice and motivation received by patients when the clinicians themselves act on the advice they gave (Joy, E. L., Blair, S. N., McBride, P., & Sallis, R., 2012). Nevertheless, the number of physical activity counselling by healthcare professional is said to be low due to insufficient training and motivation of the doctors themselves in their own personal physical activity lifestyle. Healthcare professionals need to walk the talk for an impactful significant change on the level of physical activity among their patients.

Principles of Physical Activity

According to World Health Organization (WHO), physical activity is defined as any bodily movements produced by skeletal muscles that demands energy expenditure above resting levels (Garber, C. E., Blissmer, B., Deschenes, M. R., Franklin, B. A., Lamonte, M. J., Lee, I. M., Nieman, D. C., & Swain, D. P., 2011). Physical activity consists of all activities which include exercise, sports, and activities done as part of daily living, occupation, leisure, and active transportation (Garber, C. E., Blissmer, B., Deschenes, M. R., Franklin, B. A., Lamonte, M. J., Lee, I. M., Nieman, D. C., & Swain, D. P., 2011) In other word, it comprehends any activity undertaken while working, playing, carrying out household chores, travelling, and recreational pursuits (World Health Organization, 2017). Exercise meanwhile is a subcategory of physical activity that is planned, structured, and repetitive, where it aims to improve or maintain one or more components of physical fitness (World Health Organization, 2017).

The diverse health benefits of regular physical activity depend on the type, intensity, and volume of activity being worked out by the individual (7). Physical exercise can be divided into four principal type which are aerobic, muscle- strengthening, bone-strengthening, and stretching (8). Out of these four-main type, aerobic activity is the one that benefits our heart and lungs the most (8). The American College of Sports Medicine recommends adults to engage in moderate-intensity aerobic activity for at least 30 minutes per day on at least 5 days per weeks with a total of at least 150 minutes per week while vigorous-intensity aerobic activity is recommended for 20 minutes per day on 3 days per week for at least 75 minutes per week. Muscle and bone strengthening activities on the other hand should be performed at least 2 to 3 days per week. Not to be forgotten, stretching activity is suggested for at least 2 days per week. This recommendation should be modified to the person's habitual physical activity, physical function, health status, exercise response, and stated goals (Garber, C. E., Blissmer, B., Deschenes, M. R., Franklin, B. A., Lamonte, M. J., Lee, I. M., Nieman, D. C., & Swain, D. P., 2011).

Health Benefits of Physical Activity

Regular physical activity is a great tool for the prevention of chronic disease and enhancement of overall health based on numerous clinical, epidemiological, and basic research evidence.

Based on the studies done, there is strong evidence that regular physical activity and high fitness level are associated with a reduced risk of premature death from any cause and cardiovascular disease, while a decrease in physical fitness will increase the risk (Tremblay, M. S., Warburton, D. E., Janssen, I., Paterson, D. H., Latimer, A. E., Rhodes, R. E., Kho, M.E., Hicks, A., LeBlanc, A.G., Zehr, L. & Murumets, K., 2011). Physical activity and exercise decrease the risk of developing cardiovascular heart disease, stroke, type 2 diabetes mellitus, and some cancers such as colon and breast cancer by lowering blood pressure, improve lipoprotein profile, C-reactive protein, and other cardiovascular biomarkers, enhance insulin sensitivity, and important in weight management (Garber, C. E., Blissmer, B., Deschenes, M. R., Franklin, B. A., Lamonte, M. J., Lee, I. M., Nieman, D. C., & Swain, D. P., 2011). Regular physical activity can act as both primary and secondary prevention of cardiovascular disease, diabetes mellitus, some forms of cancer particularly breast and colon cancer, and osteoporosis (Tremblay, M. S., Warburton, D. E., Janssen, I., Paterson, D. H., Latimer, A. E., Rhodes, R. E., Kho, M.E., Hicks, A., LeBlanc, A.G., Zehr, L. & Murumets, K., 2011). Furthermore, a physically active lifestyle enhances energy (19), well-being (20, 21), quality of life (Conn, V. S., Hafdahl, A. R., & Mehr, D. R., 2011), increase cognitive function (Erickson, K. I., Raji, C. A., Lopez, O. L., Becker, J. T., Rosano, C., Newman, A. B., Gach, H.M., Thompson, P.M., Ho, A.J., & Kuller, L. H., 2010). It is also associated with a reduced risk of developing cognitive decline and dementia, as well as reduce stress which can enhance the immune system (Garber, C. E., Blissmer, B., Deschenes, M. R., Franklin, B. A., Lamonte, M. J., Lee, I. M., Nieman, D. C., & Swain, D. P., 2011).

Reasons for the reduce physical activity

Despite the abundant benefits of physical activity, what then stop people from leading healthy life styles by being physically active? The commonly reported barriers are lack of time, lack of access, and lack of safe environment (Desapriya E., 2004). Education and knowledge alone does not motivate change in behaviour Paul, S., & Sneed, N. V. (2004). Educating people on the benefit of physical activity is important, it is also equally important to explore the barriers for physical activities and subsequently to find solution in overcoming barriers to physical activities. In other words, a highly effective health promotion intervention together with removal of the barriers are needed to ensure healthy lifestyles (Desapriya E., 2004). This survey is therefore conducted in interest of describing prevalence and patterns of physical activity among the medical students of USIM, the future doctors on the understanding the barriers and how such barriers can be overcome.

Methods

The study population consist of students from year 1 up to year 6 Faculty of Medicine and Health Sciences, Universiti Sains Islam Malaysia (USIM). A total of 452 students were identified. A pilot questionnaire was distributed prior the start of the survey. An online questionnaire using google form was distributed to their email accounts. A total of 378 out of 452 students participates in this survey. The questionnaires consist of three main parts which were the demographic data, pattern, and barriers towards physical activity. The last section includes enquiring the practice of intermittent fasting and early morning prayers as part of the Islamic perspective on healthy lifestyle. Inform consent was obtained prior to the start of the questionnaire. Data were collected using google form application and then analysed using SPSS version 21.

Results

378 out of 452 (83.62%) students participate in this observational study. Ages ranges from 19 to 26 years old from year 1 of medical school to year 6. Among the students, year 5 noted to have 79/79 (100%) response rate while 41/78 (52.56%) of year 3 return the questionnaires. Female students made 265/378 (70.11%) and male students made 113/378 (29.89%) of the respondents. Table 1 demonstrate the response rate among the students according to year of study and gender respectively.

Table 5 Summary of the demographic data among the respondents.

Year	Respondents	Gender		Total No. of Students	Percentage of Respondent
		Male	Female		
1	79	26	53	80	98.75 %
2	78	16	62	83	93.98 %
3	41	12	29	78	52.56 %
4	67	15	52	80	83.75 %
5	79	26	53	79	100 %
6	34	18	16	52	65.38 %
Total		113	265	378	83.6%

Using the formulation of body mass index (BMI) = weight (kg) / height2 (metre), the range of BMI is based on Asian population from clinical practice guideline on management of obesity 2004, Malaysia was used. Table 2 summarizes the BMI at time of enrolment and current BMI after enrolment into medical school.

Table 6 Distribution of BMI among male and female medical school prior entering USIM and their current BMI.

BMI weight (kg)/ height2 (metre)	Prior entering USIM (%)	Current BMI (%)	Male BMI prior entering USIM (%)	Male current BMI (%)	Female BMI prior entering USIM (%)	Female current BMI (%)
Underweight <18.5	67 (17.7)	45 (11.9)	22 (19.5)	8 (7.0)	45 (17.0)	37 (14.0)
Normal range 18.5- 22.9	199 (52.6)	185 (48.9)	52 (46.0)	46 (40.7)	147 (55.5)	139 (52.5)
Pre- Obese 23- 27.5	87 (23.0)	117 (31.0)	30 (26.5)	46 (40.7)	57 (21.5)	71 (26.8)
Obese I 27.5- 34.9	22 (5.8)	28 (7.4)	7 (6.2)	11 (9.7)	15 (5.7)	17 (6.4)
Obese II 35- 39.9	3 (0.8)	3 (0.8)	2 (1.8)	2 (1.8)	1 (0.4)	1 (0.4)

Further analysis using t- test, there is a significance difference between the weight distribution prior entering medical school and their current weight with t= 0.00584. There was no significant difference between the weight prior admission to USIM and the current weight among the preclinical students (year 1 to year 3) t= 0.4724. Where else there is a significant difference in weight at time of prior admission to USIM and the current weight among the clinical students (year 4 to year 6), t= 0.0036. There was significance difference in weight for both female and male students at time of prior admission and current weight with t test, t= 0.0357 and t= 0.0151, respectively.

Majority of medical students (130/378, 34%) occasionally (once every few months) undertake physical exercise that lasted for at least 30 minutes. While (112/378, 29.6%) had physical exercise once every week. From total of 378, 13% (49/378) did daily physical exercise. The chi square test should significant difference in the physical exercise pattern between male and female students with P< 0.0001. This can be further summarized in Table 3.

Table 7 Frequency of Physical Exercise among Medical Students

Frequency	**Total participants (n = 378) (%)**	**Men (n=113) (%)**	**Women (n=265) (%)**
Daily	13 (3.4)	6 (5.3)	7 (2.6)
Three times per week	49 (13.0)	31 (27.4)	18 (6.8)
Once a week	112 (29.6)	45 (39.9)	67 (25.3)
Once in two weeks	40 (10.6)	8 (7.1)	32 (12.1)
Once a month	34 (9.0)	5 (4.4)	29 (11.0)
Occasionally	130 (34.4)	18 (16.0)	112 (42.3)
Total	378	113	265

On assessing the pattern of physical exercise between the pre-clinical years and clinical years it was noted that there was significant difference between the two group with P< 0.009. Table 4 showed the frequency of physical exercise among the two groups.

Table 8 Frequency of Physical Exercise among Pre-clinical and Clinical Medical Students

Frequency	**Pre-clinical Students**	**Clinical Students**	**Total**
Daily	10	3	13
Three times per week	24	23	49
Once a week	75	39	114
Once in two weeks	20	19	39
Once a month	15	19	33
Occasionally	52	79	130
Total	196	182	378
Chi square test	**χ^2 = 20.730, df = 5, χ^2/df = 4.15 , P(χ^2 > 20.730) = 0.0009**		

Among the type of physical exercise, running (46.6%) followed by aerobic dancing (23.8%), football (19.3%) and jumping robe (17%) were among the common once. While on muscle and bone strengthening, many use climbing stairs (69.7%), sit-ups (31.3%) and push-ups (25.1%).

On the assessment of the possible barriers in performing physical activity, many quoted that being lazy (64.8%) followed by no adequate time or busy (61.4%), having no partner (42.3%) and limited facility (32.9%) were the main barriers. On assessing on how such barrier can be overcome, having friends to do physical activity together (71.3%), having more facility (36.6%), having sport day (31.1%) and having class outdoor (23.2%) were regarded as ways to overcome such barriers.

On the Islamic perspective in implementing healthy life style 51.1 %(198/378) of the students practice intermittent fasting (fasting at least two days in a week). The practice of intermittent fasting between the preclinical years and clinical year medical students is demonstrated in Table 5. There is a significant difference in the practice of fasting between the two groups.

Table 9 Practice of Intermittent Fasting among the Preclinical and Clinical Students

Group of Students	Yes	No	Total
Preclinical	116	86	202
Clinical	79	103	182
Total	195	189	384
Chi square test P= 0.006073			

While 15/378 (3.9%) perform early morning prayers followed by 67/378 (17.4%). Table 6 demonstrates the practice of early morning prayers among the medical students. There is a significant difference in the practice of early morning prayers between the preclinical and clinical years students (Table 7).

Table 10 Practice of Early Morning Prayers among Medical Students

Frequency	Number of Students	Percentage (%)
Daily	15	3.9
2-3 times/ week	67	17.4
Once a week	55	14.3
Once a month	57	14.8
Occasionally	184	47.9
Total	378	100

Table 11Practice of Early Morning Prayers among the Preclinical and Clinical Students

Practice of Prayers	Preclinical Students	Clinical Student	Total
Daily	11	5	16
2-3X	46	21	67
1X	32	24	56
Once a month	35	24	59
Occasionally	78	108	186
Total	202	182	378
Chi square test P= 0.00102			

Discussion

Faculty of Medicine and Health Sciences (FPSK), Universiti Sains Islam Malaysia (USIM) is a public university which starts offering undergraduate's medical course since year 2006. The medical course lasted for six years accepting students from mainly Pusat Tamhidi USIM, which conducts a one-year Medical Matriculation program. The course is divided into two main categories the preclinical years which include year 1, 2 and 3 as well as the clinical years which include year 4, 5 and 6. Throughout the six years course, Islamic element is also incorporated into the general teaching of undergraduate medicine.

The response rate was good with a high percentage of 83.62%. The highest response was from year 5 students and the lowest was among the year 3 students. This can be explained as year 3 students were posted to district areas for their Community Health Posting at the time the survey is being carried out. Although the methods of survey distributed is via email and Google form, the response in taking part in the survey may not be as much as those who were in the faculty.

On looking at the BMI among the students, there were an increase in the number of students who became pre-obese and obese compared to that prior to joining the medical schools. When further divide the group between the preclinical and clinical years, it was noted that the increment among the clinical years students was significant. This increment however was not significant among the preclinical students. The increment in BMI can be seen in both male and female students throughout the years. This may be explained by the fact that the preclinical students may have more routine schedule or organised time by which activities can be planned and scheduled in advance manner in order for them to lead a healthy lifestyle including that of having physical exercise. Clinical year students will have their responsibility in the hospital with performing attachment or shadowing out of working hours, making their daily routine rather unorganised or altered. This may lead to difficulty in adherence to healthy lifestyle such as having a balanced diet and regular physical exercise. This is further supported by the findings of more regular physical exercise was taken among the preclinical compared to clinical students. Being lazy, no adequate time, no adequate facilities and no partner for physical exercise were the top main barriers. Many agree the fact that having partner, facilities and dedicated time for physical exercise were the means in overcoming such barriers. This is very true as many studies have shown that performing physical exercise or weight reduction programmes were more effective if done with having partners of if it was done in a group (Plante, T. G., Madden, M., Mann, S., & Lee, G. 2010).

Encouragement received from each of the members in the group can be a strong self motivation overtaking laziness. The strong urge and positive support can put physical exercise at a higher level of daily priority. Hence a person will find time to do exercise in a day or even a week. Having more facilities and class outdoor will create a simulating environment towards physical exercise. Running seems to be the most common method of aerobic exercise and climbing stairs is the favourite method for muscle and bone strengthening. Running does not really need much of equipment besides running shoes and suitable sport attire. It is consider cheap and practical for the students as they could easily run in a field or indoors. As the faculty of USIM located in one of the high rise building with a total of 18 floors, climbing stairs instead of hoping into the lifts is seen to be more convenient and faster when moving between the floors.

Many studies have found that intermittent fasting or a 5:2 diet with feast 5 days and fast 2 days in a week to be beneficial for health (Klempel, M. C., Kroeger, C. M., Bhutani, S., Trepanowski, J. F., & Varady, K. A. 2012). It not only will reduce the weight but also reduce the level of bad cholesterols, reduce the risk of chronic disease such as cardiovascular disease, diabetes, cancer as well as Alzheimer. In Islam fasting two days a week is regard as sunnah and the way the Prophet Muhammad (peace be upon him) live his life. It is a positive findings that almost half of the students practicing intermittent fasting or fasting two days in a week. Early morning prayers will involve early morning rise as early as five in the morning for self-reflect before the start of the day. It is also one of the many ways on how the prophet live his life on day to day basis. In a study conducted among college students it has been shown that early morning rise has been associated with higher academic performance compared to those who woke up much later (Eliasson, A. H., Lettieri, C. J., & Eliasson, A. H., 2010). Early morning rise will also reduce risk of chronic diseases (Hursel, R., Rutters, F., Gonnissen, H. K., Martens, E. A., & Westerterp-Plantenga, M. S., 2011).

Medical students are the future doctors. Although having a daily routine will lead to increase in adoption of healthy lifestyle, many of the students were noted to have had increase in their weight, exercise less frequently and less likely to fast and perform early prayers when they reach the clinical years. Clinical years may not directly translate into how a daily routine will be changed once they become doctors, but this is perhaps the earliest possible time when the daily routine starts to change. A doctor daily activity will involve in long working hours, no proper time for meal time and imbalance between life-work balance. If this continue over period of time the doctors themselves are not having an optimal health status and at an increase risk of having obesity and chronic diseases. If the doctors themselves could not put physical exercise at the top of their priority list, how can we expect the patients do otherwise. Effective communication and advice especially in adopting healthy lifestyle which include physical exercise will be better received once the patient see the doctor who walk the talk themselves. Time will not wait, unless one finds and make the time for it.

Conclusion

Significant increase in BMI and changes in healthy lifestyle can be shown throughout six year medical course. With clinical years noted to have more inactivity and increase weight. Medical students are the future doctors. As healthy lifestyle is the key for disease free life, every effort should be taken in incorporating of physical exercise in medical education.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

MOTIVATIONS AND BARRIERS OF E-GOVERNMENT

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Abstract*: In essence, the term e-government means the employment of the Internet and the world-wide-web for delivering government information and services to the citizens. It refers to the use by government agencies of information technologies (such as Wide Area Networks, the Internet, and mobile computing) that have the ability to transform relations with citizens, businesses, and other arms of government. This conceptual paper outlines the motivations behind the engagement of e-government services by the government, businesses and the citizens. Among others, factors such as efficiency, transparency and accountability top the list of motivations for the users to actually engage in the Internet and the word-wide-web for government information and services. Another aim of the paper is to explore the barriers against the employment of e-government. Factors such as leadership failures, financial inhibitors, and workplace and organizational inflexibility could potentially impede the full potential of the engagement of e-government services by the government, businesses and the citizens. Adopting library-based research method, and document analysis of secondary data from textbooks, government reports, government websites, journal articles and newspaper reports, this paper traces the development of e-government in selected jurisdictions in the world which adopt e-government in its delivery of information and services, by highlighting the motivations and barriers of such initiative. The paper aspires to contribute to the body of knowledge on the study of e-government services.*

Keywords: Motivations, Barriers, E-Government, E-government initiatives

Introduction

The terminology "electronic government" or simply, "e-government" is interpreted differently in the literature. For example, the United Nations Survey 2014 defined e-government as "the employment of the Internet and the world-wide-web for delivering government information and services to the citizens". On another note, e-government refers to "the use by government agencies of information technologies (such as Wide Area Networks, the Internet, and mobile computing) that have the ability to transform relations with citizens, businesses, and other arms of government" (Yildiz, 2007).

With the increasing adoption of e-government in many parts of the world, this paper traces the motivational factors in the engagement of such e-government initiatives by selected countries, such as Singapore, Australia, Korea, United Kingdom and Malaysia. This paper begins by providing an account of the four models of e-government, followed by deliberating on the

development of the e-government initiatives in the selected jurisdictions. The following part elaborates on the motivational factors in the adoption of e-government, and thereafter the discussion on the barriers in its implementation is discussed.

Modelling E-Government

There are four models of e-government, namely, government-to-government (hereinafter G2G), government-to-citizens (hereinafter G2C), government-to-employees (hereinafter G2E) and government-to-businesses (hereinafter G2B) (Mfoihaya & Yusuf, 2015). Traditionally, the interaction between a citizen or business and a government agency takes place in a government office. With emerging information and communication technologies, it is possible to locate service centres closer to the clients. Such centres may consist of an unattended kiosk in the government agency, a service kiosk located close to the client, or the use of a personal computer in the home or office (Othman, 2005). In G2G, government agencies interact with each other using the Internet medium and other online tools and sources primarily for information exchange as well as provision of services inter-governmental departments (Nograšek, Vintar & Irani, 2015). Not only the government services could be improved by internal management of data and relationships, but they can also be seen as effective and efficient in delivering services for the convenient use of the businesses and the citizens (Schnoll, 2015).

Meanwhile, the G2C model applies the strategy of customer relationship management (hereinafter CRM) with business concept. By managing their customer (citizen) relationship, the business (government) can provide the needed products and services fulfil the needs of the customer (Nasim, 2015). In this model, the government provides services and exchanges information directly with the citizens by using the Internet medium and other online sources including social media, electronic mails and online contact forms (Rana, et.al, 2015). Payments to the government can be made online at the comfort of the homes of the citizens, at times convenient to them. Access to information, products or services can be delivered to the citizens using the online medium, which in turn promotes efficiency and effectiveness of the government side.

In G2E, e-government is the relationship between online tools, sources, and articles that help employees maintain communication with the government and their own companies. The relationship with employees allows new learning technology in one simple place as the computer (Fugini, Maggiolini & Valles, 2015). Documents can now be stored and shared with other colleagues online, payroll can be generated using softwares and other online system, appraisal and effectiveness of firms can be monitored using e-government tools and sources (Fang, 2002).

As for G2B, it is the online non-commercial interaction between local and central government and the commercial business sector with the purpose of providing businesses information and advice on e-business 'best practices' (Rita & Krapfel, 2015). G2B is the transaction through the Internet between government agencies and trading companies. Essentially, G2B allows for professional transactions between the company and the district, city, or federal regulatory agencies (Barret, et.al., 2015). Examples of G2B initiatives are e-tenders and e-procurement procedures made available to the businesses by the government. These technologies can serve a variety of different ends including more efficient government management and better delivery of government services to citizens, primarily following the fact that the citizens now

do not need to physically attend to the government offices, they could transact with the government even at the comfort of their homes and at their own convenient times (Dahiya & Mathew, 2015). E-government initiatives also improved interactions with business and industry following the fact that businesses and corporations can now interact with the government using dedicated portals designed for their access (Siddiquee & Mohamed, 2015). Other than that, citizen empowerment is also improved through access to information, as they can now make informed decisions on just about any particular subject matter especially relating to the information, products or services offered by the government (Wescott, 2001). The resulting benefits can be less corruption, increased transparency, greater convenience, revenue growth, and/or cost reductions (Karim, 2003).

Development of E-Government Around the World

Many jurisdictions around the world have embarked upon the e-government initiatives mainly to further improve the delivery of government service to citizens and other entities in dealing with the government. According to the United Nations E-Government Survey 2014, which was completed in January 2014 and made public in June 2014, the top countries in the world leading the e-government initiatives were first, Republic of Korea, followed by Australia, Singapore, France, Netherlands, Japan, United States of America and the UK. This ranking was formulated based on the e-government development index (hereinafter EGDI) which comprised multiple components of online service, telecommunication infrastructure, and human capital index. While the countries mentioned above achieved "very high EGDI" based on the components (more than 0.75), Malaysia fell into the second group of EGDI classification called "high EGDI" (between 0.50 and 0.75) alongside other countries such as China, Egypt, Albania and Saudi Arabia.

Particularly in the Republic of Korea, e-government initiatives began as early as 1980s with the building of National Basic Information System. Further layering of the background for e-government in mid-1990 until 2000, the government proceeded to build the foundation for high speed information and communications promoting the use of the Internet among the people and the government. The official launch of e-government was made in 2001 with the introduction of the 11 major tasks for e-government and implemented throughout the nation. Between 2003 and 2007, the government further introduced 31 roadmap tasks for e-government initiatives in the country. Additionally, the government promoted the linking and integrating multiple government departments and agencies for better delivery of public service for the people. In 2008, the government established a Master Plan for National Informatisation which has been observed until today and implemented in the entire nation.

In Australia, the Australian Public Service ICT Strategy 2012-2015 was launched in October 2012, aiming to promote the use of ICT to increase public sector and national productivity by enabling the delivery of better government services for the Australian people, communities and business, improving the efficiency of APS operations and supporting open engagement to better inform decisions. Essentially, the Strategy outlines how the Australian Government agencies will continue to use ICT to drive better service delivery, improve government operations, drive productivity, and to engage with people, the community and business. It supports better, more accessible government services for people when, where and how it suits them, so they can be more productive.

As for Singapore, the one-stop-portal for e-government services is hosted at www.egov.gov.sg. The portal can be accessed by the public, businesses and the government itself. Essentially, the e-government initiatives in Singapore began its ICT initiatives as early as 1980s when ICT was promoted as the public service efficiency, focusing on the automation of public service and installation of basic IT infrastructure. The e-Government Action Plan I and Plan II were launched between 2000 and 2005, highlighting online service delivery consisting of 1,600 e-services deployed within the five-year tenure. From 2006 until 2010, the Singapore government goes through the 'whole-of' government' integration focusing on integration of data, process and systems for government agencies, embarking upon 300 mobile government services being deployed. The latest stance is the e-Gov 2015 Policy which focuses on the collaboration within and outside government.

In the UK, as early as 1994, the Central Computer & Telecommunications Agency (hereinafter CCTA), under the responsibility of the UK's Cabinet Office, established a central government website available at www.open.gov.uk, directing Internet users to departmental and agency sites. In 1998, a special report entitled 'Electronic Government: Information Technologies and the Citizen', was published. The report assessed how ICT could be used by the government to improve internal working and the delivery of public services. It was only in April 2000 that the government issued its official e-government strategy called "e-Government: a strategic framework for public services in the Information Age". The states in the UK have made tremendous achievements in delivery public services using the e-government strategies. More than a decade later in 2011, the Minister for the Cabinet Office launched a detailed plan for the implementation of the government's new ICT strategy for the next four years to help deliver better public services digitally. This was followed by the publication of four strategies, namely, 'Government Cloud', 'Greening Government: ICT', 'Government ICT Capability', 'Government End User Device' in October in the same year. Today, all UK government institutions and information have been centralised at a single portal available at www.gov.uk.

In Malaysia, the government launched in 1997 the electronic government initiative to reinvent itself to drive the country into the information age. As far as Malaysia is concerned, the implementation of e-government was initiated with the introduction of the Multimedia Super Corridor (hereinafter MSC) in 1996. The implementation of e-government in Malaysia heralds the beginning of a journey of reinventing the government by transforming the way it operates, modernising and enhancing its service delivery. Over the years, the e-government initiatives in Malaysia have developed more robust and the reaching to all government sectors throughout the nation.

The exploration of the various initiatives of implementing e-government balls down to the main idea of e-government itself, which is the engagement of the Internet and world wide web in providing governmental information and services to the general public.

Motivations for Adopting E-Government

Literature had suggested that among the key benefits of engaging in e-government is that a more efficient public service can be delivered to the people (Coffey & Atkinson, 1996). This is essentially significant so that the government would be able to provide better services and respond to people's demands for transparency and accountability (Babie, 2015; Allison & Merali, 2015).

Meanwhile, e-government can help governments go green and promote effective natural resource management (Schnoll, 2015). This is rightly so because with the use of modern infrastructures such as technologies, communications tools and online resources, the government can better communicate interactively with the people without the use of printed papers or printing toners alike, hence bringing the transaction purely paperless, if not paper-less.

Additionally, e-government initiatives are also argued to have stimulated economic growth (Nograšek, Vintar & Irani, 2015) and promote social inclusion (Nasim, 2015), particularly for the disadvantaged and vulnerable groups (Rana, et.al., 2015).

Within this context, e-government has also proven to be effective platforms to facilitate knowledge sharing, in the sense that the tools and infrastructure used in the e-government process can be learned and used by people of many walks of life (Siddiquee & Mohamed, 2015; Dahiya & Mathew, 2015).

In terms of human resource, e-government promotes the development of skills among public sector employees and the public alike (Eynon & Dutton, 2007). This is rightly so because the users who actually end up engaging in the e-government would first need to acquire the relevant skills and develop proficiencies in using these tools and infrastructures. In due course, the users would develop their own skills in dealing with the e-government tools and infrastructure (Leitner, 2006).

Barriers in Implementing E-Government

On the other hand, numerous literature have also highlighted the barriers in implementing the e-government services. For example, a report by the e-government unit of the European Commission in 2007 identified seven main barriers to the e-government initiatives (Oxford Internet Institute, 2015). First, leadership failures hamper the implementation of e-government, in which slow and patchy progress to e-government can result from a lack of adequate leadership during any stage in the initiation, implementation, promotion and on-going support of developments. Accordingly, lack of support from politicians and high level bureaucrats could add to this barrier (Moon & Welch, 2005). Lukewarm support from high level decision-makers often leads to “stop and go” e-government progress and sustainability problems. The result is under-developed e-government platforms (Eyob, 2004).

The second barrier is financial inhibitors relating to concerns about the costs of implementing and developing e-government, together with inappropriate cost/benefit analysis approaches, can constrain or block the flow of investment at the levels necessary to support future e-government innovation (Oxford Internet Institute, 2015). In introducing e-government applications in the country, start-up costs could very well reach a huge amount, its maintenance also are to be regarded as recurrent (Ebrahim & Irani, 2005). Not only that, human skills and trainings also need to be developed, which involves a considerable amount of time and costs. Admittedly, financial and human capital investments need to be made if e-government is to flourish (Eynon & Dutton, 2007).

The third barrier to e-government is concerned with the digital divides and choices, which is caused by inequalities in skills and access can limit and fragment take-up of e-government. Failure to address clearly the needs of potential e-government users can also hamper take-up of e-government as even those citizens and businesses with appropriate levels of access may choose not to use available e-government services (Oxford Internet Institute, 2015). A clear example of this situation is the case of villagers living at places where broadband or internet services is not available due to distance or difficulty of installing the services. Understandably, what is more required by these people in such a situation is the search for livelihood and or access to basic necessities, as opposed to broadband services in order to access to e-government services (Helbig, Gil-García & Ferro, 2009).

The fourth barrier is the poor coordination, involving lack of coordination and harmonisation, can put a halt on establishing appropriate e-government networks and services that cross governance, administrative and geographic boundaries (Oxford Internet Institute, 2015). Accordingly, more effort should be made by the government in order to determine clearly the proper coordination and harmonisation taking into account the different cultures (Carter & Weerakkody, 2008; Margetts & Dunleavy, 2002), societal factors and geographic boundaries available in the nation (Harfouche & Robbin, 2015).

The fifth barrier relates to workplace and organisational inflexibility, within which the realisation of e-government benefits can be constrained or blocked by inflexibilities in responding to the need to make necessary changes in public administration practices, processes and organisational structures to allow them to be better able to make appropriate effective use of electronic networking capabilities (Oxford Internet Institute, 2015). On this note, a related barrier is the organisational or staff resistance, and the source of this resistance is the perception that technology replaces the need for people (Selwyn, 2002). In other words, if services can be provided via the Internet, the need for conventional office workers may decrease, thus resulting in fewer jobs. If individuals are fearful of being replaced by Internet applications, it is likely that these individuals will resist (Lam, 2005).

The sixth barrier is lack of trust, primarily caused by heightened fears about inadequate security and privacy safeguards in electronic networks and a general distrust of government can undermine confidence in e-government (Oxford Internet Institute, 2015). Government must ensure that personal information is kept confidential and secure. Not only the personal information of the employees of the government offices, but also the customer database of the products and services of the e-government are well exposed to privacy encroachment risks and therefore increases the public's lack of trust in e-government services (Guo & Luo, 2015). In itself, the nature of e-government is the digitised information kept in the government offices' databases which makes it even easier to be transported or transferred from one database to another, hence proper and adequate measures would need to be in place to cater for these risks.

Another barrier to e-government is poor technical design, particularly relating to interoperability blockages caused by incompatibilities between ICT systems or difficult-to-use interfaces to e-government services exemplify the kinds of practical flaws that can become serious operational obstacles to take-up of what otherwise appear to be valuable e-government systems (Oxford Internet Institute, 2015). Interoperability is designed by the IT officers of the e-government system, and as such, they really would need to communicate with the real users in building their knowledge database for the actually needs and wants of the people, before

they could introduce and incorporate the features and functions into the system (Pardo, Nam & Burke, 2012). Failure to perform such proper investigation could pose as a barrier to the e-government, following the poor or difficult technical design of the e-government interfaces (Dos Santos & Reinhard, 2011).

Conclusion

This paper had deliberated on the various motivational factors in implementing e-government, including increased efficiency and effectiveness of the delivery of services, as well as transparency and accountability of the government offices. Apart from that, e-government is also motivated by the aim for effective natural resource management, facilitation of knowledge sharing, and development of skills among public sector employees and the public alike.

Apart from that, literature also seem to suggest a variety of barriers in the implementation of e-government such as leadership failures, financial inhibitors, digital divides and choices, lack of coordination and harmonisation among the persons involved with the implementation of e-government, workplace and organisational inflexibility, lack of trust in the system itself, and poor technical design of the systems.

In essence, these motivations and barriers need to be balanced in the consideration of the employment of e-government for the benefit of the government itself, the stakeholders of the governmental business, and most importantly, the citizens. The direction for future research should henceforth empirically assess the abovementioned motivations and barriers so that real world data could facilitate the understanding of this subject matter in a better way.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

CAREER MATURITY AMONG STUDENTS FROM THREE DIFFERENT TYPES OF SCHOOL

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Abstract: *The purpose of this study is to identify the level of career maturity among students in three different types of schools which are SBPI Gombak (full boarding school), SMKA Maahad Hamidiah (religious school) and SMK Sri Serdang (daily school) in Lembah Klang, Selangor. This study is an ex-post facto research. The instrument used to examine career maturity is Career Maturity Inventory (CMI) introduced by Crites (1978) which was later translated by Tan Wat Jin (2005). A total of 182 students made up the study by using stratified sampling proportion and sample size calculated by G*Power software. Spearman's Rho Correlation was used to analyse the relationship of the variables in this study while t test and one-way ANOVA was used to determine significant difference at .05 between the variables. The findings showed that there was no relation between socio-economic status and parents' academic achievement to students' career maturity level. In addition, it was found that there was no difference in attitude of career maturity among the schools, but there was a difference in competency of career maturity. The overall results showed that there was no difference in career maturity among the students from the three different types of schools.*

Keywords: *career maturity, correlation, secondary school students, types of schools*

Introduction

The Trait and Factor theory insists that an individual needs to understand their potential; learn and know about the working environment; and know how to match their personality and ability with the job scope during their career selection process. However, the most important aspect in a career selection process is one's career maturity. According to Erman, Sahan & Balci (2015), an individual who is going through the professional development process and has made the right career decision is an individual who is deemed to have career maturity.

Career maturity consists of the readiness, attitude and efficiency to make career choices with sufficient information and knowledge that help an individual to make a precise career decision that is accurately and perfectly in tune with the his or her personality. Walker (2010) defined career maturity as an individual's readiness to make the right career decision based on sufficient information, realistic expectations or goals, and the selection and determination of their career that is appropriate with their age group (King, 1989; Levinson, Ohler, Caswell & Kiewra, 1998; Powell & Luzzo, 1998; Savickas, 1984).

According to Salami (2008), career maturity has been defined as a condition in which the level of one's achievement is reached in the continuum of vocational development from the exploration stage to the decline stage. While Crites (in Brown, 2002) defined career maturity as a stage where an individual has to understand and master their role and tasks of career development and examine whether their knowledge or attitudes are appropriate with the stage of the career development**.**

Walker (2010) conducted a study on a total of 347 college students to investigate the relationship between career maturity, career decision-making effectiveness and self-advocacy of college students with and without disabilities. He found that college students who gained high results in the effectiveness of career decision-making and self-advocacy got higher results in career maturity because these three aspects were parallel and had a positive correlation with each other. He also found that students without disabilities obtained a higher mean score than students with disabilities in terms of career maturity. This shows that the maturity of an individual's career vary according to their self-ability and self-concept. However, students who are less mature or immature in their career choices led them to make wrong career decisions and to choose the wrong career path. Therefore, an empirical research on career maturity between the types of secondary schools in Malaysia was conducted to determine the level of career maturity of secondary school students in Malaysia, especially in the Klang Valley area.

Purpose of the Study

The aim of this study was to determine the level of career maturity among SBP, SMKA and SMH students. Specifically, the objectives of this study are:

1) To determine the relationship between students' socio-economic status and career maturity level among SBP, SMKA and SMH students.
2) To determine the relationship between the educational level of parents of the students and career maturity level among SBP, SMKA and SMH students.
3) To determine the differences in career maturity according to gender among SBP, SMKA and SMH students.
4) To determine the differences in career maturity attitude among SBP, SMKA and SMH students.
5) To determine the differences in career maturity competency level between SBP, SMKA and SMH students.
6) To determine the differences of career maturity level among SBP, SMKA and SMH students.

Literature Review

The Relationship between Socio-Economic Status (SES) and Educational Level of Parents with Students' Career Maturity Level

Patton and Lokan (2001) discussed the perspectives of the career maturity construct. They found that SES is a very important dimension in determining a career. However, the result showed a slight correlation or no correlation between SES and career maturity among young school and university students. There are also studies which found that economic background

and school attendance play important roles in career maturity compared to race or ethnic background (Ansell & Hansen, 1971; Neely & Johnson, 1981 as cited in See Boon Ping, 2009). A study on the impact of career maturity model for male university students and African-American women conducted by Naidoo et al. (1998 as cited in Patton, Spooner-Lane, and Creed, 2005) found that the attribution model and impact factors in individual career interests only have a modest impact on gender, SES and education level when dealing with career maturity.

In a study on assessing career maturity level by See Boon Ping (2009), 275 final year undergraduate students in higher education of private institutions in Malaysia found that there was no significant difference between the mean of gender, SES and work experience ($p > .05$). This study contradicted a study done by Bozgeyikli, Eroglu, and Hamurcu (2009) who found that there were significant differences between socio-economic status and career maturity. Their study showed that the higher the SES of the students, the higher the level of career maturity.

Research by Walker (2010), with 347 college students studied the relationship between career maturity, career decision-making effectiveness and self-advocacy for college students with and without disabilities. The study found that the level of career maturity attitude scale showed a positive relationship with ethnicity or race ($r = .263$, $n = 64$, $p < .05$) and education level ($r = .264$, $n = 64$, $p < .05$), compared to the other demographic aspects. However, the overall findings of Walker's study concluded that there was no relationship between the level of education and career maturity because the difference obtained was very small.

A study conducted by Lee and Yi (2010) on 634 high school students in Korea showed that there were no significant differences in the levels of maternal education ($F = 4.341$, $p < .01$), educational level of parents ($F = 7{,}934$, $p < .001$) and gender ($F = 27{,}158$, $p < .001$). Overall, students with highly educated parents had a high level of career maturity in the attitude dimension and also had high level of career maturity attitude among female students.

Studies on the Relationship between Gender and Career Maturity

The findings of Mohd Yazid Buntal (1997) in a study of career maturity among secondary school students found that there were significant differences in career maturity between males and females with a *t*-value of [$t(226) = -3.45$, $p < .05$]. Similarly, Tekke and A. Ghani (2013) in a study on examining the level of career maturity among Asian foreign students in a public university based on gender and academic achievement, found that there was a significant difference [$t(227) = .002$, $p < .05$] of attitude in career maturity between males and females. In addition, there was also a significant difference [$t(227) = .024$, $p < .05$] of competency in career maturity between males and females. Overall, the career maturity level of female students was found to be higher than male students.

However, these findings contradict with the findings by Bozgeyikli et al. (2009) and See Boon Ping (2009) who found that there was no significant relationship between gender and career maturity where the mean score indicated that the level of career maturity of males was higher than females. This finding is also in line with the findings obtained by Birol and Kiralp (2010) and Ozkamali et al. (2013) who found that there was no significant difference between gender and level of career maturity.

Study on the Differences of Career Maturity Level according to School-type

Azijan Dahlan's (1996) study (as cited in Tan Wat Jin, 2005) which aimed to determine the differences between career maturity and the locus of control factor based on the type of school and gender, used the Career Maturity Inventory measurement tool built by Crites and an internal-external control scale. The findings of the study showed that there was a significant difference between different types of school students and their career maturity. Vocational secondary school students obtained higher levels of career maturity compared to daily secondary school students.

This study was supported by Mohd Yazid Buntal (1997) and Chin Meng San (1988 as in Tan Wat Jin, 2005) who showed that there were significant differences in career maturity based on the types of schools that were examined.

Method

Design

An ex-post facto with correlation type research design was applied in this study. According to Mohd Majid Konting (2004), an ex-post facto research refers to the studies involving comparisons between existing groups.

Subject

This study was conducted on secondary students from three different types of schools. As the exact number of the population is unknown, G * Power 3.1.7 software was used to calculate the sample of the study. The respondents consisted of 182 students who study in three types of secondary schools within the Klang Valley, Selangor; full boarding school, religious school and daily school. For the category of boarding schools, 66 students were selected from Sekolah Berasrama Penuh (SBP) Integrasi Gombak. 52 students from Sekolah Menengah Kebangsaan Agama (SMKA) Maahad Hamidiah who represented religious schools. While 64 students from Sekolah Menengah Kebangsaan Sri Serdang represented daily secondary schools (SMH). The samples were selected by using the random stratified and random cluster sampling technique.

Instrument

The questionnaire consists of two sections: 1) Section A: Demographics of respondents; 2) Part B: Career Maturity Questionnaire. Part A was formed by the researcher to obtain the background information of the respondents. The Career Maturity Inventory questionnaire was used to measure students' career maturity level created by Crites and translated by Tan Wat Jin in 2005.

The reliability and validity of the Career Maturity Inventory according to Tan Wat Jin (2005) is based on the consistency of the Attitude Scale instruments which were tested using Kuder Richardson 20 (KR-20) at .74. As for the Competency Scale, the results were obtained by using the mean KR-20 which is in the range of .58 to .90 and the mean being at .79.

Data Statistics

The data were analysed based on the objectives and hypotheses of this study. Spearman's Rho correlation coefficient was used to determine the relationship between students' socioeconomic status with career maturity level and the relationship between the education levels of students' parents with career maturity level. To test the differences, a t-test was used to measure the difference in career maturity between males and females. While the one-way ANOVA was used to determine the differences in career maturity attitude among students in SBP, SMKA and SMH, to determine the difference between the competency of career maturity of students in SBP, SMKA and SMH as well as to determine the different levels of career maturity among students in SBP, SMKA and SMH as found in the demographic section of the questionnaire and Career Maturity Inventory. Statistic Package for the Social Science Version 20.0 (SPSS 2.0) was used to analyse the data.

Results

The Relationship between Students Socioeconomic Status and Career Maturity Level

Hypothesis 1 stated that there was a significant relationship between student socioeconomic status and the level of career maturity among three different groups of students, SBP, SMKA and SMH. The result analysed using Spearman's Rho correlation coefficient indicated [r (182) = .021, p > .05], which concludes that there was no significant relationship between students' SES and the level of career maturity among SBP, SMKA and SMH students. Thus, the hypothesis was rejected. Results are as shown in Table 1.

Table 1: Spearman's Rho coefficient analysis of the correlation between socio-economic status and career maturity level

Variable	Correlation *r*	Determination r^2	Sig. *r* (2-tailed)
Socio economic status	.021	.0004	0.776

Note: Not significant on .05 level

The Relationship between Parents' Education Level and Career Maturity Level

Hypothesis 2 meant to identify the significant correlation between the educational level of parents with career maturity level among SBP, SMKA and SMH students. The results analysed using Spearman's Rho indicated that there is a significant relationship between the level of education of parents and career maturity among SBP, SMKA and SMH students [r (182) = .102, p > .05]. Therefore, the hypothesis was rejected. Results are as shown in Table 2.

Table 2: Spearman's Rho coefficient analysis of the correlation between parents' education level and career maturity level

Variable	Correlation *r*	Determination r^2	Sig. *r* (2-tailed)
Parents' education level	.102	.010	0.171

Note: No significant on .05 level

The Comparison on Career Maturity Level Based on Gender

Hypothesis 3 identified the differences between the levels of career maturity based on gender. The differences were tested by using a t-test. The results showed that the mean level of career maturity is 28.87 for male and 29.74 for female which generated a difference of 0.87 as shown in Table 3. These differences when tested using the t-test analysis showed the results as [t (182) = -1,203, p> .05]. With these results, hypothesis 3 was accepted. Therefore, there was no significant difference in career maturity level between male and female students in SBP, SMKA and SMH.

Table 3: T-test analysis of the differences of the career maturity level based on gender

Variable	Gender	N	Mean	SD	df	*t*	*p*
Career Maturity	M	71	28.87	4.570	180	-1.203	.231
	F	111	29.74	4.837			

Note: Not significant on .05 level

The Comparison on Career Maturity Attitude Level and Type of School

Hypothesis 4 tested the significant differences in scores between students' career maturity attitude and the type of school the students came from namely; SBP, SMKA and SMH. A one-way ANOVA analysis was used and the results indicated that there were no significant differences in scores between students' career maturity attitude and the type of school [F (2, 179) = .023, p <.05]. Therefore, the hypothesis is accepted. Results are as shown in Table 4.

However, the mean and the standard deviation of career maturity attitude among students of SBP, SMKA and SMH showed a difference (see Table 5), where SBP (M = 13:45, SD = 3,617), SMKA (M = 13:56, SD = 2,873) and SMH (M = 13:44, SD = 3,188). From the results, SMKA had the highest score in career maturity attitude level, followed by SBP and SMH students respectively.

Table 4:One-way ANOVA analysis of the differences between career maturity attitude and students' types of school

Source	SS	*df*	MS	F	*Sig. F*
Between Group	.472	2	.236	.023	.977
Within Group	1838.94	179	10.273		
Total	**1839.41**	**181**			

Note: Not significant on .05 level

Table 5: Mean and standard deviation scores of career maturity attitude among students' type of school

Types of school	Mean	SD
Sekolah Berasrama Penuh (SBP)	13.45	3.617
Sekolah Menengah Kebangsaan Agama (SMKA)	13.56	2.873
Sekolah Menengah Harian (SMH)	13.44	3.002
Overall	**13.48**	**3.188**

The Comparison on Career Maturity Competency Level and Type of School

Hypothesis 5 tested the significant difference in scores between the competency of career maturity of SBP, SMKA and SMH students. One-way ANOVA analysis was used and the results indicated that there were significant differences in career maturity competency level

scores between SBP, SMKA and SMH students [F (2, 179) = 3,589, p <.05]. Therefore, the null hypothesis is rejected. Results are as shown in Table 6.

The result was supported by the findings of the mean and the standard deviation of career maturity level of competency among students of SBP which are found to be different than SMKA and SMH students (see Table 7), where SBP (M = 16.16, SD = 2,955), SMKA (M = 16.71, SD = 2.710) SMH (M = 15:14, SD = 3.720). From the results, SMKA has the highest score in career maturity of competency level, followed by SBP and then SMH students.

Table 6: One-way ANOVA analysis of the differences between career maturity competency level and students' type of school

Source	SS	*Df*	MS	F	*Sig. F*
Between Group	72.758	2	36.379	3.589	.030 *
Within Group	1814.165	179	10.135		
Total	**1886.923**	**181**			

Note: * Significant on .05 level

Table 7: Mean and standard deviation scores of career maturity competency level among students' type of school

Types of school	Mean	SD
Sekolah Berasrama Penuh (SBP)	16.06	2.955
Sekolah Menengah Kebangsaan Agama (SMKA)	16.71	2.710
Sekolah Menengah Harian (SMH)	15.14	3.720
Overall	**15.92**	**3.229**

The Comparison on Career Maturity Level and Type of School

Hypothesis 6 tested the significant difference in mean scores between students' level of career maturity and the type of school the students come from; either SMKA, SBP or SMH. One-way ANOVA analysis was used and the results indicated that there was no significant difference in mean scores between students' level of career maturity among SBP, SMKA and SMH students [F (2, 179) = 1.873, p> .05]. Thus, the hypothesis is accepted. Results are as shown in Table 8.

However, the mean and the standard deviation of career maturity level among students of SBP, SMKA and SMH were different (see Table 9), where SBP (M = 29.52, SD = 4.881), SMKA (M = 30.27, SD = 4.442) and SMH (M = 28.58, SD = 4.764). From the results, SMKA has the highest score in career maturity, followed by SBP and SMH students.

Table 8: One-way ANOVA analysis of the differences between career maturity level and students' type of school

Source	SS	df	MS	F	*Sig. F*
Between Group	83.395	2	41.697	1.873	.157
Within Group	3984.325	179	22.259		
Total	**4067.720**	**181**			

Note: Not significant on .05 level

TABLE 9: Mean and standard deviation scores of career maturity competency level among students' type of school

Types of school	Mean	SD
Sekolah Berasrama Penuh (SBP)	29.52	4.881

Sekolah Menengah Kebangsaan Agama (SMKA)	30.27	4.442
Sekolah Menengah Harian (SMH)	28.58	4.764
Overall	**29.40**	**4.741**

Discussion

The Relationship between Students' Socioeconomic Status and Parents' Education Level with Career Maturity Level

The results showed that there was no significant relationship between students' socioeconomic status (SES) and the level of career maturity from the three types of schools involved. The r^2 value obtained was .0004 which indicates that only 0.04% of students' socio-economic status affected students' career maturity levels. The r^2 value obtained was only .010, and indicated that only 1% of the level of parents' education affected students' career maturity level. This proved that there was no significant relationship between these variables. These findings were consistent with the findings of Patton & Lokan (2001), See Boon Ping (2009) and Walker (2010), which showed that there was no significant relationship between socioeconomic status and level of career maturity. However, these findings contradicted the findings of Bozgeyikli et al. (2009) who found that there were significant differences between socio-economic status and level of career maturity. As for the educational level of parents, the results of this study contradicted with the results of Lee and Yi (2010), who found that students who have parents with higher education levels had higher career maturity attitudes, especially among female students.

The Comparison of Career Maturity Level Based on Gender

The results of the data analysis showed that there was no significant difference in career maturity level based on gender. The results of this study were consistent with the studies of See Boon Ping (2009), Bozgeyikli et al. (2009), Birol & Kiralp (2010) and Ozkamali et al. (2013), who found that there were no significant differences between gender and the level of career maturity.

The Comparison of Career Maturity Attitude Level and Type of School

Career Maturity Attitude Level

The results of the analysis found that there was no significant difference in scores between students' career maturity attitude and the type of school the students come from either SBP, SMKA or SMH. This showed that the different types of schools did not affect the attitude of career maturity. However, the mean score for SMKA students was somewhat higher than SBP and SMH students, which showed that there was a slight difference in career maturity attitude level.

Career Maturity Competency Level

Referring to the data analysis, the value indicated that there was a significant difference between the competency of career maturity between SBP, SMKA and SMH students. The total mean score obtained showed that SMKA students obtained a higher mean score compared to SBP and SMH students.

Career Maturity Level

Based on the findings, the one-way ANOVA analysis showed that there was no significant difference in career maturity between the three types of schools; SBP, SMKA and SMH. However, the mean score of SBP students showed a higher level of career maturity compared to SMKA and SMH students. The results obtained contradicted the study of Chin Meng San and Azijan Dahlan (as cited in Tan Wat Jin, 2005) as well as Mohd Yazid Buntal (1997), which showed that there were significant differences between career maturity level when examining school grades, gender, ethnicity and academic achievement.

The results of this study however only describe the level of career maturity between types of schools surveyed. Nevertheless, it also includes the number of external factors that influenced students' career maturity level through the demographic data obtained.

Conclusion

This study successfully retained the null hypothesis which was highlighted by the researcher. The results of the data analysis found that there were no significant differences in mean scores of career maturity among SBP, SMKA and SMH students.

This study also found that the students' socio-economic status, parents' education level, students' gender and attitude in career maturity gave no impact on students' career maturity level. Although the competency level had significant differences between the schools involved, overall, the different types of schools do not have a big impact on the level of career maturity.

In conclusion, this study showed that there was no significant difference in the mean score of career maturity among students of the different schools involved. However, the entire sample involved as respondents had a medium level of career maturity. This shows that certain parties need to play a role in changing this condition to improve the quality of career choice and push students toward better career prospects that are in line with their personalities. This not only creates a positive impact on the individuals involved, but it also can have an impact on the society at large for the betterment of the nation as a whole.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

WHAT THE IBANS IN THE LONGHOUSE COMMUNITY LEARN ABOUT THE ATTRIBUTES OF NUMBER ONE TO NINE

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Abstract: *The main issue for discussion in this paper is what the Ibans in the longhouse community learned about the attributes of number one to nine. This article first of all introduces the Iban society (the largest indigenous group in Sarawak), and then moves on to look at the cultural meanings and attributes of these few numbers. Next, follows the sub-topic which discusses the subject of numerical classifiers in Ibans' way of knowing; then the application of number in ritual and ceremonial measures. Last but not least, there'll be a discussion on the significance of number one to nine. The study is focused in Sarawak because it contributes substantial insight to the culture of Iban people who populate most parts of the country. The analysis revealed that the Iban encompassing way of life and the customary laws are related to the application of number in the offerings to their gods and deities. Findings show that in most cases, the numbers used must be odd numbers- three, five, seven or nine, ensuring unevenness in division. According to the epistemology of the Ibans, odd number represents that the gods are almighty and supernatural. These deities will not bless or fulfill any request that is petitioned with even numbers. Number one to nine will always be a part of the Iban daily lives in Sarawak because they are used in superstitions, religion and mythology. A qualitative method (based on theories of Sociology, Culture, Archetypal and Reflection) has been used to collect data and accordingly, survey questionnaire, structured interviews and observations were used to collect the information from the Iban elders (main informants) in the longhouses in the Kuching, Sri Aman, Betong, Sarikei, Bintangor, Simunjan, Bintulu, Miri and Kapit. However, responses of subjects show that Iban numerology has not been studied for the last ten to fifteen years. Therefore, current literature review embedded here is rather too old and brief because it is hard to find the latest study on the topic; yet, this study is more or less enough to provide a valuable framework for future studies on the issue of Iban numerology.*

Keywords: *numerical systems, ceremonial measures, superstitions, epistemology, classifiers, cosmology, offerings*

Introduction

Being an native or an indigenous from the Iban ethnic group in the Land of Hornbills (the state of Sarawak in East Malaysia), doing a brief research on the issue of number one to nine is an obligation indeed, after all, in the context of Iban longhouse community, numbers are symbolic of our cultural systems. Therefore, the Ibans paid special attention to certain numbers (at least number one to nine), because the use of these first few numbers sre significant in many expressive and instrumental activities in our society in Sarawak. No matter how illiterate the Ibans may be, they must know a few numbers, at least these few numbers and the numeral classifiers. For example, one particular aspect of the application of number (of ingredients) in the offerings (items) to the Iban gods and deities.

Number is a sign that establishes an amount and in the system of numbering, there are mixed numbers, whole numbers and fraction of numbers. There are also even numbers, that is, any number and all numbers that are divisible by two (2) with no remainder. If there are even numbers (*lumur genap*), there must also be odd numbers (*lumur menawa*) or uneven numbers. Uneven numbers are numbers that have a remainder when divided by two. It is understood that *lumur pelasar* (whole numbers), from 0 to 9. *Lumur penuh* (full numbers) are not reducible by to any smaller number. In the context of competition, a number is used as a verification of a place. For example, he came first in a 100-meter event or our family-room is number 10 as we are entering the longhouse. Therefore, Iban has a system of numbers or numerical system to the standardization of weights and measurements. This standardization required greater precision while the numerical systems develop in response to the demands of some sort of utility (Crump, 1990: 165) and this utility is a cultural construct which emerge in ceremonial measures.

Numbers are counted or calculated. If the count is not right, we may lose out. So numbers involves the work of counting, calculating, reckoning and enumerating. A simple example of counting – perhaps, counting the number of family-rooms in the longhouse. Or one may be counted in a group of people. One may also be busy counting his money or making a census. A group of census takers may also do their work in longhouses and these census takers are actually enumerators. They count and calculate the number of residents in the longhouses.
In the context of Iban longhouse community, numbers are symbolic units of all cultural systems. As such, numbers carry meanings other than simple enumerations. Thus, for example, in Chinese numerology, odd numbers are represented by black dots on a 'magic square'. These black dots symbolize "life" and "heat". On the other hands, even numbers are represented by black dots, and symbolize "death" and "cold". The Ibans paid attention to certain numbers (at least number 1 – 10) because their use is significant in many expressive as well as instrumental activities of the Ibans in Sarawak. Particular attention, for example, is given to duplicative in speaking, and the skills of Iban orators is judged by their abilities to use couplets (two lines of verse, usually in the same meter and joined by rhyme, that form a unit.) for emphasis and reinforcement (strengthening) of the points they make.

Objectives

There are three main objectives of this seminar paper:

1. To show the numerical classifiers in the Ibans way of knowing
2. To discuss the application of number in customary ritual and ceremonial measures
3. To explain the significance of number one to nine

The Ibans in Malaysia

The Iban is the largest ethnic group in Borneo (particularly in Sarawak, the Land of the Hornbills) who speak the same language and share many features of their cultures in common (Vinson and Joane Sutlive, 2001: 737). They resemble some of the people of Sumatra in customs, traditions and dress. Sometimes, they are being called "Sea Dayaks" because of the participation of Ibans in alliances with Malays for coastal piracy in the 19th century. The Ibans are an ethnic branch of the Dayak peoples of Borneo (Vinson and Joanne Sutlive, 2001: 734-735) living in Sarawak, East Malaysia. There are eight groups of this indigenous peoples namely the Ibans of Saribas, Skrang, Lemanak, Balau, Undup, Sebuyau, Remun and Dau. These identities are related to their settlements (Mckeown, 1983: 26) who identified themselves by the streams or other significant geographic feature near their residence (Sather, 1994: 26). Rivers formed a major focus of Iban social identities and riverine societies which are defined by watershed boundaries that divide one river system from another. That is why, the Iban people normally identify with the river on which they live, and those who live along the same river system, distinguished from other Iban by minor differences of dialect and *adat* (Sather, 1994: 26), describing themselves for example as kami Saribas or kami Skrang or kami Sebuyau (*we of the Saribas river*, *we of the Skrang river* or *we of the Sebuyau river*).

For the Ibans, *adat* is a totally encompassing way of life, created and sustained to promote community and to discourage conflict. So it is a way of life, basic values, culture, accepted code of conduct, manners and conventions established and experienced by the Iban society. Adat safeguards the state of affairs in which all parts of the universe are healthy and tranquil (*chelap/lantang*) and in balance. Breaches of adat disturb this state and are visited by 'fines' or contributions to the ritual necessary to restore the balance and to allay the wrath, whether of individuals, the community or the deities (Janang et.al, 2016: 9). In its most general sense, the term *adat* refers to the normative rules and understandings that regulate human affairs and govern relations between humankind and the unseen supernatural and everyday visible worlds (Sather, 1994: 31). Therefore, *adat* also may be defined as an Iban code of conduct ; and it is all-encompassing, as it specifies not only the relationship between man and his fellow beings, but also between them and the *petara* (gods). That is why *ngelanggar adat* (wrongful acts) or running over customary behaviour are fined according to the gravity of the offences. Since 1973, efforts have been undertaken by the majlis Adat Istiadat under the Chief Minister's office to list and standardize *adat* and fine. The draft of the Iban Adat Law (previously known as *Tusun Tunggu*) was printed with the title *Adat Iban 1993*. Adat indeed protects the ways of the ancestors and relations with other parts of the universe, so that Ibans may live in peace with no disturbances or problems (Janang et.al, 2016: 10).

During the colonial period they were formerly known by the British as ***Sea Dayaks*** because they were frequently seen patrolling the sea to help the Malays fight against the pirates. Being a very strong and successful warring tribe, the Ibans were a very feared tribe and renowned for practising headhunting (*ngayau*) their enemies and making tribal or territorial expansion in Borneo (Sandin, 1978: 18). Headhunting among the Ibans is believed to have started when

the lands occupied by the Ibans are intruded by other tribes from Kalimantan (King, 1975: 37), and also due to the arrival of western civilization which occupied their lands belonging to them. Therefore, confrontation was the only way of survival even if it resulted to death. Today, the days of headhunting and piracy are long gone and the Ibans live peacefully with the other ethnic tribes and other races such as the Malays, Chinese, Orang Ulu, Bidayuh and the like in the Land of the Hornbills (Numpang, 1989: 7) enjoying modern era of globalization and technology but they were originally farmers, hunters, and gatherers before the arrival of the Western expeditions and White Rajahs to Sarawak.

Uniquely, they live in longhouses called *rumah panjai* in the middle-level hills (Vinson, 1978: 32) and on delta plains until today. The longhouse becomes a centre of social, economic and political territory (*menua*) consisting of family units (*bilik*) built side by side. Longhouses vary from as few as eight units, averaging 12 feet in width (96 feet in length) to 80 units (almost 1000 feet in length). Longhouses may not straddle (extend across or be situated on both sides of) a stream nor directly face each other across river. By the 20th century, the Iban settlements are well established and most of the Iban longhouses nowadays are equipped with modern facilities such as electricity and water supply and other facilities such as tar-sealed) roads, telephone lines and the internet. The younger Ibans are mostly making a living in urban areas but they frequent visit their hometowns especially during the holidays or festive seasons. Although the Ibans today are becoming increasingly urbanised, surprisingly they are still retaining most of their traditional heritage and culture (Vinson, 1989: 49) in their respective villages. The dynamic relations between the Ibans and the other racial societies have produced profound changes in the Iban society and culture.

Issues and Literature Review

Several issues are discussed in this paper such as what the Ibans in the longhouse community learned about the attributes of number one to nine, the cultural meanings and attributes of these numbers, the numerical classifiers in Ibans' way of knowing; then the application of number in ritual and ceremonial measures and the significance of number one to nine. The study contributes substantial insight to the culture of Iban people who populate most parts of the country, the analysis of which shows that the encompassing way of life and the customary laws are related to the application of number in the offerings to their gods and deities. The Iban believe that odd numbers such as one, three, five, seven and nine, represent that the gods are almighty and supernatural. Should anone petitions the gods with even numbers, these deities will not bless or fulfill any of his request. This special factor explains why number one to nine will always be a part of the Iban daily lives in Sarawak because they are used in superstitions, religion and mythology.

A qualitative method (based on theories of Sociology, Culture, Archetypal and Reflection (Mana Sikana, 2013: 63 – 73; 216 – 235; 271 – 281; 292-303) has been used to collect data and accordingly, survey questionnaire, structured interviews and observations were used to collect the information from the Iban elders (as main informants) in the longhouses in the Kuching, Sri Aman, Betong, Sarikei, Bintangor, Simunjan, Bintulu, Miri and Kapit. Theyt talked about numerical system to the standardization of weights and measurements in the Iban society (Crump, 1990: 165) and how numbers are used in a cultural construct among the Ibans who are also called "Sea Dayaks" (Vinson and Joane Sutlive, 2001: 737) of Borneo although they relate their identities and settlements (Mckeown, 1983: 26) the streams and rivers or other

significant geographic feature near their residence (Sather, 1994: 23). The Ibans are careful to live according their customary laws or *adat* (Janang et.al, 2016: 9), their normative rules and understandings that regulate longhouse affairs and govern their relations between them and the unseen supernatural and everyday visible worlds (Sather, 1994: 31). Long ago practised headhunting (*ngayau*) against their enemies and this expedition leads to tribal or territorial expansion in Borneo (Sandin, 1978: 18). Today, head hunting and piracy are long gone and the Land of the Hornbills (Numpang, 1989: 7) enjoying has enjoyed a modern era of globalization and technology in their longhouses called *rumah panjai* in the middle-level hills (Vinson, 1978: 32) and they are becoming increasingly urbanised, yet surprisingly still retaining most of their traditional heritage and culture (Vinson, 1989: 49) in their respective villages.

The Ibans must know the first few numbers in numerology, at least 1 – 9, no matter how illiterate thtey may be. They must know the use of of numeral classifiers and about weights and measurements (Crump (1990: 37) as they occur in animate and countable nouns (Asmah, 1981: 127). . Most importantly, the Ibans are particular about the application of number in the offerings to their gods and deities, with the greater number indicating greater significance. The numbers used in rituals must be odd numbers – one, three, five, seven and nine (Kedit, 1990: 22 – 27). The Ibans believe that odd number represents that the gods are almighty and supernatural. But, all offerings include the same ingredients, and minimum of at least five of each item (Jan, 1977: 360 – 376). The number of each offering item depends upon the relative importance of the participants and the various ritual event (Robert, 1993: 236 – 279), and there can be no ritual is ever observed without *piring* or offering items (Lina, 1969: 2298 – 301). These ritual offerings are made right to ask for blessings from the gods or to ask for forgiveness (Edmund, 1906: 11 - 24). But the offering has to be blessed by waving a cockerel over it (Robert Menua Saleh, 2013: 112 – 114).

It is noted that numbers will always be a part of our daily lives of the Ibans (Penelope, 1987: 9), for example number 1 not only symbolizes unity or agreement but synonymous to being the best. Number two is believed to a symbol of both opposition and polarity (Henry, 1998: 21 – 29), whereas number three as a geometric figure, the triangle, represents synthesis produced from juxtaposition of thesis and antithesis (Jensen, 1974: 79) but three is the minimum of nights for honouring the dead (Richards, 1972: 63 – 81). Number four represents order among the human beings (Perham, 1881: 133 – 152) It is interesting to note number six is regarded as a a symbol of completeness in the Iban longhose community, and represents beauty and high ideals (Sandin, 1980: 14). Seven represents sevenfold. The Ibans relate this number to the Iban cosmology by the sky (*langit*) is divided into seven layers or in the progression of the shamanic rituals (*pelian*), Iban *manang* (shaman) travel seven "forks" (Sather, 1977: vii –xvi). That is why the Ibans believe that number seven is special and sacred (Robert, 1993: 28). Jensen mentioned that there are seven omen birds, and in taking auguries, it is essential to have seven calls from 'the cool bird' (*nendak*) before commencing one's farm (Jensen, 1974: 161; Jensen, 1974: 187).

Number eight has something to do with fines when one is found guilty of certain mischievous behaviours that go against the social norms or moral values, for example eight jars as a fine for incestuous act because it is a proscribed relationship – and he may also be asked produce eight pigs, eight *nyabur* swords, eight beads, axes, plates and bowls, eight jars (tajau rusa) and eight arm-shells (*rangki*), et cetera, as required the longhouse chief to fulfil the customary law

(Kazunori, 1990: 307-320). Number nine being the the ultimate number in the Iban community, represents the nine mountains the will have to ascend on his way to the Opposite (*Sebayan*) or Otherworld to seek for the 'wandering' spirit or soul (Motomitsu, 1981: 15 – 32). Generally, number one to nine will always be a part of the Iban daily lives because they are used in superstitions, religion and mythology.

The Numeral Classifiers in Ibans' Way Of Knowing

While there are a few numbers that the Ibans should know, at least 1 – 9, no matter how illiterate they may be, they must also know the numeral classifiers. Iban terms for shapes and sizes are straightforward but the use of numeral signifiers is somewhat puzzling to readers whose language does not use, or they may use a very number of such classifiers. Yet, it is impossible ti consider Iban weights and measurements without considering also the use of numeral classifiers. In fact the use of numeral classifiers is a feature Ibans share with other Austronesian languages. Both the perceptions and processes are peculiar to the epistemology of the Ibans, so that 'sets' of objects that are associated or grouped may defy the logic of the reader.

In some speech communities, the use of numeral classifiers marked the early stage in the evolution of language (Crump, 1990: 37). Whatever the reason, such conceptual markers persist in Austronesian languages. From then on, the Ibans retain numerous numeral classifiers based upon physical characteristics of objects or the culturally-constituted categories into which (to the non-native speaker) seemingly disparate objects, units or concepts are grouped. Crump (1990: 37) makes no direct reference to the use of classifiers in Austronesian, and observes that in languages such as English and Japanese, where they are not a regular part of the syntax of numerals leave no more than vestigal traces.

Numeral classifiers are certain nouns which obligatorily follow numerals when they form constructioons with other nouns (Asmah, 1981: 127). This definition by Asmah rules out nouns of measure whose presence is not constrained by those factors which stipulate the presence of classifiers. The numerals than can occur with classifiers are the quantifiers *tiap-tiap* (every or each) and *mayuh* (many and all the cardinals*)*. As identified by Asmah (1981: 37), there are two syntactic subclasses of numeral classifiers, consisting of those classifiers which can function as nouns within their own right, and those which function only as classifers. The first subclass includes the Iban classifers *pintu, kayu, iku, mata, batang* and *buah;* for example, *4 pintu bilik, 5 kayu menua, 7 iku nembiak, 2 batang buluh, and 6 buah rumah.* The second subclass includes *igi, iti, bentu, lebuan* and *singkap;* for example, *7 igi telu, 4 iti keretas, 2 singkap pinggai* and et cetera.

It is noted that Iban numeral classifiers occur only animate and countable nouns. The countable nouns may be concrete or abstract (Asmah, op.cit. p. 129. There is only one classifier for animate nouns, that is, *iku*. For concrete nouns, Asmah lists 13 classifiers such as *leka, igi, bentu, puchuk, lambar, bilah, basi, lambar, kayu, lebuan, sisir* and *tandan* for example 3 leka asi, 4 igi semangka, 2 lambar tikai, 3 bilah duku, 4 tandan pisang and the like. Other examples are as follows:

Numeral	Classifiers	Objects

1 or any number	basi	thin layers of sheets, paper, cloth, mats, feathers
1 or any number	batang	rivers, roads, salaries, trees, cylindrical shapes
1 or any number	bentu	belts, girdles, rings and other circular objects
1 or any number	bidang	flat objects such skirts, land
1 or any number	bilah	blades and spears
1 or any number	buah	round objects, boats, fruits, and buildings
1 or any number	bujur	iron bars
1 or any number	dedas	mats or lengths of cloth
1 or any number	gelung	a bundle of 25 pieces of rattan, each 18 feet long
1 or any number	gulung	derris roots, rattans, mats
1 or any number	igi	eggs, some fruits, seeds and teeth
1 or any number	iku	human beings, animals
1 or any number	iti	books, giuns, papers, pictures, rooms, sheets, some flat objects
1 or any number	kayu	trees, houses, long shapes
1 or any number	kepin	sheets, planks, other flat surfaces
1 or any number	ladus	planks and shingles
1 or any number	lambar	flat objects, sheets of paper, thread and thread-like objects
1 or any number	lapis	broad flat things
1 or any number	laras	guns
1 or any number	lebuan	clothes, mats, blankets, garments
1 or any number	leka	small round objects
1 or any number	limpir	flat things such as sheets
1 or any number	lumpung	logs
1 or any number	luntang	posts and poles
1 or any number	panchang	charcoal, firewood
1 or any number	piak	foot or side of the body
1 or any number	sepiak	half
1 or any number	pintu	doors, longhouses
1 or any number	sengkilung	an amount of derris root (*tubai*)
1 or any number	setak	the end (or the other end) of a longhouse
1 or any number	singkap	slices of bread, shingles, plates, cups
1 or any number	sitak	small banana bunch that are comb-like
1 or any number	tandan	bunches or clusters
1 or any number	tubuh	persons

***Table 1**: Numeral Classifiers*

The Application of Number in Ritual and Ceremonial Measures

One particular aspect of the application of number in the offerings to the Iban gods and deities. Offerings are ranked in terms of relative importance by the number of ingredients, that is, eight to nine ingredients of each offering), with the greater number indicating greater significance. In the numerous rituals, for example, *Besapatka Ai*, *Berunsur* or *Ngambi Entebalu*, by which ambiguity is avoided or confusion of relationships is clarified – illustrate the near obsession (an idea or thought that continually preoccupies or intrudes on a person's mind) with discrete (individually separate and distinct), if not opposed, units which, once distinguished, may be conjoined or combined.

However, with few exceptions, the numbers used in rituals <u>must</u> be <u>odd</u> numbers – three, five, seven or nine, ensuring unevenness in division. This observation regarding the prescription of odd numbers is confirmed in the shamanic rite of constructing the "fence against fire" (pagar api). Tuai Rumah Aji Anak Samba, the chief or headman of Mutun longhouse in Debak, explained that if there are not enough women to participate, three or five will do because four

or two are unacceptable. Odd number represents that the gods are almighty and supernatural. These deities will not bless or fulfill any request that is petitioned with even numbers.

With regards to ceremonial measures in *piring* (offering) items, the traditional Ibans are taught that numbers in mathematics figure prominently in offerings made to deities. However, all offerings include the same ingredients, and minimum of at least five of each item. For example, if the main *piring* (offering item) is rice, then there will be at least five types of rice such as *asi* (boiled rice), *rendai* (puffed rice), *asi pulut* (glutinous rice), *ketupat* (rice cooked as packets in leaves, *tumpih* (fried cakes of rice of sago flour). There are other offering items such as materials for chewing betel (also there has to be five types of these materials) such as *garam* (salt), *semakau* (tobacco), *daun apung* (wrapper leave which sometimes called *gentu*), *telu* (egg) and *tuak* (rice wine).

It is noted that the number of each offering item depends upon the relative importance of the participants and the various ritual event. *Piring* (offering) items are varieties of food given to the gods as acts of worship to ask for forgiveness and as a way to make requests (Janang et.al, 2016: 1234). The food that are prepared include true rice, glutinous rice, eggs, rice cakes, popped rice, salt, leaves chewed with betel nut, tobacco, cigarette wrappers, areca nuts, *sirih* (leaves of a peppery vine), lime and *tuak* (rice-beer). Most importantly, offerings must be prepared properly, not at random or out of order or according to one's own scheme.

There are many offerings, according to these number - one, three, five, seven, eight and nine combining ingredients just identified. The purposes of offerings also vary, including spreading mats prior to a festival, an offering to *antu kepapas* (the spirit of greed), to the God of grace, to *Raja Nabau* (the Giant Dragon), to Antu Remaung (Clouded Leopard), to the *enselua* (the spirit of waste), to *Indai Abang* (Mother of Shamans), to *Sengalang Burung* (the Brahmany Kite) and et cetera. In other words, no ritual is ever observed without *piring* (offering items). These offerings are made right from the beginning until the very end of the festival.

The ingredients for the offerings in the *miring* (performing ritual activities intended to ask for blessings from the gods or to ask for forgiveness) ceremony have to be arranged in properly in a *pua kumbu* (woven cloth) which has been spread out on top of a rattan mat. The offering items should be place in five rows. Take note particularly of the number, five (5). In the first row, there should be a plate where eight hardboiled eggs are placed. In the second row, there should be three plates to placed the offering items. The third row should contain eight plates filled with glutinous rice. The fourth row should have another eight plates filled with *asi rendai* (popped rice) and the fifth row should have another eight plates filled with *tumpih* (small flat round cakes).

Each time ritual offerings are required, Iban elders are chosen to make them and those who have chosen are politely requested to sit on the upper section of the verandah in order of their age and social status within Iban society, with the eldest person given the honor to perform the offering on the right side of his seat. Lastly, the offering has to be blessed by waving a cockerel over it (Robert Menua Saleh, 2013: 112 – 114).

The Significance of Number 0ne To Nine

Numbers will always be a part of our daily lives of the Ibans in Sarawak because they are used in superstitions, religions and in mythology. In the Iban language, *sa-*, *satu*, or *se-* is number one, and this number symbolizes unity or agreement. They believe that the petara (gods) expect them to be united and live harmoniously. However, for the Ibans, being "number 1" is synonymous to being the best. This number symbolizes the leader and it is the number of confidence. Apart from representing strength, one is the number of the human being, the only creature on earth to stand up straight on two legs.

Number two (*dua*) symbolizes both opposition and polarity, for example, the conditions of 'cold' and 'hot' (*chelap, angat*) and the two seasons of the Iban year, the monsoon (*musin landas*) and the dry season (*musin kemarau*). Two symbolizes complementarity, as in the traditional longhouse that was divided between masculine (ruai) and feminine domains (*bilik* and *sadau*). It symbolizes companionship of the culture, the two beatiful women, Kumang and Lulung, and the most popular heroes, Keling and Laja. Also, in real life, brothers and sisters, or companions, form close relationships. The two Balau war leaders, Seri Indek and Seri Andek, and the more recent example of the late Temenggong Banyang and his brother Kendawang, are examples of brotherly and close relationships. In the initiation of Iban shaman (*bebangun manang*), two spikes are hammered into the initiate's shoulders. Basket weavers are protected by the goddesses *Kumang* and *Meni*. In certain case of offering, two chickens may be substituted for one pig.

In the Iban community, number three is considered the first real number. It is the first number with which a geometric figure, the triangle, can be created. Number three represents synthesis, produced from juxtaposition of thesis and antithesis. It also represents completion and perfection, as well as stability. The cry *Uuuuhhhaaaa*, at the beginning of a prayer is uttered three times. Offerings are commonly threefold. An offering is divided into three parts (Jensen, 1974: 79). The universe is constructed in three parts – sky (*langit*), earth (*dunya*) and Otherworld (*Sebayan*), inhabited by three beings, gods (*petara*), humans (*mensia*) and spirits (*antu*). In an Iban myth, there three attempts to steal the original rice seed. There are three stones (batu tungku) on which the cooking-iron sits.

For Ibans, three is the number of primary colors – white (ecru), black (indigo) and burgundy. There are three dimensions in measurements – length, height and width. In marriage ceremonies (*Melah Pinang*), the betel nut must be cut into three, five or seven parts according to the distance between the houses of the couple. Augury sticks must be carried up and down the longhouse gallery three times, as must a person who has passed out during a festival. There are three full days of work at clearing a farm. A rice field remains sacred for three days after the moulding of an image of a crocodile (*Ribai*) to protect the rice from pests. Sanctions after "requesting rain" are for three days, and three days the "requesting heat" ritual. Three is the minimum of nights for honouring the dead.

Order in the world and among human beings is represented by number four. There are four principal directions – north utara, south selatan, east timur, west barat. There are four principal units in the longhouse – porch (*tanju*), gallery (*ruai*), family-room (*bilik*) and loft (*sadau*). Four also is reckoned to be the generation of rebirth, when the names of great-grandparents are given to children.

Both love and life is symbolized by number five. A sum of numbers "two" and 'three', five is regarded as a combination of masculine and feminine characteristics, a mixture of potential evil and good. Five is the maximum number of eggs and plates of those items (seven plates of popped rice or *rendai*), seven plates of glutinous rice or *asi pulut*, seven plates of betel nuts or *piring* and et cetera to be included in any offering (*piring*). Five is the optimum number of nights for honoring the dead.

Number six is regarded as a perfect number, being the product of two of the first real number, three (the first real numbers are 1,2 and 3). The number six is a symbol of completeness but it also symbolizes beauty and high ideals. In fact it is a common belief among the Iban Christians that six is a number perfect in itself, because God created all things in six days. That is why, number 6 is considered the symbol of luck. On the other hand, "the sixth sense" in human beings refers to extra sensory perception (ESP). In fact, the phrase "the sixth sense" is commonly use to mean hunch or instinct. Next, the highest number of the dice is six, an even number regarded as perfect. This explains why the Ibans consider the month of June to be a favourable time to get married.

Seven is the climatic number in prayers, that ritually progress fromn one to seven, as the chanter intones, *Sa, dua, tiga, empat, lima, enam, tuuuuujuh*. The best offering is sevenfold and there are seven souls (*semengat*). Apai Alui has seven children and Lang Sengalang Burung and Pulang Gana (the deities) belong to seven siblings. There are seven daughters and seven sons-in-law in the house of Lang Sengalang Burung. Another deity, Seramugah, has seven daugthers too.

According to the Iban cosmology, the sku (*langit*) is divided into seven layers, as is Sebayan. Seven is the number of days during which farmers must not hear any bird other than *nendak* after planting paddy. In the moulding of an earthen image of a crocodile (Ribai) to protect a farm from pests, the field is under sanctions for seven days. In the pre-harvest ritual *Matah Padi*, seven or none (but not eight) panicles are tied together and cut (Adat Iban 1993: 15), Seven farming baskets (*sintung*) are filled in these preliminary harvest rites. Seven handful of rice are taken from a harvest basket to commence the storage of rice. In the progression of the shamanic rituals (*pelian*), Iban *manang* (shaman) travel seven "forks" (*napatka jalai pampang tujuh*) using seven swords in their search for the soul. In the rite "Rolling up the Flooring" (*Pelian Begiling Lantai*), seven *manang* must participate.

The Ibans believe that number seven is special and sacred because it conveys a sense of completion or fulfilment. The creator of land, *Seramugah* has seven daughters as does *Sengalang Burung*. 'The Seven Stars' (*Bintang Banyak*) are the most important for Iban agriculture. There were junctions in the patrh taken by *Selamuda* (a deity). There are seven omen birds, and in taking auguries, it is essential to have seven calls from 'the cool bird' (*nendak*) before commencing one's farm (Jensen, 1974: 161). When a farm is under attack from animals or insects, an image of a crocodile (*ribai*) is moulded by a man noted for his success in farming. Residents are under prohibitions for seven days. No non-resident may work at the farm. At the end of the seven-day period, offerings, which include the usual *piring* items, are made to Ribai, a *biau* (waving a cockerel over the heads of participants), a pig is killed (Jensen, 1974: 187). In the preliminary rites of the rice harvest (*matah padi*), on the first day the senior woman in the family 'begins by harvesting three stalks of rice which are then bent oven and knotted. Three *sintung* are filled on the first occasion. On the third day

(following a day of rest or *hari diau*) five *sintung* (basket for harvesting) are filled, and on the fourth day, seven *sintung*; after this, *ngetau* (reaping) is unrestricted (Jensen 1974: 192). Prior to storing harvested rice, the senior woman in the family takes seven handful of rice from a carrying basket and transfers them into a storage bin. She is then prays that as the riceis led to the bin, that it will increase and be adequate to the family's needs for the coming year.

Eight is the most plates of items included in an offering (Jensen, 1974: 110). The eight-cornered star is a motif in Iban baskets. Eight is the number of gantang (a dry measure of slightly more than eight pounds of dry rice) in a *pasu* (about 66 pounds of dry rice). There are eight corners or protrusions (*tunjang lapan*) in a *pasu*, a source of continuing disagreement when annual taxes were paid in rice. Apai dendang Gasing Gila was required to produce eight jars that were held as a surety, and a couple found guilty of semi-incestuous act (*besapat ka ai*) formerly were required to pay between eight to fifteen ringgit. For persons who are in a proscribed relationship, and who insist upon marrying, each muust pay one-half of eight pigs, eight *nyabur* swords, eight beads, axes, plates and bowls, eight jars (sigi rusa) and eight arm-shells (*rangki*). In the offering prepared by a bride and groom in the traditional wedding, the couple includes eight-laze rods (lidi). In a riddle about palm (*ijuk*) from which toddy is tapped, the riddler begins, *Kekura lima, lelabi lapan* (five turtles, eight tortoises – that is, people who are drinking).

Number nine is the ultimate number. In the shamanic ritual for the sick (Pelian Sakit), if a patient has lapsed into unconsciousness or a coma, the *manang* will have nine rice mortars turned upside down to represent the nine mountains he will have to ascend on his way to the Opposite (*Sebayan*) or Otherworld. For the man seeking a spirit's blessing (nampuk), he must present nine-fold offering (*piring*).

Conclusion

This article has discussed on what the Ibans (the largest indigenous group in Sarawak) in the longhouse community learned about the attributes of number one to nine. We have come to know about the cultural meanings and attributes of these numbers in the context of Iban way of knowing and epistemology. The subject of numerical classifiers and the application and significance of number one to nine in ritual and ceremonial measures are two important things that the contemporary Ibans should know. They must be certain that the numbers used must be odd numbers- three, five, seven or nine, which according to the epistemology of the Ibans, odd number represents that the gods are almighty and supernatural because the Iban encompassing way of life and the customary laws are related to the application of number in the offerings to their gods and deities, who will not bless or fulfill any request that is petitioned with even numbers. Thus, number one to nine will always be a part of the Iban daily lives in Sarawak because they are used in superstitions, religion and mythology. Hopefully, this paper will contribute substantial insight to the culture of Iban people who populate most parts of Sarawak.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE CHRONOLOGY OF ELECTRONIC WORD OF MOUTH (EWOM) DEFINITIONS

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Abstract: *The present of the Internet, consumers have many chances to communicate and interact with more people which causes the consumers' power rose. Modernization version of traditional WOM with its own points can recognized as eWOM (Vilpponen, Winter, & Sundqvist, 2006). eWOM become a platform to customers to gain trustable and reliability information about products and services to make them right purchase intention or right decision making. The purpose of this article is to analyse the development of definition of Electronic word-of-mouth (eWOM) began in 2004. Besides, it also identify the similarities in definitions by past researchers. This article consists three parts which are introduction, the development of the definition of electronic word of mouth (EWOM) and conclusions. This research is literature study. Based on results, chronologically discovered that the eWOM has developed a definition which application to company for develop effective two way communication in low cost and on time message delivery and customers for reliability and valuable information to make purchase decision.*

Keywords: *Electronic word-of-mouth (eWOM), Definitions*

Introduction

Since consumers being more trusted in word-of-mouth (WOM) as two way communication with buyer to make purchase decision. This causes traditional marketing power starting to decline. The successful of WOM as marketing force can be achieve due to consumers looks for reliability and valuable information seriously.

The present of the Internet, consumers have many chances to communicate and interact with more people which causes the consumers' power rose. Electronic word-of-mouth (eWOM) phenomenon can be included customers' online peer-to-peer recommendations (Hennig-Thurau, Gwinner, Walsh, & Gremier, 2004). Modernization version of traditional WOM with its own points can recognized as eWOM (Vilpponen et al. 2006). According to eMarketer (2010) stated although worldwide economy recover slowly, online advertising spending is growing and expected to reach $96.8 billion by 2014. Therefore, marketers that join eWOM to develop communication normally lower costs and fast message delivery (Trusov et al. 2009). Indeed, there are not full text of guideline to explain how companies involve and encourage word-of-mouth communication.

The purpose of this article is to analyse the development of the definition of electronic word of mouth (EWOM) from 2004 to 2014. Besides, this article analyse the similarities in definition by past researchers with produced a dimension. This article consists three parts which are introduction, the development of the definition of electronic word of mouth (EWOM) and conclusions.

Definitions Development of Electronic Word of Mouth (Ewom)

i. 2004-2006

In 2004-2006, there were two researchers who defined communication electronic word-of-mouth (eWOM) enables consumer to easily differentiate the actual consumer review with commercialized information from the marketer. The consumers' doubt of a specific product would be answered by gathering and comparing all the information from eWOM (Hennig-Thurau et al., 2004). This consider the fastest and easiest way for the pre-purchase consumer to get all the sorted list of either positive or negative comments from the experienced consumers (Goldsmith and Horowitz, 2006).

ii. 2006-2008

According to Carl (2006), eWOM communication increased rapidly and takes up 10% of all traditional word-of-mouth (WOM) contacts. Based on De Bruyn and Lilien (2008), eWOM is relatively a low synchronicity media than traditional word-of-mouth. Low level of synchronicity defines as people could easily exchange their information to each other globally without geographical constraints. In other word, location is not a big concern for people who communicate by using the form of eWOM as long as they are connecting to the internet, which also known as the important medium to replace traditional face-to-face communication (De Bruyn & Lilien, 2008).

iii. 2008-2010

Breazeale (2009) stated that negative eWOM is more powerful in relative to positive eWOM because dissatisfied consumer usually provides more convincing information about their bad experienced which would influence the consumer in pre-purchase stage perceiving the probability of risk on the purchase of specific product. Based on Park and Lee (2009), eWOM message is a content learning and process of persuasion where sender communicate with receiver to affect consumer purchase intention and their purchase decision. eWOM could be more prominent in influencing consumer purchase decision although it is not instant information receiving as face-to-face traditional communication (Jones et al., 2010).

iv. 2010-2012

In 2012, there are two researchers come to a conclusion that negative eWOM is more influential than positive eWOM from the experienced consumers. Most of the consumers would seek advice form online review or suggestion before they are making a new purchase and eWOM is getting more important in marketing promotion strategy (Lee & Koo, 2011). Moreover, according to the researchers, eWOM is a powerful marketing tool in generating sales of the product. On the other hand, in the context of eWOM, consumer gain knowledge from the

consumers' review, the quantity of the review would somehow increase the confident of the consumers (Chen et al., 2012).

v. 2012-2014

In 2012 to 2014, there are few researchers have a similar opinion on the context of eWOM. eWOM acts as an essential platform for new consumer to gain knowledge about a product in e-commerce because it is hard for consumer to compare and evaluate the advantages and disadvantages of a product (Lindgreen et al., 2013; Lu et al., 2014). In this concern, the potential consumer could seek for information through eWOM as a trustworthy channel than commercialized marketing information. Lu et al. (2014) also claimed that consumers would tend to consult previous consumers' review if there is lack of information available in the marketplace and this action would definitely influence their final purchase decision.

Table 1: Definition and Dimension of eWOM from Previous Researchers

No.	Author, Year	Definitions	Dimensions
1.	Hennig-Thurau et al. (2004)	Electronic word-of-mouth (eWOM) enables consumer to easily differentiate the actual consumer review with commercialized information from the marketer.	- Customer expertise - Customer involvement - Rapport - Perceived - eWOM credibility - eWOM acceptance - Intent to purchase
2.	Goldsmith and Horowitz (2006)	eWOM consider the fastest and easiest way for the pre-purchase consumer to get all the sorted list of either positive or negative comments from the experienced consumers	- Internet advertising - eWOM - Perceived value - Perceived risk - Intention to shop at online group buying sites
3.	Carl (2006)	eWOM communication increased rapidly and takes up 10% of all traditional word-of-mouth (WOM) contacts.	- eWOM - Brand image - Purchase intention
4.	De Bruyn and Lilien (2008)	eWOM is relatively a low synchronicity media than traditional word-of-mouth.	- Online opinions - eWOM volume - eWOM credibility - eWOM channels - Consumer's buying decision-making process
5.	Breazeale (2009)	Negative eWOM is more powerful in relative to positive eWOM because dissatisfied consumer usually provides more convincing information.	- Message appeal - Message source credibility - Product involvement - Purchase intention
6.	Park and Lee (2009)	eWOM message is a content learning and process of persuasion where sender communicate with receiver to affect consumer purchase intention and their purchase decision.	- eWOM quality - eWOM quantity - eWOM credibility - Purchase intention
7.	Jones et al (2010)	eWOM could be more prominent in influencing consumer purchase decision	- Purchase intention - WOM intention

		although it is not instant information receiving as face-to-face traditional communication	- Utilitarian motivation - Hedonic Motivation
8.	Lee & Ko (2011)	Most of the consumers would seek advice form online review or suggestion before they are making a new purchase and eWOM is getting more important in marketing promotion strategy.	- Perceived eWOM - Corporate image - Purchase intention
9.	Chen et al. (2012)	In the context of eWOM, consumer gain knowledge from the consumers' review, the quantity of the review would somehow increase the confident of the consumers	- Flow - Trust - eWOM - Purchase intention
10.	Lindgreen et al. (2013)	eWOM acts as an essential platform for new consumer to gain knowledge about a product in e-commerce because it is hard for consumer to compare and evaluate the advantages and disadvantages of a product	- Message's trustworthiness - Expertise - eWOM effect - Sender's own Experience
11.	Lu et al. (2014)	potential consumer could seek for information through eWOM as a trustworthy channel than commercialized marketing information	- Message quality and credibility - Product interest and purchase intentions

Conclusions

Definitions of electronic word of mouth (eWOM) were evolve over time. In defining the electronic word of mouth (eWOM), various keyword can been identifies but still carries out relatively same meaning such as credibility (Hennig-Thurau et al., 2004; De Bruyn and Lilien, 2008; Breazeale, 2009; Park and Lee, 2009; Lu et al., 2014), quantity (De Bruyn and Lilien, 2008; Park and Lee, 2009), quality (Park and Lee, 2009; Lu et al., 2014) and purchase intention (Hennig-Thurau et al., 2004; Goldsmith and Horowitz, 2006; Carl, 2006; Breazeale, 2009; Park and Lee, 2009; Jones et al., 2010; Lee & Ko, 2011; Chen et al., 2012; Lu et al., 2014).

Based on the development of electronic word of mouth (eWOM) definitions above, it can found that similar definitions between 2004 to 2014 that is eWOM become a platform to customers to gain trustable and reliability information about products and services to make them right purchase intention or right decision making.

In conclusion, eWOM become a platform for company and customers to develop two way communication between both parties. While company use eWOM as platform since it's low cost and fast message delivered. For customers, eWOM as platform to seek real and value information to make their purchase decision.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE VALIDITY AND RELIABILITY OF 5R STRESS MANAGEMENT GROUP MODULE FOR UNDERGRADUTE UNIVERSITY STUDENTS

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Abstract: *This study was conducted to obtain the validity and reliability of 5R Stress Management Group Module for undergraduate university students in Malaysia. A total of 10 experts were involved validating the module and 40 undergraduate students were selected randomly to investigate the reliability of the module. Results showed that the module has a high validity with most of the sub modules achieved 80 percent. The module also has high reliability that exceeds .80 for the overall and by sub modules.*

Keywords: validity, reliability, stress management group module, undergraduate university students

Introduction

Stress is a dynamic state when individuals deal with opportunities, barriers or demands related to what they want, but uncertainly obtained (Margaret & Kristine, 2010). Stress is experienced by undergraduate students because of their challenging tasks and activities on campus. This condition can cause stress by various factors (stressor). Based on various research findings, the stress factors among undergraduate students are academic, financial, relationship and environmental factors (Vijayen, Donatus& Amelia, 2010; Misra& Mc Kean, 2004; Desmita, 2011; Gall, Evans & Bellerose, 2000; Dwyer & Cummings, 2001; Bojuwoye, 2002).

Stress may have negative symptoms (Mohamad Zaid et al., 2009; Zulkifli, 2008; Dwyer & Cummings, 2001; Thompson & Davidson, 2003). The symptoms of stress shown are psychological symptoms, physical symptoms and behavioral symptoms (Brian, 2014). Hence, various interventions have been highlighted to address stress.

There were various stress management interventions developed by previous researchers, but the intervention approach did not use a comprehensive and diverse approach. According to Russell (1994), a module or intervention would be better if it could be carried out with a comprehensive and diverse approach to the target group. Sidek and Jamaluddin (2005) also point out that a good module uses a diverse approach as a goal intervention.

The 5R Stress Management Group Module is seen as a guiding group using a comprehensive and diverse approach to cognitive and behavioral aspects. The 5R Stress Management Group is a result of the integration of Stress Management Group by local researcher Mohammad Aziz Shah, Nazariah and Pau Kee (2010) with the 5R Stress Management Model from outside researcher Blonna (1996).

The stress management module constructed by Mohammad Aziz Shah, Nazariah and Pau Kee (2010) did not state the backdrop of a strong stress management model. A robust module should be backed up to a strong stress management model to make the module more comprehensive. Hence, in this study, this module is modified by placing 12 activities in this module on the 5R Stress Management Model as shown in Table 1. The module is then named the 5R Stress Management Group. The 5R Stress Management Group is based on the counseling theory of Behavioral Cognitive Therapy (TKT) founded by Aaron Back.

The activities of the Stress Management Group Module developed by Mohammad Aziz Shah, Nazariah and Pau Kee (2010) are divided into five strategies in the 5R Stress Management Model according to the strategy of rethinking, reducing, relax, release and reorganize. However, the procedures used to carry out the activities are maintained and some have experienced modifications to the aspects of the materials used and the procedures for carrying out activities. Although there are modifications, the original process remains a reference.

Table 1: *Different Between Stress Management Module (Mohammad Aziz Shah, Nazariah& Pau Kee, 2010) with the 5R Stress Management Group Module*

Stress Management Module (Mohammad Aziz Shah, Nazariah& Pau Kee (2010).	**5R Stress Management Group Module**
Activity 1: Scissors and Discard Activity 2: Feeling Suspected of Body Members Activity 3: Small Fish and Big Fish Activity 4: Face When I'm Happy Activity 5: Rhythmic Respiration Activity 6: Bomm and Relieved Activity 7: Detects Your Stress Activity 8: Hear My Problem Activity 9: The Mystery Letter Activity 10: King of the Lovers Team Activity 11: Recognizing Stress Activity 12: Mind Imagination	***Rethink*** Activity 1: The Mystery Letter Activity 2: Face When I'm Happy
	Reduce Activity 3: Hear My Problem Activity 4: King of the Lovers Team
	Relax Activity 5: Feeling Suspected of Body Members Activity 6: Rhythmic Respiration Activity 7: Mind Imagination
	Release Activity 8: Scissors and Discard Activity 9: Small Fish and Big Fish Activity 10: Bomm and Relieved.
	Reorganize Activity 11: Recognizing Stress Activity 12: Detects Your Stress

A module should have validity and reliability before it can be used. Therefore, the 5R Stress Management Group should undergo the process of obtaining validity and reliability to ensure the module is effective and comprehensive.

Problem Statement

Previous research regarding stress were conducted to survey the level of stress (Raja Maria Diana, 2011; Widyawati, Asiah & Ameelia, 2013; Syaiful, Hetti & Cut, 2014; Paker, 2011), factor of stress (Widyawati, Asiah & Ameelia, 2013; Sukiman, 2011; Mountjoy& Bailey, 2011; Dickerson, 2008) and symptoms of stress (Mohamad Zaid *et. al.* 2009; Zulkifli, 2008; Hall & Torres, 2002; Dwyer & Cummings, 2001). There was a number of researchers also investigated the effect of certain intervention on stress (Nik Rosila & Mariani, 2010; Azmiza, Saemah & Ruslan, 2014; Solar, 2014; Baer, Carmody & Hunsinger, 2012). However, little attention was given to look at the validity and reliability of the module used to reduce stress among undergraduate students.

Stress management approaches and interventions are very important to the undergraduate students as a measure to ensure mental well-being. According to Timmisetti and Digumarti (2009), in pursuit of excellence, students will experience stress and affect mental health, learning and academic performance. This suggests that campus stress will have a negative impact on their health, learning and their lives.

Studies conducted by Ball, Sharifah and Mosselle (1999) showed that the most frequent symptoms of stress on Malay undergraduate students were depression, headaches, insomnia, loneliness, extreme homesickness and an increasing number of smoking activities. In addition, the pressure among students was found related to their psychological aspects (Bojuwoye, 2002; Mahadir et al., 2004; Najib et al., 2005; Najeemah, 2005). Rosni (2003) and Najeemah (2005) showed the same conclusion that the pressure among the students affects the deterioration of the examination results. The study conducted by Mohamad Zaid et al. (2009) on engineering undergraduate students showed that symptoms are often symptoms of tired or lifeless physical symptoms.

Various symptoms, effects and problems arising among students require appropriate intervention or approaches. Group counseling approach is an appropriate approach for these students. However, stress management group should use pressure management module that takes into account all aspects of life including thinking, physical, social, environmental, emotional and spiritual (Faezah & Mazlan, 2012). There are various pressure management modules developed by previous researchers who focus on various approaches. Stress management interventions developed focus on individual counseling strategies, group counseling, program and group guidance.

Based on Table 2, stress management interventions used by previous researchers emphasized only a few approaches to seeing changes to the subject. These interventions do not emphasize all approaches, the holistic approach as suggested by Blonna (1996). Blonna's suggested intervention approaches include five strategies including rethinking, reduce, reorganize, relax and release. According to Russell (1974), a good module is a module that can provide comprehensive and effective intervention. Thus, a comprehensive stress management module is appropriate to be used as an intervention in stress management.

Table 2: *Analysis of Stress Management Intervention Approach Used Previous Researcher*

No.	Stress Management Intervention	Activity Approach in the Module				
		Rethink	Reduce	Reorganize	Relax	Release
1.	**Yoga and Meditation Approaches** (Waelde, Thompson & Thompson, 2004)				√	√
2.	**Model Critical Incident Stress Management (CISM)** (Morrison, 2007)	√	√	√		
3.	**Mindfulness-Based Stress Reduction Module** (Gold et. al., 2010)	√	√	√		
4.	**Expressive Intervention** (Susilowati& Nida, 2011)				√	√
5.	**Modul Acceptance and Commitment Therapy (ACT)** (Brown & Pakenham, 2012)	√	√	√		
6.	**Relaxation approach** (Syaiful, Hetti& Cut, 2014)				√	
7.	**Human Centers Group and Ad-Din Cognitive Psychology Group** (Fauziah et. al., 2014)	√	√	√		
8.	**Self-Instruction Group** (Resty, 2015)	√	√	√		
9.	**Spiritual Action Group** (MohdHafidz, 2014)	√	√	√		

The stress management module should use a comprehensive approach to test all aspects of stress management in life. The 5R Stress Management Model produced by Blonna (1996) is the best and most appropriate pressure management model for the way interventions take into account all aspects of life (Mazlan, 2014; Faezah & Mazlan, 2012). From the 5R Stress Management Model, 5R Stress Management Group Module has been developed. The 5R Stress Management Group Module is a result of the integration of Stress Management Group by Mohammad Aziz Shah, Nazariah and Pau Kee (2010) with the 5R Stress Management Model by outside researchers (Blonna, 1996). Hence, the 5R Stress Management Group Module should undergo the process of gaining validity and reliability so that this module becomes more comprehensive and effective.

Definition

The terms used in this study are validity, reliability, stress management group module and undergraduate students. The conceptual and operational definitions are given for each terms as below:

i. Validity

According to Russell (1974), the validity of the module can be obtained when the module meets the target population, the module's implementation environment is satisfactory, the time used to complete the module is adequate, the module can increase the level of student achievement and eventually modules can change the attitude of the student towards more good and positive. For this study, the validity of the module refers to the percentage given by the panel experts using Russell's model.

ii. Reliability

According to Tuckman (1978) reliability is a stage of consistency of a module. Russell (1974) states that to test the reliability of a module, it is necessary to see how far the individual can successfully follow the steps of each activity in the module. For this study, the reliability of the module refers to the scores given by participants using Russell's model.

iii. 5R Stress Management Group Module

In this study, stress management module utilized cluster approach with various methods and activities. The 5R Stress Management Group Module in thisstudy is a result of the integration of Stress Management Group proposed by local researchers (Mohammad Aziz Shah, Nazariah & Pau Kee, 2010) with the 5R Stress Management Model from international researcher (Blonna,1996).

iv. Undergraduate Students

According to the Oxford English Dictionary (2007), undergraduate students are students of certificate, diploma and first degree in Higher Education Institutions. This study refers to students of first degree in one of the education universities in Malaysia.

Objectives

This research is done to investigate the:

a) validity of the 5R Stress Management Group Module
b) reliability of the 5R Stress Management Group Module

Methodology

There were two phrases of study done consisting of validity and reliability phrases of study.

i. Validity

According to Mohd Majid (1998), to enhance the validity of the contents of a module, it is recommended to obtain views from external experts or appraiser. An external expert is to serve as a valuer to ensure that the domains contained in the module represent the field that was being studied. External experts comprised of experts in the field related to the field being studied by the module developer. This study involved 10 external experts comprising experts in the field of counseling psychology and practitioners in the field of counseling.

The validity shown in this study is divided into the validity of the content based on Russell's (1974) view and the validity of the suitability of activities within the 5R Stress Management Group Module. According to Fraenkel and Wallen (1996), to test the validity of a module, the technique of Criterion-Related Evidence is best used for collecting evidence against the validity of the module through a group of expert judgments. Hence, the questionnaire was given to 10 appraiser involved in the field of counseling psychology. The 10 appraiser consisted of 7 experts in counseling psychology and 3 practitioners in counseling psychology.
7 experts in the field of counseling psychology are chosen based on academic qualifications in counseling psychology, affliation at any institutions as counselor psychology educators, has an extensive experience in the field of counseling psychology, the number of researchers produced, publications, seminar presentations and conducting workshops as well as consultants in the field of counselling psychology. 3 counseling practitioners involved are school counselors, university psychology officers and hospital psychology officers.

Thus, a questionnaire on the validity of the content of the 5R Stress Management Group Module based on Russell's (1974) views was developed in this study by referring to the sample questionnaire produced by Jamaluddin (2002). There are five items highlighted in this questionnaire referring to five views of Russell (1974) namely (i) The contents of the module conform to its population recommendation, (ii) Module contents can be implemented properly, (iii) The contents of this module correspond to the time allocated, Iv) The contents of this module can enhance the stress management skills, and (v) The contents of this module can help the behavior of the participants towards greater excellence.

Another aspect of validity emphasized in this study is the validity of activity suitability. The validity of activity suitability in the 5R Stress Management Group Module was conducted in this study according to a process similar to the process of obtaining the validity of the content. This process is performed to show the validity of the suitability of each activity carried out in this study. In other words, the process of validity of suitability of activities is carried out to ensure that the 5R Stress Management Group Module is really helping the subject to pursue the objectives of each activity in each submodul.

Hence, a suitability questionnaire activity in the 5R Stress Management Group Module was developed in this study. The questionnaire was developed with 5 submodules in the questionnaire, namely rethink, reduce, reorganize, relax and release. 12 activities in the 5R Stress Management Group Module are also highlighted in this questionnaire.

As with the process in exercising the validity of the content, the validity of the suitability of activity within the 5R Stress Management Group Module has also gained insights from 10 appraiser. Hence, the questionnaire was given to 10 appraiser involved in the field of counseling psychology. The 10 assessors consisted of 7 experts in counseling psychology and 3 practitioners in counseling psychology. An appraiser for the suitability of suitability of the 5R Stress Management Group Module activity is the same individual appraiser who evaluate the validity of the content of the 5R Stress Management Group based on Russell's (1974) view.

ii. Reliability

In the process of determining the reliability of the 5R Stress Management Group Module, a module reliability questionnaire was developed. The reliability assessment questionnaire of the

5R Stress Management Group Module was developed in this study based on the steps of each activity recorded in each submodule as recommended by Sidek and Jamaluddin (2005). This view is also based on Vale (1998) which says that the construction of question items to test the reliability coefficients of the module is based on the steps of each activity recorded in the module. The 5R Stress Management Group Module Reliability Survey was developed based on the sample module reliability questionnaires produced by Sidekand Jamaluddin(2005).

The 5R Stress Management Group Module Reliability Survey has 48 items. Each of the 12 activities in the 5R Stress Management Group has four items based on activity steps. There are five scales in the questionnaire, which are scale 1 to 5. The 5R Stress Management Group ModulReliability Survey was given to 40 participants in pilot study. The questionnaire was given after the participant had followed the end of each module activity. The data were analyzed using the Alpha Cronbach method in Statistical Packages For Social Science (SPSS) software to obtain the reliability value of the 5R Stress Management Group Module.

Result and Discussion

i. Validity

The findings of content validity based on Russell's views (1974) obtained from ten appraiser namely 7 counseling psychologists and 3 counseling practitioners demonstrated the value given above 7. Table 3 showed that expert assessments are in the 7th to 10th scale of the most value The low value given by the appraiser is 7 and the highest value given by the appraiser is 10.

Table 3.0: Results Assessment 10 Appraiser - The Validity of Content 5R Stress Management Group Module Based on Russell's View (1974)

No.	Item	Appraiser									
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
1.	The contents of the module conform to its population recommendation	8	9	9	8	7	8	8	9	9	10
2.	Module content can be implemented perfectly	9	9	9	9	8	9	9	10	9	10
3.	The content of this module corresponds to the time allocated	10	9	9	10	9	9	9	10	10	9
4.	The contents of this module can improve the pressure management skills	9	8	8	9	8	9	8	9	9	10
5.	The contents of this module can help the behavior of the participants towards greater excellence	8	7	8	8	7	8	8	9	9	9

Table 4 showed the percentage of validity obtained for each item in the questionnaire of the Validity of Content of the 5R Stress Management Group Module based on Russell's view (1974). The five items in this questionnaire as well as the validity requirements of the 5R Stress Management Group Module show a high degree of validity. The five conditions emphasized by Russell (1974) show a percentage of validity that exceeds 70% or cumulative amount of 0.70. According to Tuckman and Waheed (1981) and Abu Bakar (1995), the level of

dominance or achievement of 70% is considered to have dominated or reached a high level of achievement. So, it is clear that the 5R Stress Management Group Module has a high content validity in Russell's (1974) view.

Table 4: The Validity of Content 5R Stress Management Group Module Based on Russell's Views (1974)

No.	Item	Percentage of Validity (%)
1.	The contents of the module conform to its population recommendation	85
2.	Module content can be implemented perfectly	91
3.	The content of this module corresponds to the time allocated	94
4.	The contents of this module can improve the pressure management skills	87
5.	The contents of this module can help the behavior of the participants towards greater excellence	81

The findings of the validity of the suitability of the 5R Stress Management Group activity obtained from the ten appraiser namely 7 counseling psychologists and 3 counseling practitioners show the values given are also more than 7. Table 5 shows that experts' evaluation is within the scope of 7 to 10 of the lowest given by the appraiser is 7 and the highest value given by the assessor is 10.

Table 5.0: Results Assessment 10 Appraiser - The Validity of Suitability Activitiesin 5R Stress Management Group Module by Submodule and Avtivity

No.	Submodule dan Activity	Appraiser									
		1	2	3	4	5	6	7	8	9	10
1.	*Rethink*										
	Activity 1: The Mystery Letter	8	9	8	9	8	9	10	9	10	10
	Activity 2: Face When I'm Happy	9	9	7	9	9	9	9	10	10	9
2.	*Reduce*										
	Activity 3: Hear My Problem	9	10	9	10	8	10	9	10	9	9
	Activity 4: King of the Lovers Team	9	10	9	9	9	10	7	9	9	9
3.	*Relax*										
	Activity 5: Feeling Suspected of Body Members	10	9	9	9	9	10	9	10	9	10
	Activity 6: Rhythmic Respiration	10	10	9	10	8	9	8	9	9	10
	Activity 7: Mind Imagination	10	9	9	10	8	9	8	9	9	10
4.	*Release*										
	Activity 8: Scissors and Discard	9	10	9	10	9	10	8	9	9	9

	Activity 9: Small Fish and Big Fish	9	9	8	10	9	9	9	8	10	9
	Activity 10: Bomm and Relieved.	10	10	9	9	9	9	9	8	10	10
5.				*Reorganize*							
	Activity 11: Recognizing Pressure	9	9	8	9	7	8	8	9	9	10
	Activity 12: Detects Your Stress	9	9	9	8	8	8	9	10	8	9

Table 6 shows the percentage of validities obtained in the validity questionnaire of activities in the 5R Stress Management Group Module. All 12 activities according to the submodul in the 5R Stress Management Group Module show a high degree of validity. All 12 activities show a percentage of the validity of more than 70%. Submodule rethink shows the value of the percentage of the 90% suitability, submodule reduce shows a value of 91.5%, submodule reorganize shows a value of 86.5%, submodule relax shows 92.3% and submodule release showed a value of 91.7%. Tuckman and Waheed (1981) and Abu Bakar (1995) state that the level of dominance or achievement of 70% is considered to have reached a high level of achievement. Thus, it is clear that all activities in the 5R Stress Management Group Module have a high degree of validity.

Table 6.0: Validity of Suitability Activity in the 5R Stress Management Group Module by Submodule

No.	**Submodule**	**Percantage of Validy by Submodule (%)**
1.	Rethink	90.0
2.	Reduce	91.5
3.	Reorganize	86.5
4.	Relax	92.3
5.	Release	91.7

The 5R Stress Management Group Module developed in this study has the validity of the content and the validity of high activity suitability. Evaluation of both the validity of the content and the suitability activity shows a percentage of the validity of more than 70%. Valid values over 70% are in accordance with Tuckman and Waheed (1981) recommendations stating that the level of ownership or achievement of 70% is considered to have reached a high level of achievement.

ii. Reliability

Based on the value of the reliability coefficient obtained in Table 7.0, the 5R Stress Management Group Module has high reliability. The five sub modules show the value of the reliability coefficient that exceeds .70. The overall reliability coefficient of 5R Stress Management Group has recorded a high value of .967. According to Hopkins (1998) the value of a good coefficient of reliability should be .90. Hence, based on the opinion of this figure, it can be concluded that the value of the overall reliability coefficient of the 5R Pressure Management Group has recorded a high value.

The reliability coefficient value of each submodule indicates the Rethink submodul shows the value of reliability coefficient .844, submodul Reduce shows the value of reliability coefficient

.921, submodul Reorganize shows the value of reliability coefficient .941, submodul Relax Shows the reliability coefficient value of .909 and submodul Release shows the value of reliability coefficient .923. The reliability coefficient value of the Rethink submodule shows the value below .90 which is .844. However, the value of this credibility coefficient can still be paid by referring to Othman Mohamed (2000)'s opinion that the value of the reliability coefficient of acceptable measuring instruments is between .65 to .85. Based on reliability analysis, it is concluded that the reliability coefficient value of the entire 5R Stress Management Group Module and the submodul is at high level.

Table 7.0: Reliability of 5R Stress Management Group Module By Submodule and Overall

No.	Submodule	Reliability Coefficient
1.	Rethink	.844
2.	Reduce	.921
3.	Reorganize	.941
4.	Relax	.909
5.	Release	.923
Reliability Cooficient By Overall		.967

Conclusion

The 5R Stress Management Group Module has the validity of the content and the validity of high activity suitability. So, the 5R Stress Management Group Module is a tested module. Based on reliability analysis, it can be concluded that the reliability coefficient of 5R Stress Management Group Module and according to the submodul is at a high level. Hence, the 5R Stress Management Group Module has high validity and reliability and can be used as a stress management intervention.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

DEVELOPMENT AND ASSESSMENT OF THE USABILITY OF MATHEMATICAL TEACHING MODULE FOR VISUALLY IMPAIRED FOURTH YEAR STUDENTS

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Abstract: *This article reports the development process and evaluation of the usability of mathematical teaching modules for visually impaired fourth year students. The development process involved three phases namely, analysis of teaching needs; preparation of materials and experts' review on content of module; and usability assessments of module based on teacher's retrospection. To analyze teaching needs, semi-structured interviews were conducted with 10 mathematic teachers who were selected using purposive sampling. Next, the preparation and review of the content module involved five experts from different fields. Some suggestions were identified and improvements were made based on the recommendations provided. The module was refined and its usability was evaluated based on a retrospection of 15 reviewers, consisting of mathematics teachers who taught visually impaired fourth year students in Malaysia. The method used for collecting qualitative data was carried out through semi structured interviews. Meanwhile, quantitative data were collected using questionnaires and the mathematical teaching modules which had been developed. Qualitative data were analyzed thematically while quantitative data were analyzed using descriptive statistic involving frequency, percentage and mean. The findings show that an analysis of the need for teaching Visually Impaired Students required a wide range of teaching aids, strategies and teaching approaches that were appropriate to their issues, as well as four methods of modifications that can be applied to mathematical subjects. The findings of quantitative studies show that experts and teachers provided a high percentage and min approval to the evaluation of the module in terms of four main aspects, namely presentation, pedagogy, content and theoretical relationship with the teaching module. Hence, this teaching module is able to cater for the needs of visually impaired fourth year students. The findings of the study suggest that the mathematical teaching module was able to make the teaching of teachers more effective and the learning of Visually Impaired Students more meaningful and interesting.*

Keywords: *Development of Modules, Teaching of Mathematics, Visually Impaired Students*

Introduction

The curriculum for Mathematics in the education system in Malaysia is the same for all students not excluding visually impaired students. However, eye-sight problems are the main constraints for Visually Impaired Students to acquire visual information in the same way how typical students do, and this problem limits their knowledge development, experience and learning opportunities (Salleh 2009; Friend 2008). In addition, eye-sight problems also prevent them from receiving information directly from the environment (Zainal & Salleh 2009; Sack & Silberman 2010). Belson (2002) points out that Visually Impaired Students may be successful in education if given correct and appropriate support and facilities. As such, Visually Impaired Students need special modifications of or special curriculum that can meet their learning needs based on their level and type of visual impairment (Ashman & Elkin 2004; Koga & Hall 2004, 2009; King-Sears 2001, 2008; Bigge, Stump, Spagna & Silberman 1999).

According to Belson (2002), there are two main types of vision problems - blindness and limited vision. Friend (2008) explains that in the context of teaching it is important to understand that although two Visually Impaired Students have been diagnosed by the physicians as having the same sight problems, each student functions in different ways. The differences may exist in various aspects such as learning aid, the type and size of writing, the required correction lens type, the teaching strategy and approach, and the modifications to teaching.

Hence, special education programs are implemented to ensure that Visually Impaired Students attain the same benefits which are such as typical pupils in the national curriculum. The problem of pupils in mastering Mathematics needs to be minimized. Therefore, the planning and preparation of specialized teaching such as designed and modified approaches to teaching, teaching materials, and educational goals are necessary in order to meet the specific needs of teaching Visually Impaired Students according to their level and ability to receive the lessons. This helps Visually Impaired Students to use their optimum ability and visual learning experience through other learning media such as hearing and touch (Salleh & Zainal 2010).

Statement of Problem

Visual problems faced by Visually Impaired Students create a major challenge in the implementation of quality and effective curriculum for Mathematic subject. It is important to produce students who have the expertise and mastered the knowledge and understanding in Mathematics in order to enable them to apply the concepts, principles and processes of Mathematics learned in daily life (Ministry of Education, Malaysia 2013a). Visually Impaired Students face difficulties in mastering Mathematics because the way mathematical notations are being represented and coded are entirely based on visual discipline (Kapperman & Sticken 2010). In fact, Visually Impaired Students face difficulties to combine some information to create an overall conclusion as required in learning Mathematics (Kapperman, Heinze & Sticken 2010). Spindler (2006) maintains that this problem exists because the concept of Mathematics is more easily understood through visualization which is not enjoyed by Visually Impaired Students who rely on and require cognitive process to understand concepts. This constraint is a major problem for Visually Impaired Students in solving mathematical problems (Ministry of Education, Malaysia 2013b; Kapperman & Sticken 2010; Barmby, Harries, Higgins & Suggate 2009; Kapperman, Heinze & Sticken 2010). In Malaysia, mathematics is a

difficult subject for Visually Impaired Students because the subject is presented to them in the same way it is presented to typical pupils who have visual abilities. According to Powell and Fuchs (2012), Mathematics requires visual sense as the main senses to understand the concepts and procedures in solving Mathematical problems.

In addition to the eyesight problem faced by the students, according to Kapperman, Heinze and Sticken (2010) teachers who are not trained to teach the subjects would have difficulties in teaching. Most teachers only have general academic qualifications in the teaching of special needs students rather than specially trained for the teaching of Visually Impaired Students (Kapperman & Sticken 2010). The teachers' limited knowledge in terms of teaching pedagogy especially for Mathematics subjects makes it difficult for them to provide teaching aids, supporting materials and teaching strategies that are appropriate to the needs of the Visually Impaired Students (Drake & Sherin 2006; Kapperman, Heinze & Sticken 2010). Therefore, teachers' professional knowledge is considered as the most important feature in the teaching and learning process. Shulman (1987) explains that a teacher needs to master four types of pedagogical content knowledge, namely, knowledge of subject contents, knowledge of student characteristics, pedagogical knowledge and curriculum knowledge. The level of teacher's pedagogical content knowledge will affect the level of student achievement (Abell 2007; Ball, Thames & Phelph 2008).

The process in Mathematics teaching also requires teachers to make a lot of modifications to the mainstream curriculum to meet the unique needs of teaching Visually Impaired Students (Education Regulations (Special Education) 2013; Sack & Silberman 2010; Friend 2008; Ferrell 2006; Salleh 2009; Zainal & Salleh 2009; Frederickson & Cline 2009; Hallahan & Kauffman 2009; Hardman, Drew & Egan 2008) including making modifications to methods and instructional tools and learning (Holbrook & Koenig 2010; Najafi, Malkhalifeh & Amiripour 2011). In relation to this, Holbrook and Koenig (2010) argue that it is necessary to implement a special teaching module which is developed to help teachers to deliver more effective teaching to Visually Impaired Students in order to meet their unique and different teaching needs compared to typical students. Ludikova and Finkova (2012) also argue that a separate form of teaching such as setting teaching objectives, content, teaching aids, methods and teaching strategies that are different from those prepared for typical students should be specifically tailored for Visually Impaired Students. Therefore, systematically developed teaching materials need to be developed to deliver effective teaching in line with the needs of Visually Impaired Students.

Purpose and Objectives of Study

This study aims to develop and evaluate the usability of the Mathematics teaching module for the Fourth Year Visually Impaired Students. The objectives of the study are:

1. To obtain information on the needs of the Mathematics Teaching Module for Visually Impaired Fourth Year Students.
2. To design and develop the Mathematical Teaching Module for Visually Impaired Fourth Year Students.

3. To identify the usability of the Mathematical Teaching Module for Visually Impaired Fourth Year Students.

Methodology

The process of module development, which refers to the design and development model, involves three main phases (Richey and Klein 2007). The first phase involves needs analysis carried out with the aim to identify teaching needs and user's characteristics. This phase involves 10 mathematic teachers who were selected using purposive sampling. Data were collected using semi-structured interview methods and analyzed manually and reported in descriptive form. Subsequently, in the second phase, design and development were conducted with the aim to develop modules based on findings of needs analysis, theory, literature review, and curriculum review. This phase involved five experts who reviewed and confirmed the contents of the module. Formative assessment of five field specialists was implemented to determine the validity of the content and to obtain suggestions for improvements from experts. In the third phase, usability evaluation involves 15 mathematics teachers who had been selected using purposive sampling. Data collection was done by using the questionnaire instrument and the mathematical teaching module that has been developed.

Assessment of the validity of module contents by field experts and usability assessments by teachers as module users are made using a questionnaire which requires the assessor to provide a five-point Likert scale answer, namely,; (1) strongly disagree, (2) disagree, (3) not sure, (4) agree, and (5) strongly agree. The data were analyzed using the category calculation method for the interpretation of the data proposed by Yusri, Nik Yusof, and Mohd Shah (2010). This method leads to the achievement level which exceeds 61 percent or min = 3.68 which is considered as a good module content and has mastered a high level of achievement.

Results of the Study

The findings of the study are described in three main phases based on three main objectives of the study. The findings of the first phase which is the needs analysis phase which answers the first objective of the study are summarized in Table 1 below.

Table 1: Summary of the findings for Needs Analysis Phase

Teaching Aid Materials	Teaching strategies and approaches	Modification Methods
1. Concrete manipulative: • Existing Materials, • Natural Materials, • The correct tools / materials, • Embossed Figures, • Embossed Tables, • Diagram, • Photographs, • Tables, • Special equipment (magnifying glass /	1. Approaches: • Inductive • Deductive 2. Strategy: • Teacher-centred • Student-centred • Activity-centred Content-centred 3. Method: • Collaborative, • Simulation, • Lecture,	1. Customization of period: (Adjustments) • Additional periods in the Daily Teaching Plan or • Annual Teaching Design. 2. Customization of Approaches & Teaching Strategy: (Adjustments & Adaptation) • Based on student situation, • Topic relevance, • Classroom conditions, • Type of visual problem.

braille machine / CCTV) • Worksheets with regular prints. • Worksheets with Braille prints.	• Demonstration • Brainstorming 4. Technique: • Groups, pairs, • Explanatory, • Acting, • Role Play, • Demonstration, • Questions and Answers,, • Discussion, • Quiz.	3. Customization of Teaching Aid Materials: (Adjustments & Adaptation) • Normal Printing ↔ Braille Printing, • Photography ↔ Sentence statement, • diagram/table ↔ embossed diagram • small font size ↔ big font size . 4. Modification of Level of Skills: (Parallel Curriculum & Overlapping Curriculum) • Lessen or increase the number of training, • Lower or raise the level of difficulty of the questions, • Diversify the level of skills

Table 1 shows three main themes that have been determined by the researcher based on literature review. The researcher outlines three main themes that represent the three main needs of teaching students, namely, from teaching aspect; Strategy and teaching approach; and modifications made to the mathematical curriculum to enable Visually Impaired Students to learn successfully. Summary of findings shows the need for teaching aids; and the teaching strategies and approaches to Visually Impaired Students are the same as typical pupils. However, modifications to teaching materials and strategies need to be done by teachers to enable (i) the materials used to serve as a medium that facilitates the delivery of teaching; and (ii) the strategies and teaching approaches implemented in accordance with the student's visual abilities. Meanwhile, the proposed four modifications should be adapted to the cognitive level of the students, the type of visual impairment and classroom situation.

Next, during the development stage, modules are developed based on the findings of needs analysis, theory, literature review, and curriculum reviews. Analytical information is important to produce a module that teachers need. Basically, the second phase is divided into two parts, namely: (i) development of module designs and (ii) evaluation of module contents by experts. The development of module design involves seven planning components based on the teaching design model introduced by Morrison, Ross, Kalman and Kemp (2011). The level of planning includes developing needs including aspects; analysing tasks or contents; determining teaching objectives; designing the arrangement of teaching; designing teaching strategies; designing teaching messages; building learning materials and planning teaching methods; and build instructional assessment instruments. Planning of teaching organizations in the module has taken into account the needs of teaching requirements from the needs analysis phase. The design of this teaching design is designed specifically to meet the needs of Visually Impaired Students (Blind) and Visually Impaired Students (Limited Eye-Sight).

The developed module was later revised by five different field experts. The formative assessment of the experts on the module content developed includes four main constructs namely module presentations; module content; pedagogy; and the teaching theoretical relationship which has a total of 107 items. It can be summarized that the validity assessment of module contents is as presented in Table 2.

Table 2: The value for the computation of the module content validity

Assessor/Expert	Percentage (%)	Level
1	79.0	High
2	77.0	High
3	72.0	High
4	95.0	High
5	83.0	High
Cumulative Average	**81.20**	**High**

The results for the computation of module content validity level by five field experts showed a percentage value of more than 61.0 per cent i.e. 81.20 per cent. The findings show that this module has a high level of validity and meets the target of a module expert. Table 3 shows the formative evaluation of experts on the four main constructs of the Mathematics Teaching Module for Visually Impaired Fourth Year Students.

Table 3: Analysis on the level of Expert Approval on the four main modules of the Mathematics Teaching Module for Visually Impaired Fourth Year Students

Construct	N Item	Average Percentage (%)	Level
Presentation of Modules	16	88.00	High
Contents of Modules	34	81.00	High
Pedagogy	38	83.00	High
Theoretical Relation	19	76.00	High
Cumulative Average	**107**	**82.00**	**High**

Table 3 shows the formative evaluation by experts on the four main constructs in the Evaluation of Mathematics Teaching Module for Fourth Year Visually Impaired Students. The average score value for all constructs was at a high level of 82.0 per cent. The overall score of the test shows that experts agree that the design and development of this teaching module is at a high level and can still be repaired and can be used for the usability study of the Mathematics Teaching Module for Fourth Year Visually Impaired Students.

Next is the third phase of usability module evaluation. Formative assessment findings conducted by teachers on the usability of the Mathematics Teaching Module for Fourth Year Visually Impaired Students are shown in Table 4 below:

Table 4: Formative Assessment by Teachers on the Usability of Mathematics Teaching Module for Fourth Year Visually Impaired Students

Construct	N Item	Average Percentage (%)	Mean Average Score	Level
Presentation of Modules	16	96.30	4.58	High
Contents of Modules	34	97.90	4.61	High
Pedagogy	38	98.10	4.67	High
Theoretical Relation	19	98.30	4.69	High
Cumulative Average	**107**	**97.65**	**4.63**	**High**

Table 4 shows the average score given by 15 teachers towards each construct evaluated in Mathematics Teaching Module for Fourth Year Visually Impaired Students. Overall, the

module's usability rating by teachers for each construct achieved the highest average score of 97.65 percent with average mean score of 4.63, at a high level. Although the score obtained by the teacher is not perfect because it does not reach 100% consent for all constructs, the score obtained for each construct is at a high level. This finding shows that teachers agree that the module produced is feasible and can be used in the teaching of Mathematics for Fourth Year Visually Impaired Students.

Discussion

The development process of the module involves the evaluation process of module contents by both experts and users (teachers). The construction of the module based on needs analysis, theory, literature review and curriculum review has resulted in a comprehensive module. All information collected has contributed to the creation of a more practical knowledge-based module. In general, this study finds that:

1. Needs analysis information is important to produce a module that can be used by teachers.
2. The development process of the module should take into account the combination of theories to produce a comprehensive knowledge-based module.
3. The literature review provides important information to produce appropriate learning activities with Visually Impaired Students.
4. Curriculum Review is important for producing teaching and learning activities that can meet curriculum goals.
5. The results of reviews by experts from different fields have provided rich information both theoretically and practically.
6. Evaluation of the modules by both experts and teachers (users) is important to produce a module that not only meets the areas studied but also usable.

In the context of this study, the discussion is described in three parts. The first part concerns about the teaching needs of Visually Impaired Students which includes (i) teaching aids, (ii) teaching strategies and approaches, and (iii) modifying methods. This study demonstrates the use of teaching aids to allow students to learn through the touch and hearing senses besides the experience (Burns & Hamm 2011; Madungwe 2013). Educational research shows that most effective learning takes place when students are actively developing their own Mathematical understanding through the use of manipulative materials (Seefeldt & Wasik 2006; Ferrell 2006; Marshal & Swan 2008). The importance of teaching aids in conveying knowledge is supported by Piaget's (1952) cognitive theory, Bruner (1966) and Skemp (1987) which state that Mathematical concepts are developed through physical objects into representations and abstract thinking. However, the materials used should be in line with the student development stage (Smith 2009), and in accordance with the objectives of learning and student characteristics (Ma 1999; Shulman 1986, 1987). In addition, the study shows the use of teaching aids in teaching and learning to help students understand Mathematics more easily and to improve student achievement (Burns & Hamm 2011; Chang 200; Kelly 2006; Boggan, Harper & Whitmire 2010).

The second aspect is the appropriate teaching approach and strategy to be implemented for Visually Impaired Students. Inductive and deductive approaches have been suggested by

teachers based on the fact that each student is different in terms of cognition, interest, efficiency and creativity. This approach can be customized based on categories and cognitive level of Visually Impaired Students (Gale & Cronin 2005; Billingsley, Scheuemann & Webber 2009). Furthermore, this approach helps students improve their understanding of concepts before applying in the activities provided by teachers (Billingsley, Scheuemann & Webber 2009; Rowlett 2010; Akpan & Beard 2014). Teachers also propose four forms of teaching strategies, namely; (I) teacher-centred, (ii) student-centred, (iii) activity-based, and (iv) material-based. Material-based teaching strategies are object-oriented thinking skills being applied to the education world (Shepherd 2001). Materials which are used as interactive mediums allow students to study content up to master level and use that knowledge in thinking skills (O'Brien & Hodgins 2000). Implementation of approaches, strategies, methods and techniques should be diversified to meet diverged needs of students (Fitriana 2011; Billingsley, Scheuermann, & Webber 2009; Gale & Cronin 2005; Rowlett 2010). In fact, teachers can define approaches, choose methods and set specific techniques that are suitable to the student's development and ability (Ismail & Atan 2011). The appropriate teaching approaches and strategies for Visually Impaired Students have the potential not only to stimulate students to learn actively, but also to produce meaningful and effective learning.

The third aspect is the methods of modifications carried out based on the regulations for modifications in the Education Regulations (Special Education) 2013. Modifications can be implemented in the teaching of Visually Impaired Students, including modifications in terms of (i) time; (ii) strategies and approaches; (iii) teaching aids; and (iv) the level of skills. Texas Education Agency (2014) explains that time modifications can be implemented by increasing time outside school time or teaching time of the year. In the context of this study, the timing changes are consistent with the guidelines set out in the Education Regulations (Special Education) 2013, in other words, changes or additional time during the examination, and the expected teaching period in the Annual Teaching Plan, whereas, modifications to teaching approaches and strategies depend on the type of eyesight problem, student situation, topic relevance, and classroom conditions. Previous studies show that student achievement is much better in schools which implement the adaptations of curriculum based on student's ability compared to schools that practice one curriculum for all students (King-Sears 2001, 2008; Begeny & Martens 2007; Hardman, Smith & Wall 2005). Next, by modifying the teaching aids, Visually Impaired Students can participate in teaching and learning activities through the transformation of physical environments, curriculum modifications and modifications of teaching aids as well as the provision of specialized equipment (Igune 2009; King-Sears 2001, 2008; Texas Education Agency 2014). Whereas, the skill level adjustment is necessary if the student experiences a delay in cognitive development compared to their peers (Bigge et al 1999; King-Sears 2008; Hardman, Smith & Wall 2005; Koga & Hall 2004, 2009). This level of skill modification enables Visually Impaired Students to attend the same subject as typical students in the classroom. Modification is important to develop appropriate individual programs, as well as to have a positive impact on the education of Visually Impaired Students in the future.

The discussion on the second phase of the module design and development is divided into two parts. Firstly, to answer the question "How is the Mathematics Teaching Module for Visually Impaired Students being designed based on the aspects, teaching model; Learning theory; And the appropriate modifications? "This module incorporates two teaching models: the effective teaching model of .Morrison et al (2011) and the 5E Teaching Model by Bybee and Landes

(1990). Meanwhile, the theory of learning refers to the theory of cognitivism by Piaget and Bruner. Besides that, active learning theories are considered when preparing students' activities and training. Bloom's Taxonomy theory is the basis for determining the level of student's skill level while modifications are based on the scope of modifications allowed in the Regulations of Education (Special Education) 2013.

Basically, these models and theories play their respective roles. Effective Teaching Model introduced by Morrison et al (2011) acts as organization model for module design. This means the module design structure is developed on a step by step that has been set in the model. There are nine main elements in the design framework of this module, namely: analysis of teaching problems; analysis of user characteristics; analyze tasks or content; determine teaching objectives; designing the arrangement of teaching; designing teaching strategies; designing teaching messages; building learning materials and planning teaching methods; and building instructional assessment instruments. Meanwhile, Teaching Model 5E is a model that acts as the organizational structure of teaching which is a five-step teaching arrangement of involvement, exploration, explanation, expansion/processing, and evaluation. Theories, models and modifications are combined to build a specific teaching module for Visually Impaired Students. Material-based teaching provided specifically for Visually Impaired Students can create meaningful and quality teaching and learning atmosphere, and is able to connect students and teachers (Nordin, Embi, & Yunus 2010; Ismail 2015). In fact, special teaching modules for Skilled Pupils are important to provide students with the need to teach their children according to their vision problems (Sanchez & Flores 2004; Madungwe 2013; Ferrell 2006; Curry & Hatlen 2007; Spindler 2006; Ali & Mahamod 2015).

The following is the second part of the second phase which answers the question of the study, "What is the expert assessment of the design of the Mathematics Teaching Module for Visually Impaired Fourth Year Students in terms of presentation and clarity of modules; module content; pedagogy of teaching modules; and modules with learning theories?" The findings of the four main constructs evaluated by experts, the overall average of the constructs provide a value greater than 61.0 per cent which is 82.0 per cent. This high percentage shows that the developed module has a high content validity. The findings summarize that experts agree that the developed Mathematics Teaching Module for Mathematics Teaching Module for Visually Impaired Fourth Year Students is feasible to be used and continued on user usability tests. The module developed can fulfil the teaching needs of Visually Impaired Students covering teaching objectives, learning outcomes, pedagogical approach, application of learning theory, teaching strategy, learning environment, management, support resources and so on. This module has successfully incorporated teaching and learning theories, appropriate teaching strategies and the application of information that achieves teaching objectives. Researchers have taken into account the important aspects in producing a module that can achieve the objectives of the module development as well as the teaching objectives achieved in line with the learning standard.

The findings from the third phase of the module usability assessment by teachers as users also show high score of consensus score of 97.65 percent with mean score of mean = 4.63. This shows that the teacher agrees that this module is suitable and can be used in teaching Mathematics to Visually Impaired fourth year students. The developed teaching modules took into account the four-year cognitive structure of the students and utilized their readiness to affect the development of new knowledge. The process of teaching and learning works

smoothly if the material is in line with the student's cognitive structure (Siegler, Thompson, & Schneider 2011). The module is structured with the theory of Bruner (1960) which says that effective teaching materials are compiled in the order of difficulty from a simple topic to more complex ones. Teachers provide suggestions for improvements aimed at producing more organized and effective modules.

Implications and Contributions of the Study

Based on a combination of theoretical and empirical data, the product of this research is expected to bring an impact on existing teacher practices and pedagogy. The development of knowledge in the new pedagogical form produced in this teaching module is expected to be able to alter the existing practice of teachers in facing the challenges of education of the Visually Impaired Students. The results of this study can be used as a reference for the parties involved in the planning, development and implementation of the curriculum to improve the existing curriculum, especially in the aspects of teaching aids, strategies and teaching approaches, curriculum modification methods and the implementation of active learning, especially for students in primary schools. The method of teaching and learning in this module can be used as an example and guidance for all teachers at primary level to produce more effective and meaningful teaching for Visually Impaired Students.

Conclusion

Overall, the development of teaching module for Visually Impaired Students has highlighted a new idea in meeting the educational needs of Visually Impaired Students in Malaysia. This study also provides exposure and information to the education policy maker regarding the unique teaching and learning needs of Visually Impaired Students. In addition, this study also provides general knowledge of the various categories of Visually Impaired Students and these differences require a teaching approach that is different from typical students. The initial effort in developing a dedicated teaching module for Visually Impaired Students opens a vast opportunity for such future efforts. In this regard, the Mathematical Teaching Module for Fourth Year Visually Impaired Students has made a great contribution as an inspiration for teachers' ideas and creativity in diversifying teaching and learning support materials to primary school pupils. Additionally, the researcher's proposals in the module include teaching strategies, teaching aids and special equipment, teaching and learning activities, modifications, and preparation of worksheets and tests, to directly assist and develop teachers' knowledge in diversifying Mathematics teaching approaches specifically for Visually Impaired Students.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

READINESS OF PRE-MEDICAL STUDENTS IN PROBLEM-BASED LEARNING (PBL) ENVIRONMENT

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Abstract: *The effectiveness and benefit of the problem-based learning (PBL) approach in the medical curriculum shows that there is a need to provide pre-medical students with the knowledge and skills required for their further study in a PBL environment. This study aimed to determine pre-medical student's readiness of problem-based learning environment as a means for appropriate learning strategies, attitudes and skills. A quantitative and descriptive survey was conducted to 43 pre-university medical students in the Foundation in Science programme at a private university. Questionnaire developed by X. Du et.al (2016) was employed to determine the level of student's readiness. The questionnaire was piloted and modified and SPSS 17 was used for data analysis. Results indicated that the factor of ability to search for, share, and present information shows the higher mean compared other factors. While the factor of ability to use diverse learning sources shows the lower mean. The presentation method that was applied in the majority of the courses at Foundation in Science programme enable the students to practice these skills. However, the instructor should put a big amount of effort to help student's skill of utilizing learning tools. To conclude, this study able to contribute the ideas on how to improve the future activities for preparing students in PBL environment.*

Keywords: *Pre-medical students, PBL, learning strategies*

Introduction

Problem Based Learning (PBL) approach that involved learner actively in learning process through experiencing the problem solving in group is seem significant as part of the process of training professional and ethical doctor in the future. According to X. Du et al. (2016), the rationale behind the implementation of PBL as an educational strategy in the most of medical universities worldwide includes not only its promotion of efficient knowledge acquisition, self-directed learning, participation, critical thinking, self-reflection, and evaluation, but also many other skills and competencies that are necessary for success in the health professions. Developing all these skills and competencies are important in order to produce graduates that

can meet the healthcare needs locally and globally. Therefore, the aptitude of this teaching strategy to develop students' ability to apply health care knowledge, problem-solving skills and clinical reasoning skills, and breadth and depth in critical thinking (Murphy et al. 2011; Niemer et al. 2010) is suitably inducted into medical curriculum. In addition, PBL appears to be a superior and effective strategy to train competent and skill practitioners and to promote long-term retention of knowledge and skills acquired during the learning experience (Strobel, 2009).

Nevertheless, early exposure of PBL environment to future medical students should be taken into consideration since PBL session will be conducted independently by them. One of the crucial exposure is to expose them with activity that consists of essential components of self-directed learning. According to Kassab and Abu-Hijleh (2005), self-directed learning pedagogy enables the production of learner characteristics such as critical appraisal, information processing, communication and teamwork. Providing learning activity with these components will help students to be better prepared for their future study in a PBL environment by experiencing the beneficial effects of PBL. According to Bliss (2016), some students are still fear of voicing incorrect answers and they are not completely confident to share their answers in PBL session. This could possibly be caused by students have less experience with constructivist approach to learning or have only be exposed to lecture-based environment (X. Du et al., 2016). These scenarios might disable the students to develop their communication skill, confident level and any other skills that can prepare them to PBL approach.

Therefore, PBL that can be considered a "constructive self-directed, collaborative and contextual activity" (Dolmans et al. (2005) may need student's preparation in term of learning experience, attitudes and skills to enable them to adapt to the PBL environment. This means that the constructivist learning activities exposed at foundation level have to achieve certain skills and competencies which are crucial in helping the readiness of pre-medical students in PBL environment. This study focused on considering the adequacy of exposure of constructivist learning activity at foundation level as preparation of pre-university medical students in adapting PBL environment for their future study. The objective is to determine the readiness of pre-university medical students to problem-based learning environment as a means for appropriate learning strategies, attitudes and skills.

Literature review

Problem-based learning (PBL) is an approach to learning that focuses on dissection and discussion of problems or cases in small groups usually supervised by one or more expert tutor(s) or instructor(s) (Bliss, 2016). PBL is a student-centered pedagogy which involve students actively in learning the basic problem-solving skills and acquire knowledge through interaction with others (Rojana, Chantana and Thanin, 2017). This approach may give students the opportunities to problem-solve in a collaborative setting, create mental models for learning, and form self-directed learning habits through practice and reflection (Schmidt HG and Moust JHC, 2000). The concept of experiencing learning through problem-solving in PBL allows students to learn the content as well as new thinking strategy (Rojana, Chantana and Thanin, 2017).

Unlike in the traditional method, in PBL students are usually divided into groups where each members be assigned with specific task roles. According to Lou et al (2001) learning in small groups is more efficient than individual learning in prompting students to achieve profound

understanding of questions and topics prompted. Basically, student's positions as active knowledge and information seeker in solving trigger problem is conducted independently by them with supervision of instructor. This is supported by Bliss (2016) who stressed that in PBL, students apply an 'inquiry method' to seek knowledge and solutions through the questioning and investigation of locations, objects, people, books, evidence and information with collaborative group of students and their instructors. Generally, in medical line, this small group discussion is carried out outside of class time and students freely to discuss on scenarios which are normally clinically oriented. Students are allowed the freedom to not only discuss "correct" answers but also an opportunity to knowingly challenge "correct" answer to foster deeper understanding of the question and topic at hand.

With this approach, it enables students to choose their own strategy in all aspects to manage their problem which directly relevant to practice. This learning environment encourages deep approaches to learning through engaging students in self-directed research to address real world problems, including analysis of contextualised data applied to authentic discipline specific artefacts (J. Martyn et al., 2014). Self-directed learning provide opportunities to learners to set their goals, select learning methods and choose learning resources based on his/her own interests and abilities (Jaemjan et al., 2015). According to Hmelo-Silver (2004), self-directed learning is considered especially important for less mature learners at the beginning of their study in a PBL environment. Therefore, foundation level of higher education is the best medium to expose pre-university medical students with students-centered learning activities to help them prepare for their medical study in PBL. At present, there are few activities that are commonly used at Cyberjaya University College of Medical Sciences (CUCMS) foundation programme to foster self-directed learning; such as cooperative learning, self-regulations, small-group discussion, presentation and reflective writing.

This approach is supported by X. Du et al., (2016) who explained that to study in a PBL environment presupposes that students have not only a good understanding of the rationale of constructivist approach to learning, but also the appropriate learning strategies, attitudes and skills that are relevant to PBL activities. Previous study documented that PBL is more effective than traditional approaches when the measurement of learning outcomes focused on long-term knowledge retention, performance or skill-based assessment and mixed knowledge and skills (Strobel and Barneveld, 2009). It shows that appropriate learning strategies such as constructivist learning may help students to develop some attitudes and skills as to prepare them for their future study in medical school. Development of specific attitudes and skills through related activities with PBL enables pre-medical students to be well-prepared for PBL environment at the faculty level. It can contribute to the effectiveness of PBL approach in producing of quality practitioner.

For example, in self-directed learning, students able to develop several skills such as planning one's own learning, developing and applying learning strategies and using learning resources appropriately (Hmelo-Silver, 2004). Besides, small-group discussion and presentations approach will improve student's communication skill and interpersonal skills. While writing of reflective journal or also known as reflective diary will develop the ability to identify and analyse their difficulties, make suggestions for solving problems and ask and pursue questions on their own (Harris, 2006). Indirectly, it also will develop critical thinking skills and problem solving skills. Some of these skills may contribute to lifelong learning skills since it is important to have through PBL as students learn content independently before sessions through

various, often public-access, resources and work through session replete with data from primary literature sources (Bliss, 2016).

Therefore, exposure of appropriate learning strategy, attitudes and skills at the beginning of pre-medical students to educational activities able to support their involvement in PBL environment. Thus, educational activities at this level is highly structured and learner-centred approach will make the learning happens effectively through PBL approach. Kek and Huijser (2011) identify that the deliberate design of the PBL instructional process and the student-centered learning environment, closely mirroring a social constructivist paradigm, are keys to its effectiveness. Hence, a survey needs to be conducted to know the level of student's readiness in PBL environment.

Methodology

A quantitative and descriptive survey method was employed to determine pre-university medical student's readiness of problem-based learning environment as a means for appropriate learning strategies, attitudes and skills. Questionnaire was adapted from X. Du et al. (2016) which focused on important learning skills for students in order to maximise the benefits from PBL at the beginner level. The questionnaire was chosen because its design fits perfectly with the objectives and teaching methodology of courses offered to the participants such as lecture, group discussions, project work and reflective diary. A pilot study was carried out to test the questionnaire. The questionnaire consists of 16 questions and was divided into four factors namely: 1) Ability to search for, share and present information, 2) Ability to develop learning tools and express opinions, 3) Ability to use diverse learning sources, and 4) Ability to participate in discussion and reflect. Items were scored on a 10-point scale ranging from "totally disagree" (1) to "totally agree" (10).

This study was conducted at one private medical university in Malaysia. At the foundation level in this university, constructivist learning was adapted as educational activity including SCTL presentations, small-group discussion, reflective diary and science project. The study was carried out to 43 students who enrolled to Foundation in Science (FIS) programme and the mean age of the participants is 19. The participants of this study were learners leading to medical programmes and have taken compulsory foundation courses that cover theory and practical aspects. Questionnaire was distributed by a designated person from Centre for Foundation in a formal classroom environment. Students were given with 10 minutes to complete the questionnaire. Data collected was analysed using Statistical Package for Social Sciences (SPSS 17).

Result and Discussion

The objective of this study was to determine pre-university medical student's readiness to problem-based learning environment as a means for appropriate learning strategies, attitudes and skills. Descriptive analysis was used to determine the value of means and standard division (SD) among the four factors listed. As shown in **Table 1**, analysis indicated that the mean score of the readiness of pre-university medical students in PBL environment is 7.73 ± 0.88. It showed that the means score for factor of ability to search for, share and present information is 7.80 ± 0.98, ability to develop learning tools and express opinions is 7.78 ± 1.09, ability to use diverse learning sources is 7.61 ± 0.97, and ability to participate in discussion and reflect is

7.73 ± 1.03. Among the four factors, factor of ability to search for, share and present information were identified as the highest score of mean. While factor of ability to develop learning tools and express opinions was shown the lowest score of mean.

Table 1: Mean and SD for student's readiness in PBL environment

Factors	Mean	SD
Ability to search for, share, and present information	7.80	0.98
Ability to develop learning tools and express opinions	7.78	1.09
Ability to use diverse learning sources	7.61	0.97
Ability to participate in discussion and reflect	7.73	1.03
Overall	7.73	0.88

The results of this study indicated that students who experienced learning in PBL environment with activities such as self-directed learning, small-group discussion and reflective diary showed fairly good skills and competencies that will prepare them for the future PBL session. It can be compared with findings by X. Du et al. (2016) which showed that the means score (5.91 ± 1.75) of readiness of students without PBL environment learning is lower than researcher's finding. Even though this study did not indicate the improvement of level of readiness of students in PBL environment, it provides beneficial information to improve the successful learning activities of courses offered at this university. According to Levett-Jones (2005), successful introduction of any self-directed teaching method requires adequate students and teacher preparedness with a balance of student and teacher directed learning. In this case, teachers need to have well planning when applying any self-directed learning in order to achieve the objective of the courses.

However, the same finding was previously obtained by X. Du et al. (2016), in the highest and lowest means score of factor of ability to search for, share and present information and factor of ability to develop learning tools and express opinions. In this university, student's presentation is a common practice learning activities and it became a trademark in promoting students-centered learning. This efforts might contribute to the highest means score of this factor. X. Du et al. (2016) expressed the similar aspiration as they suggested that students joining a PBL medical curriculum will greatly improve their learning skills in particular, as well as in the aspects of practicing and utilising learning tools and expressing their opinions. With this exposure, students have a good guidance, clear feature and idea by experiencing the skills themselves.

Conclusion

The adaption of questionnaire designed by X. Du et al. (2016) to determine the readiness of pre-university medical students in PBL environment provides good input in improving learning course design to pre-university medical students. The findings of the present study imply that more works need to be done towards upgrading the appropriate learning activities, attitude and skills on course design for preparing them to the PBL activities at the faculty level. Learning

activities with PBL environment are useful where it actively engage students in the problem solving skills thus promotes student's critical thinking through application of knowledge.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

A THEORETICAL FOUNDATION ALIGNMENT ANALYSIS ON THE MALAYSIAN SECONDARY SCHOOL EFL SPEAKING CURRICULUM

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Abstract: *Every language curriculum is designed based on a particular theoretical orientation. Thus, when a language curriculum is designed based on specific theory, it is imperative that the contents presented in that curriculum align with its theoretical underpinning. This is to ensure the effectiveness of the curriculum. If the curriculum is not coherent, then the overall goals of the curriculum will not be achieved. The present Malaysian English language curriculum is developed and designed based on the Communicative Language Teaching (CLT). In line with its label, the contents presented are expected to be coherent and in alignment with its communicative label including at its theoretical level. Thus, it is the aim of this current study to investigate if the theoretical grounding of the Malaysian form 4 English language curriculum, in particular, the speaking curriculum, is in alignment with its communicative label. The focus of the study is on the Malaysian form 4 English language speaking curriculum. Hence, data were collected from the form 4 English language curriculum specifications document and the form 4 English language textbook. Speaking-related statements were extracted from the documents and categorized under major Second Language Acquisition (SLA) theories and second language (L2) speaking theories in order to identify their alignment with the communicative approach. The findings show that the socio-cognitive and socio-cultural theories, the two theories which were merged to represent the SLA theory for communicative instructional approaches, were highly reflected in the Malaysian form 4 English language speaking curriculum. Results also exhibit that both the Interaction Hypothesis and Output Hypothesis which made up the Interactive L2 speaking theory were reflected in the data analysed. This confirms that the Malaysian form 4 English language speaking curriculum is primarily in alignment with its communicative label as reflected in the two main documents analysed. Therefore, it is reasonable to conclude that the Malaysian English language speaking curriculum for Form Four is coherent with its communicative label at the Approach level.*

Keywords: *communicative language teaching, L2 speaking theories, English language speaking curriculum*

Introduction

Every language curriculum is designed based on a particular theoretical orientation. Thus, when a language curriculum is designed based on specific theory, it is imperative that the contents presented in that curriculum align with its theoretical underpinning. This is to ensure the effectiveness of the curriculum. If the curriculum is not coherent, then the overall goals of the curriculum will not be achieved.

The present Malaysian Form Four Secondary School English language curriculum revised in 2003 adopted the general proficiency approach. It is based on learning outcomes geared towards equipping students to "use the language in everyday life, to further their studies and for work purposes" (Form Four English Language Curriculum Specifications, Malaysian Ministry of Education, 2003, p. 2). English grammar, phonology, vocabulary, ICT skills, thinking skills as well as values and citizenship education are also included in the curriculum. The objectives of the Form Four English language curriculum include the ability to "form and maintain relationships through conversation and correspondence; take part in social interactions; and obtain goods and services" (Form Four English Language Curriculum Specifications, Malaysian Ministry of Education, 2003, p. 2). Apart from that, learners are also expected to be able to use information gathered from different sources in oral presentations and in written forms. The curriculum also enables learners to express themselves creatively in spoken and written form. Equally important is to express appreciation and love towards the nation.

Based on the curriculum document, the four language skills i.e. listening, speaking, reading and writing are integrated into three areas of language use. The three areas are Interpersonal, Informational and Aesthetic. In other words, learners use language to build and maintain friendships, engage in social interaction, obtain and present information, and appreciate literary texts as well as to engage in creative expression. Six broad areas become the focus of the curriculum. They include people, environment, social issues, values, health, and science and technology. These six areas are translated into topics using tasks and activities to enable learners to read, write and talk about them. Lessons are activity-based, learner-centred and involve real-life tasks. This is to ensure that learners are given the opportunity to engage in activities that require them to use the language. Thus, it could be concluded that the Malaysian Form Four Secondary School English language curriculum was developed based on the principles of Communicative Language Teaching (CLT) in the form of Communicative Task-Based Language Teaching (CBLT). The curriculum however, does not have an exclusive speaking curriculum and objectives. Nonetheless, based on the general objectives outlined in the curriculum document, it is observed that the speaking objectives are integrated and included in the general objectives.

Literature review

The Communicative Language Teaching (CLT) Approach and Related Theories

According to Brandl (2007), "communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers, 2001, p. 5)". CLT does not adhere

to any particular theory or method. Even though it does not adhere to one particular theory or method, CLT is based on the notion that the main function of language use is communication. This is because the primary goal of CLT is for learners to develop communicative competence (Hymes 1972). To achieve this, learners are provided with meaningful language activities in which interaction among them is vital when they engage in those activities.

A theory that places emphasis on the importance of interaction is the Socio-Cultural Theory (SCT) by Vygotsky. The SCT stresses on the role of social interaction in learning. The argument is that interaction is an opportunity to learn as it is through interaction that learners regulate or restructure their knowledge. This means that knowledge is socially constructed by interaction and is then internalized. Within the socio-cultural approach to L2, language knowledge is constructed through social interaction between individuals and is then internalised (Vygotsky, 1978). This is because interaction allows mediation process to take place. The underlying assumption is that knowledge is created through interaction and not simply transferred. In other words, during social interaction, as learners negotiate, they can develop their language skills as well as cognitive and problem-solving abilities (Swain & Lapkin, 2002). Thus, in this case, CLT could be viewed as "in line with socio-cultural theory (SCT), which views language as a tool in a socially mediated process" (Vygotsky, 1978) and "as a central tool for the development of thought processes or the crucial means of mediation for one's cognition" (Sidek, 2012, p. 110).

Another SLA theory that is closely linked to the CLT is the socio-cognitive theory. Based on the socio-cognitive theory, interaction promotes language learning. One is through the context of social interaction and the other is through interaction with the environment. Thus, "an individual's environment and changes in that environment affect the individual's thought processes which in turns influences the development of his or her language acquisition" (Matsuoka & Evans, 2004 cited in Sidek, 2010, p. 24). The SCT and the socio-cognitive theory overlaps in the way they view language i.e., as cognitive and social in nature. However, unlike the SCT, the socio-cognitive theory "does not promote communicative competence as central to language activities" (Sidek, 2010, p. 24). The socio-cognitive theory is rather limited to the interaction between the mind, the body and the language without considering the role of others or context. Nonetheless, due to its emphasis on interaction, the CLT is very much in line with the socio-cognitive theory views on SLA.

In terms of L2 speaking theories that are considered very much in line with CLT, two stand out prominently. They are the Interaction Hypothesis (IH) and the Output Hypothesis (OH). Both place emphasis on interaction among learners. In general terms, The Interaction Hypothesis (Long, 1996) suggests that the more opportunities learners have to negotiate, both meaning and content, the more likely they would acquire the language. Negotiation for meaning is an activity that occurs because of interaction "in which learners seek clarification, confirmation, and repetition of L2 utterances they do not understand" (Pica, 1994, p. 56). The more learners get the opportunity to interact, ask questions, seek clarification, request for explanation and negotiate both contents and meaning, the more likely they would acquire the language and become better speakers. The notion of interaction in language learning is also closely linked to Swain's Output Hypothesis. In Swain's Output Hypothesis (2005), she places great emphasis on the importance of output in language learning processes. She asserts that to develop target-like usage of a language, learners need to comprehend language as well as produce it. In other words, for interaction to facilitate language acquisition, learners need to have the opportunities

to produce the language during interaction. This is because by only receiving input is not sufficient for language acquisition to occur effectively. Learners need to produce language as well. Numerous findings from research on interaction suggest that L2 learning and development occur when learners have the opportunities "to negotiate for comprehensible input, receive feedback, and modify their output" (Mackey, 2007, p. 100).

Both the IH and the OH place emphasis on the importance of interaction and output in L2 learning, and support the use of task-based activities in a language classroom as one possibility of providing interaction opportunities to learners is by using communication tasks. When learners are given communication tasks to work on, they would be involved in a variety of activities. They ask questions, seek clarification, request for explanation, express opinions, contribute ideas on issues and negotiate both contents and meaning. In other words, they engage in purposeful activities and meaningful interaction. Within the realm of CLT approach to speaking, learners often play the role as a negotiator. They interact and negotiate meaning in small groups or class to complete tasks assigned to them. In this case, though not specifically labelled as L2 speaking theories, both IH and OH are very much in line with the CLT approach.

The Study

The present Malaysian English language curriculum is developed and designed based on the Communicative Language Teaching (CLT). In line with its label, the contents presented are expected to be coherent and in alignment with its communicative label including at its theoretical level. Numerous studies on EFL (e.g., Abdullah & Sidek, 2012 - writing feedback; Saad et al., 2016a; 2016b - EFL learning experience; Baharun et al., 2016a - task-based learning; Baharun et. al, 2017 - collaborative tasks; Sidek et. al, 2016a - EFL reading fluency; Sidek et al., 2016b - abstract writing in EFL) have been conducted in Malaysia. However, studies on the Malaysian English language curriculum itself are still very few and not comprehensive. For example, currently, studies on the Malaysian English language curriculum had been conducted predominantly on EFL secondary school reading curriculum only (e.g. Sidek, 2012, 2013, 2014; Sidek, & Abdullah, 2013; Sidek, Abdullah, & Rahim, 2013).

Within the Malaysian setting, studies on EFL speaking have also been widely conducted. The studies investigated different issues related to EFL speaking. They include among others research on language anxiety among English language learners and their speaking performance (Chan, Abdullah & Yusuf, 2012), using tasks to foster learners' speaking abilities (Mohammadipour & Rashid, 2015), using films to teach speaking in the EFL classrooms (Shing, & Yin, 2014), turn-taking strategies among learners in class discussion (Rahmat, Rahman, & Yunos, 2015) and task-based oral discourse (Baharun, 2015). Not many have been done at the root of it, which is the speaking curriculum itself. It has been found that despite its importance being the foundation of the EFL instruction, studies on EFL speaking curriculum at the secondary school level are scarce in the mainstream publications (e.g., Baharun et. al, 2016b). Hence, the present study is a pioneering study of its nature as to the best of the researchers' knowledge, such study is still very few in Malaysia or in other EFL settings. It is the aim of this current study to investigate if the theoretical grounding of the Malaysian form 4 English language curriculum, in particular, the speaking curriculum, is in alignment with its communicative label. Specifically, the study seeks to answer the following research questions (RQs):

RQ1: *What are the SLA theories reflected in the form four English language speaking curriculum?*
RQ2: *What are the L2 speaking theories reflected in the form four English language speaking curriculum?*

Methodology

Research Approach

The method of analyzing the Malaysian EFL secondary speaking curriculum in this study is substantially influenced by the language teaching model of Richards and Rodgers (2001), a revision of Edward Anthony's (1963) model. This model presents a conceptual framework for language instruction proposing that at the fundamental level, language instruction can be analyzed in terms of *Approach* (foundational theory), *Design* (e.g., selected language skills, learning tasks, learner roles), and *Procedure* (e.g., classroom techniques, classroom observation, teacher interviews). However, as this study examined the curriculum coherence in terms of the alignment of theories and the overarching approaches to L2 speaking instruction that are reflected in the Malaysian EFL secondary speaking curriculum and instruction, only the Approach component in Richards and Rodgers' (2001) language instruction conceptual frameworks was applicable to the study, although with modifications.

Data Collection

To address the research questions posed in this current study, we used document analysis as the research instrument to generate data. The sources of data were in the form of speaking-related statements extracted from two written documents. The documents were the:
i) Form Four English Language Curriculum Specifications (Malaysian Ministry of Education, 2003) – this document is used by teachers of English language as their teaching guidelines.
ii) Form Four English Language Textbook – this book is used by both English language teachers and form four students in the classroom during English language lessons.

Below are samples of speaking-related statements extracted from the Form Four English Language Curriculum Specifications;

- Taking part in conversations and discussions
- Suggesting ways to solve a problem
- Pronouncing words clearly and correctly, and asking questions and making statements with the correct intonation, word stress and sentence rhythm

The speaking-related statements from the Form Four English Language Textbook are as follows;

- Look at the pictures below. What aspects of friendship do they show? Discuss in groups
- In pairs, take turns to read out the dialogue
- Listen and repeat after the teacher

Data Analysis

For the present study, only the 'Approach' aspect was relevant as the aim was to determine whether the theoretical groundings of the Malaysian form four English language curriculum,

in particular the speaking curriculum, is in alignment with its communicative label. Richards and Rodgers' (2001) model at the Approach level provided a tool for analyzing the Malaysian secondary EFL speaking instructional approach in terms of its grounded foundational theories of SLA and theories of L2 speaking. To answer the research questions, the current study extracted speaking-related statements from the Form Four English Language Curriculum Specifications (Malaysian Ministry of Education, 2003) and the Form Four English Language Textbook. The data from the two sources were analyzed using straightforward percentages and compared in order to determine the alignments. The analysis for each research question is explained individually.

RQ1: *What are the SLA theories reflected in the form four English language speaking curriculum?*

Based on the reviews of SLA theories, the speaking-related statements in the curriculum specifications and in the text-book were inferred as one of the three prominent SLA theories: structuralism, socio-cognitive theory and socio-cultural theory (SCT). From the researchers' preliminary examination of the curriculum documents, these are the major SLA theories reflected in the documents. As such, these theories were selected as the coding for the current study at the level of approach. The structuralism theory was inferred in statements such as saying words after the teacher and saying sentences with the correct intonation, word stress and sentence rhythm. The socio-cognitive theory was inferred in statements such as role-playing given dialogues, presenting speeches and reporting findings. The socio-cultural theory of SLA was inferred in statements such as interviewing people to get more information, engaging in small group discussions and responding to questions and comments.

RQ2: *What are the L2 speaking theories reflected in the form four English language speaking curriculum?*

Based on the researchers' review on L2 speaking theories, there are two prominent theories of L2 speaking; Non-interactive speaking theory and Interactive speaking theory. The speaking-related statements in the curriculum specifications and in the text-book were coded following these two theories above. The Non-interactive speaking theory to L2 speaking was reflected in the instructional approach such as the Audio-Lingual Method, Direct Method and Oral Approach to L2 speaking. It was inferred in statements such as pronouncing the words correctly, reading the dialogue and practising the following ways of expressing opinions. Speaking is considered interactive when there is interaction between the interlocutors and involves tasks-based language teaching. Hence, it is reflected in the IH and OH take on L2 speaking. The Interactive speaking theory to L2 speaking was inferred in statements such as discussing and exchanging ideas, expressing opinions and asking questions either in pairs or small groups.

Findings

Findings show that the socio-cognitive and SCT, the two theories which were merged to represent the SLA theory for communicative instructional approaches, were highly reflected in the Malaysian form 4 English language speaking curriculum. Results also exhibit that both the IH and OH which made up the Interactive L2 speaking theory were reflected in the data analysed. This confirms that the Malaysian form 4 English language speaking curriculum is

primarily in alignment with its communicative label. Detailed discussions based on the two RQs are presented below.

SLA theories reflected in the form four English language speaking curriculum

This section presents the findings for the first research question: *What are the SLA theories reflected in the form four English language speaking curriculum?*

In terms of the SLA theories, findings revealed that both the SCT and the socio-cognitive theory were prominent as reflected in the form four English language speaking curriculum in both the Form Four English Language Curriculum Specifications and in the Form Four English Language Textbook that were examined. This could be observed in the speaking related statements identified in both documents. A total of 49.1% of the speaking-related statements identified in the curriculum specifications exhibits the SCT approach while an equally significant percentage (43.6%) is found to exhibit the socio-cognitive theory approach. The speaking-related statements extracted from the English language textbook also exhibit similar findings. A total of 48.1% of the speaking-related statements from in the textbook reflects the SCT approach and a total of 39.4% of the speaking-related statements in the English language textbook reflects the socio-cognitive theory approach. Even though the form four Malaysian English language curriculum was developed based on CLT, it is found that there is a trace of structuralism as well in the speaking-related statements both in the curriculum specifications (7.3%) as well as in the English language textbook (12.5%). However, the percentage is not significant. Thus, it is reasonable to conclude that the Malaysian English language speaking curriculum for the Form Four is coherent with its communicative label. Details are shown in Table 1.

Table 1: Analysis of SLA theories in the Form Four English Language Speaking Curriculum

Documents/ SLA Theories	Socio-Cultural Theory	Socio-Cognitive Theory	Structuralism
Form Four English Language Curriculum Specifications	49.1%	43.6%	7.3%
Form Four English Language Textbook	48.1%	39.4%	12.5 %

L2 speaking theories reflected in the form four English language speaking curriculum

This section presents the findings for the second research question: *What are the L2 speaking theories reflected in the form four English language speaking curriculum?*

The speaking-related statements extracted from both documents were inferred as one of the two L2 speaking theories, the Interactive and Non-interactive speaking theories. The Interactive L2 speaking theory, which made up of the IH and the OH, is found to be prominent

in both documents - the form four English speaking curriculum specifications document (90.9%) and the textbook (64.9%). Both IH and OH place great emphasis on interaction, negotiation and output in speaking and this could be observed in the speaking-related statements extracted from the documents. For example, *In groups talk about what you want to achieve in the near future and in the distant future, Discuss in small groups*. These speaking-related statements require learners to take part in conversations and discussion, and exchange ideas, information and opinions on topics of interest.

The Non-interactive L2 speaking theory reflected in the speaking curriculum is related to the behaviourist theory. They include the Direct Method, the Oral Approach and the ALM. Emphasis is on correct pronunciation. Hence, the speaking activities emphasize on accurate repetition of dialogues, oral drills and pattern practice. These are common oral activities that are in line with the behaviourist learning theory as it is believed that "in order to acquire a language one needs to acquire the forms of the language, which are best taught using reinforcement or repetitive practices" (Sidek, 2010, p. 29). A total of 9.1% of the speaking-related statements from the curriculum specifications and 35.1% from the textbook are non-interactive in nature. Findings are shown in Table 2. The Non-interactive L2 speaking theory reflected in the speaking curriculum could be observed in some of the speaking-related statements. For instance, *Listen and repeat after your teacher, Read the sentences below and make sure you pronounce the /I/ and /i:/ sounds correctly, Work in pairs. Take turns to say the following sentences*.

Table 2: Analysis of L2 Speaking Theories in the English Language Speaking Curriculum

Documents/ L2 Speaking Theories	Interactive L2 Speaking Theory - IH & OH	Non-interactive L2 Speaking Theory - Direct Method, Oral Approach & ALM
Form Four English Language Curriculum Specifications	90.9%	9.1%
Form Four English Language Textbook	64.9%	35.1%

Discussion

In line with its communicative label, the speaking curriculum embedded in the Malaysian form four English language curriculum is developed and designed based on the CLT and reflects the CLT approach. The two main documents examined (the Form Four English Language Curriculum Specifications and the Form Four English Language Textbook) show that the theoretical grounding of the Malaysian form four English language curriculum, in particular the speaking curriculum, is in alignment with its communicative label. The principles of CLT in the form of CBLT are evident in both documents. The teaching and learning activities centre around tasks as the aim is to provide maximum opportunity to learners to engage in language use. In task-based instruction, learners use language to transact or perform tasks rather than learn individual language items (Foster, 1999, Nassaji & Tian, 2010). The tasks in focus are group communication tasks that require learners to work together in small groups or pairs. Researchers claim that when they work in small groups, learners have more "opportunities to participate, observe, reflect on and practice socially shared ways of knowing and thinking"

(Kumpulainen & Wray, 2002, p. 3). Thus, using tasks as the core for language teaching and learning, it is expected that the curriculum could equip learners with the abilities to "form and maintain relationships through conversation and correspondence; take part in social interactions; and obtain goods and services" (Form Four English Language Curriculum Specifications, Malaysian Ministry of Education, 2003, p. 2).

Despite most of the speaking-related statements are interactive in nature, it should be highlighted that there is a significant percentage of the statements that reflects the Non-Interactive L2 speaking theory i.e., the Direct Method, Oral Approach and the Audio-Lingual Method. Even though the revised Malaysian Form Four English Language curriculum is developed based on the principles of CLT in the form of CBLT, it is observed that emphasis is still placed on accurate production of the target language form as found in the curriculum specification and textbook, albeit not the primary focus. This is in contrast with what CLT advocates. Within the CLT approach, learners are to interact with one another and negotiate meaning. Thus, the language activities should include those that would encourage learners to engage in discussion and negotiation, ask for more information, seek clarification and use language meaningfully. However, the existence of statements that require the learners to '*Listen as your teacher reads the words below. Repeat what you hear*' and '*Listen and repeat*', show that Non-Interactive L2 speaking theory still underpins the revised curriculum.

Conclusion

In summary, the findings of the present study generally show that the theoretical underpinning reflected in the Malaysian English language speaking curriculum is in alignment with the communicative approach as the speaking tasks in the curriculum significantly reflect the socio-cognitive and socio-cultural theories. Therefore, it is reasonable to conclude that the Malaysian English language speaking curriculum for the Form Four is coherent with its communicative label at the Approach level. In terms of the L2 speaking theories, it can also be concluded that the Interactive L2 speaking theory is reflected in the curriculum. However, it is believed that the alignment can be revised and improved to ensure that the Malaysian English language curriculum is effective and can achieve its communicative goals.

Acknowledgement

This research was financially supported by Islamic Science University of Malaysia (USIM) (Grant NO. PPP/USG-0215/FPBU/30/16015).

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

ASSESSMENT OF CRITICAL THINKING SKILLS AMONG THE UBLC COLLEGE STUDENTS AND TEACHERS

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Abstract: *Critical thinking is considered as a factor in the quality of education that the local can offer. Thus, the study aims to identify the critical thinking skills in terms of classroom instruction and propose intervention activities to develop critical thinking skills among college students. Moreover, this study explores how teachers perceive their teaching of critical thinking skills and their students' perceptions about their understandings and awareness of learning critical thinking. The questionnaire from the Foundation for Critical Thinking was administered to 1,050 respondents from the teachers and students. Results show the strength of the students in terms of critical thinking would be their view on determining the reliability of the sources of the information they use and receive in class. There is a need to improve the teachers' instruction to aid the students in identifying the differences among assumptions, inferences, and predictions so they can perform their assigned task properly.*

Keywords: *Critical Thinking,*

Introduction

Learning is the process that allows people to adapt to the changing conditions of the world around us. It requires a man to observe, think, analyze, understand, and apply prior knowledge to come up with better alternatives to common day-to-day challenges, and solutions to problems. Educators worldwide recognize the changing scope of our world and the changing needs of our children. "Students entering the new millennium must come fully equipped with skills that enable them to think for themselves and be self-initiating, self-modifying, and self-directing (Costa, 2001). The challenge ahead for 21st century schools and beyond is allowing teachers to collaborate with the goal of creating better teaching strategies, remodeling curriculum, and constructing creative assessments for thinking skills (Rotherham & Willingham, 2009).

The ASEAN integration vision 2020 identifies the ASEAN community as "conscious of its ties of history, aware of its cultural heritage and bound by a common regional identity." To ensure that integration benefits all, actions and all programs must be purposive in nature. They must

be intentionally directed to addressing the problems of unemployment, poverty and inequality (McCarthy, 2013).
In response to these needs, the Philippine Commission on Higher Education and Department of Education study the Philippine Educational System through the implementation of K to 12 curriculum Enhanced Basic Education Curriculum and Outcomes Based Education, which anchored on 21st century skills which include among others creativity, curiosity and critical thinking skills under the big heading "learning and innovation skills." (Corpuz, 2013)

Critical thinking is a physical act by verbalizing or a thought process which is showcased through writing by displaying the ability to think through problems. Slavin (2012) stated that critical thinking skills are utilize for deductive reasoning and problem solving in order to uncover reasonable discrepancies and myths. Additionally, for critical thinking to develop and become highly effective, students must encompass patterns of behaviour which parallel their skills throughout the day, not just in school (Sever, 2008)

University of Batangas Lipa City is relatively new in the academic circle of Lipa City. It is an expansion of the oldest university in Batangas Province, the University of Batangas, formerly Western Philippine College. In its pursuit of delivering quality education to its clientele, UB, continuously update its curriculum and makes sure that its teachers are well-adept with the current teaching trends and practices. Part of this, is not only to deliver this service but to fully realize its mission by producing quality students who can think and make sound decisions; and those who can innovate and apply the knowledge, skills and attitude they learned from UBLC. As a new campus in the academic realm, no studies have been done concerning the way critical thinking is being taught by teachers and how is it learned by its students in this university. Thus, it is imperative that this study be done to determine these processes.

Furthermore, UBLC's philosophy, vision, mission and goals are directed toward development of high quality education and ensure highly globally competitive graduates. In order to be successful in the implementation and in response to the needs, the research paper aims to identify the critical thinking skills in terms of classroom instruction and propose intervention activities to develop critical thinking skills among college students.

This study explores how teachers perceive their teaching of critical thinking skills and their students' perceptions about their understandings and awareness of learning critical thinking practices.

Literature review

Facione (2010) identified six critical thinking skills in general. These are interpretation, skill analysis, evaluation, inference, explanation and self-regulation.

Interpretation is defined as the ability, "…to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria" (Facione, 2010, p. 5).

The skill analysis is defined as the ability, "…to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of

representation intended to express belief, judgment, experiences, reasons, information, or opinions" (Facione, 2010, p. 5).

Evaluation as a critical thinking skill is defined as the ability, "…to assess the credibility of statements or other representations which are accounts or descriptions of a person‟s perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation" (Facione, 2010, p. 5).

Inference is, "…to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to deduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation" (Facione, 2010, p. 6).

Explanation is, "…being able to present in a cogent and coherent way the results of one‟s reasoning. This means to be able to give someone a full look at the big picture: both „to state and to justify that reasoning in terms of evidential, conceptual, methodological, criteriological, and contextual considerations upon which one‟s results were based; and to present one‟s reasoning in the form of cogent arguments‟" (Facione, 2010, p. 6).

Lastly, Self-Regulation is to, "…self-consciously monitor one's cognitive activities, the elements used in those activities, and the resulted educed, particularly by applying skills in analysis, and evaluation to one's own inferential judgments with a view toward questioning, confirming, validating, or correcting either one's reasoning or one's results" (Facione, 2010, p. 7).

As aforementioned in the discussion of each critical thinking skill, self-regulation may be applied with each skill throughout the critical thinking process. By doing so, the information gleaned by each skill is questioned, confirmed and validated. Self-regulation is the step in which the student needs to ensure that various personal biases are removed as much as possible. Being aware of one's biases is paramount to ensuring its presence is reduced.

Teaching critical thinking in a theoretical and non-contextual manner will probably never truly demonstrate effective outcomes. Friedel, Irani, Rudd, Gallo, Eckhardt, and Ricketts (2008) studied the outcomes of students that were taught critical thinking skills overtly. This study demonstrated that those students that were taught critical thinking overtly demonstrated significantly higher levels of critical thinking.

Mazer, Hunt, and Kuznekoff (2007) conducted a study in a basic communications course that demonstrated critical thinking may be fostered through student interaction. This study also found that an effective strategy was for the instructor to teach critical thinking strategies, and then let the students engage in interactive learning approaches that enabled the students to become a part of their own education.

Schamber and Mahoney (2006) conducted a similar study in which students were taught to cultivate critical thinking skills through collaborative groups. They also found that group work

enhanced critical thinking skills, and provided opportunities for students to assess their thought processes and ideas.

While it might seem that for interactive instruction or asynchronous learning to promote critical thinking that it needs to be conducted in small or manageable size classrooms, Yang (2007) conducted a study to determine if critical thinking skills could still be cultivated in large classrooms or online. He found that indeed critical thinking skills can be taught in large classrooms, and specifically that asynchronous learning is a vehicle that supports that approach. Also, well-developed Socratic dialogues have been demonstrated as a tool that promotes critical thinking skills. An additional note here, Astleitner (2002) conducted a study to determine the effectiveness of teaching critical thinking skills online. He found that there was no difference in critical thinking outcomes from either a traditional or online instruction. The environment also provides a valuable asset to be considered when teaching critical thinking.

A study conducted by Nelson Laird (2005) identified that students exposed to diversity and other various interactions demonstrate greater propensity toward critical thinking. Those students typically are found to be more open-minded, and therefore willing to exhibit greater flexibility when solving problems or understanding larger aspects of complex skills.

Ernst and Monroe (2006) conducted a similar study on how the environment affects critical thinking skills and dispositions, and they arrived at a similar conclusion. Environments play an integral part of education, and indeed critical thinking skills can be cultivated through the use of incorporating the environment and aspects of it in instruction.

Teaching critical thinking through an understanding of student dispositions and the types of forums that need to be incorporated and leveraged. Stedman and Andenoro (2007) found that by engaging students through critical thinking focused exercises helps develop critical thinking dispositions. Furthermore, a certain maturity and deeper understanding of course material may be accessed through developing critical thinking dispositions.

Yang, Newby, and Bill (2005) found a similar growth in critical thinking skills through the use of Socratic questioning in instruction. They found the Socratic-based instruction to be especially beneficial through the use of asynchronous forums. Also, Duphorne and Gunawardena (2005) conducted a study on the effects of utilizing computer designs and organizers on critical thinking skills. They found that there was no significant difference of participants that utilized the organizers compared to those that did not. They also evaluated three different computer models that would assist in organizing data and problem sets, and found that none of them increased the critical thinking abilities of participants.

Genc (2008) conducted a study looking at critical thinking dispositions between male and female teacher candidates. What he found was that females demonstrated a higher aptitude toward critical thinking, while their male counterparts demonstrated a greater capability toward analytical thinking. He, however pointed out that there there is still debate whether females are better critical thinkers (Friedel, et al, 2008), but it is an issue worth consideration. Since intelligence analysts, in the U.S. Army as well, can be either male or female, this study may provide some valuable insights to strategies toward training critical thinking skills through heterogeneous analytical teams. Genc also argues that programs need to focus or continue to improve on teaching critical thinking in education programs, and focus more on specific

aspects of critical thinking. Innabi and El Sheikh (2006) conducted a similar study targeting mathematics teachers in Jordan. They found that most teachers believed that they have taught critical thinking, but could not demonstrate an understanding of what it was.

Grosser and Lombard (2008) conducted a study on the development of critical thinking abilities and teachers. They found that newer teachers teach critical thinking skills around the 12th grade level. However, by incorporating strategies in how to teach critical thinking, especially courses that are taught critical thinking in a domain-specific method, would prepare teachers to more effectively teach critical thinking.

It has been alluded to that teaching effective critical thinking can best be accomplished through domain-specific application. Grauerholz and Bouma-Holtrop (2003) conducted a study that taught a Sociology course with critical thinking applied domain-specifically. They found that students had a deeper understanding of the context of the instruction, and aptly demonstrated critical thinking skills. Conversely, Solon (2007) conducted a study that generically applied critical thinking to an introductory Psychology course. He found that there was no statistical difference in the psychology tests taken by the students; however, there was an increase in the critical thinking test scores that were taken by the students. Davies (2006) looked at domain-specific applications of teaching critical thinking, as well as critical thinking as a stand-alone instruction and did not find any difference between them. Davies research, similar to Solon (2007), found that critical thinking skills are generic and not domain-specific in nature.

However, a very comprehensive study conducted by Hatcher (2006) found that there was a significant difference in critical thinking skills when critical thinking is tailored to a domain-specific application. He found that the groups that learned critical thinking as a stand-alone course did not score as well, and lacked clarity in their usage of critical thinking skills. He found that teaching critical thinking skills and then applying them through practice proves that domain-specific applications of critical thinking produce far greater results.

Sungar and Tekkaya (2006) also conducted research on problem-based learning and its application to critical thinking. They found that students were able to perform at high order thinking levels, were more collaborative in learning, and that their critical thinking skills benefitted from the problem-based learning approach. While this was not a study conducted specifically to evaluate domain-specific application of critical thinking, it does validate the theory that critical thinking skills can benefit greatly from problem-based applications.

A study authored by Dr. Friedel that will be published in an upcoming issue of Journal of Agricultural Education, Dr. Friedel (in press), was conducted to determine if a specific problem solving method increased the critical thinking dispositions of students. What he found was that there was no specific method that directly related to an increase in critical thinking abilities; however, critical thinking dispositions benefited from problem solving instruction. Also, he found that students that went through this study were more adept to using various problem solving methodologies and styles in order to come to a solution. This in itself can significantly apply to critical thinking, and warrants further examination.

The final study was specific to U.S. Army Officers and how critical thinking instruction has been employed successfully. Schumm, Webb, Turek, Jones, and Ballard (2006) conducted a study at the U.S. Army‟s Command and General Staff College on the successful usage of

critical thinking skills and reasoning. They found that students benefited from collaborative exercises, student diversity, and domain-specific application of critical thinking skills. They also found that students performed better when instructors were prepared and delivered the context of the class by utilizing the aforementioned instructional strategies. Therefore, Socratic-questioning, diversity of students, problem-solving methods, and domain-specific applications of critical thinking directly impacted these officers‟ ability to utilize and apply critical thinking skills.

Many researchers working in the area of critical thinking lament the poor state of critical thinking in most educated adults and children. For example, Halpern (1998) points to research from the field of psychology, concluding that many, if not most, adults fail to think critically in many situations. Kennedy et al., (1991) and Van Gelder (2005) have likewise concluded that many adults lack basic reasoning skills. Halpern (1998) cites the example that large numbers of people profess to believe in paranormal phenomena, despite a lack of evidence in support of such things. Halpern attributes such failures not to the inability to reason well but to simple "bugs" in reasoning. She argues that human beings are programmed to look for patterns, particularly in the form of cause-and-effect relationships, even when none exist.

Van Gelder (2005) echoes this sentiment, characterizing humans as "pattern-seekers and story-tellers" (p. 42). This inclination results in a tendency to jump to the first explanation that makes intuitive sense without carefully scrutinizing alternative possibilities, a phenomenon that Perkins, Allen, & Hafner (1983) have termed "makes-sense epistemology" (p. 286). Moreover, the general public often finds "personal experience" to be more compelling evidence than a carefully conducted, scientific study. Given these natural tendencies toward deficient reasoning, Halpern warns that we should not expect to see dramatic improvements in critical thinking over time as a result of instructional interventions. Improvements in critical thinking, when they do occur, are slow and incremental (Halpern, 1998). One reason for this gap in basic reasoning skills may be deficient educational experiences.

Paul (1992) argues that typical school instruction does not encourage the development of higher-order thinking skills like critical thinking. Paul explains that knowledge is coterminous with thinking, especially good or critical thinking. However, typical school instruction, with its emphasis on the coverage of content, is designed as though recall were equivalent to knowledge. This type of lower-order learning is simply learning by rote or association, with the result that students memorize material without understanding the logic of it. Students tend not to recognize that their assertions, beliefs, and statements have implications, and thus require evidence to support them. For most students, believing, not thinking, is knowing (Paul, 1992).

Kennedy et al. (1991) point out that empirical research suggests that students of all intellectual ability levels can benefit from critical thinking instruction. Similarly, Lewis and Smith (1993) argue that critical thinking skills are for everyone, not just the gifted.

Methodology

The descriptive design was used in the study since the aim of the study is to find out the perceptions of the teachers and students on the manifested critical thinking skills in teaching and learning.

The respondents of the survey are College students and teachers were chosen. A total of 50 randomly selected faculty members and 1,000 students from the different colleges of the university participated in the study.

The researchers used the standardized questionnaire from the Foundation for Critical Thinking of Dillon Beach, California. The Foundation is a non-profit organization that seeks to promote essential change in education and society through the cultivation of fair-thinking – thinking which embodies intellectual empathy, intellectual humility, intellectual perseverance, intellectual integrity and intellectual responsibility. (Foundation for Critical Thinking, 2015) Prior to the adaptation of the questionnaire in this study, a permission was of course sought first. Upon the approval of the foundation, the said instrument was downloaded from its website. No revisions nor deviations were made and the questionnaire was employed as is. However, the questionnaire was also submitted to UBLC's Director of Publications, Research, Liaison and Linkages for review to ensure its validity.

The teachers and students were surveyed with 15 questions and 1 open-ended question. The researchers used a Likert scale survey which was also developed by the Critical Thinking Foundation. This used a five point rating scale system. The second part of the survey asked 14 questions about the teaching and learning of critical thinking skills.

The questionnaires for both the teachers and students were distributed by the researchers to the three (3) different colleges of UBLC, namely: College of Engineering and Information Technology, College of Education, Arts and Sciences and the College of Accountancy, Business, Tourism and International Hospitality Management. The respondents were given a day to accomplish the said questionnaires. An arrangement with the faculty-in-charge of the class was made for the retrieval of the said instrument once the students have fully accomplished it.

There was a total of 1,050 questionnaires distributed. 50 were given to selected faculty members available on site during the conduct of the study. The students answered the remaining 1,000 questionnaires.

The data gathered through this study was analyzed using descriptive statistics. The weighted mean of the responses of the teachers and students was computed by averaging the means of their respective responses for each of the question. The same procedure was used in getting the standard deviation (SD). The percentages of the respondents who have gave high ratings to the questions were averaged as well. Statistical Package for Social Sciences or SPSS was also utilized to determine the relationship between the teachers and students' perception on critical thinking.

Results

Students Perception on Critical Thinking

Table 1.1: Students Perception of Critical Thinking in Instruction

	Mean	SD
1. How often does the instructor teach so that you must think to understand the content?	4.00	0.9

2. How often does the instruction explain different types of critical thinking in a way that you can explain and understand them?	4.04	0.8
3. How often does the instruction encourage your critical thinking skills in the learning process?	3.96	0.8
4. How often does the instruction make clear to you the reason why they are doing what they are doing (the purpose of the lesson)?	4.00	1.0
5. How often does the instruction make clear to you the precise question, problem, or issue at any given time in your lesson?	4.07	0.9
6. How often does the instruction help you learn how to find reliable information relevant to answering questions in the subject?	4.04	0.8
7. How often does the instruction help you learn how to make inferences justified by data or information?	3.96	0.8
8. How often does the instruction help you know the differences between assumptions, inferences, and predictions?	3.75	0.9
9. How often does the instruction help you learn how to think within the point of view of the subject, for example, think scientifically, historically, mathematically?	3.89	0.9
10. How often does the instruction enable you to think more clearly?	4.21	0.7
11. How often does the instruction enable you to think more accurately?	3.75	0.8
12. How often does the instruction enable you to think more deeply?	3.89	0.8
13. How often does the instruction enable you to think more logically?	3.82	0.8
14. How often does the instruction enable you to think more fairly?	3.89	0.7
15. How often does the instruction enable you to consider multiple sides of an argument?	3.89	0.8

Legend: 1 – Never; 2 – Rarely; 3 – Sometimes; 4 – Frequently; 5 – Daily

Instruction is the activities of educating or instructing; activities that impart knowledge or skill. It refers to the action of teaching and the job of a teacher. This table shows how students perceive their teacher's instruction in class.

Questions asked include the frequency of giving instruction; how critical thinking is being taught, explained and clarify certain issues; manner of giving instruction, how instruction helps them think more clearly; and to see different sides of an argument.

As seen on Table 1.1, item #10, obtained the highest weighted mean (4.21), stating that the students perceive that the teachers' instructions in delivering their lectures allow them to think more clearly. The teachers' way and manner of explaining what to do and how to do things make the activity much more feasible in the eyes and mind of the students.

As part of instruction, a teacher's explanation may be the best key to students' understanding. Facione in his study stated that explanation, being one of the critical thinking skills that help students present their thoughts in a cogent and coherent way.

However, items #8 and #11 show the lowest weighted mean scores (3.75), where only a few of them perceive that instructions given them help in knowing the differences between assumptions, inferences, and predictions; and allow an accurate way of thinking. In consideration of the critical thinking skills enumerated by Facione, students need the skill analysis to identify the difference among all these. Kennedy, et. al, in their empirical study that showed how students greatly benefitted from a well-framed instruction.

Furthermore, this would also show how important instructions are in teaching critical thinking skills. When it comes to teaching critical thinking, the abilities of teachers and how well they understand critical thinking should be examined. Teachers should understand what critical thinking is, and how they can best teach it. Also, they need to be able to recognize critical thinking, especially since the ultimate goal of teaching critical thinking should be in seeing it applied or infused within student outcomes.

Table 1.2: Students Perception on the extent of application of Critical Thinking

		Mean	SD
1.	Use problem solving skills to find the best solution	3.61	0.7
2.	Use decision making skills to consider possible options and decide what might happen as the result of the decision.	3.64	0.8
3.	Make predictions based on possible and actual evidence.	3.57	0.8
4.	Determine parts whole by considering the function of the parts and the relationship of the parts to the whole.	3.57	0.8
5.	Compare and contrast by considering how something is alike with regard to their differences and any significant patterns	3.50	0.9
6.	Analyze arguments by finding reasons and conclusions and uncover assumptions	3.64	0.8
7.	Determine the reliability of sources by considering questions to ask about the information obtained and deciding if it is reliable or unreliable.	3.86	0.8

Legend: 1 – Not at all; 2- Sometimes but I need help; 3 – Yes, but I get stuck in the middle; 4 – I can most of the time; 5 – I can always do this

Table 1.2 shows the students perception on the extent of their application of critical thinking. It summarizes how the students apply their problem solving skills in situations that require them to make sound decisions, look for possible options to arrive to the best solution, compare and contrast, analyse arguments and determine reliability of resources before making any judgments. This involves evaluation and inference. (Facione, 2010)

Item #7 obtained the highest weighted mean score (3.86), where students consider asking questions about the reliability of the sources of instruction they receive in class. This revealed just how outspoken and critical students can be nowadays. Still instruction plays a major role in teaching higher order thinking skills to students.

Item #5 on the other hand has the lowest weighted mean score (3.50), where some students can compare and contrast two different things with less difficulty. The students' analytical skills begin with comparing and contrasting simple things and will develop as they learn how to see the similarities and differences in far more complex things.

Despite evidence suggesting that the average person struggles to think critically, many researchers are sanguine about the capacity of humans to become critical thinkers with appropriate instruction.(Paul, 1992)

Table 1.3: Students Perception on the frequency of application of Critical Thinking

		Mean	SD
1.	Use problem solving skills to find the best solution	3.86	0.9
2.	Use decision making skills to consider possible options and decide what might happen as the result of the decision.	3.71	0.9
3.	Make predictions based on possible and actual evidence.	3.39	1.3

4.	Determine parts whole by considering the function of the parts and the relationship of the parts to the whole.	3.59	0.9
5.	Compare and contrast by considering how something is alike with regard to their differences and any significant patterns	3.43	1.0
6.	Analyze arguments by finding reasons and conclusions and uncover assumptions	3.61	1.0
7.	Determine the reliability of sources by considering questions to ask about the information obtained and deciding if it is reliable or unreliable.	3.82	1.0

Legend: 1-Never; 2- 1-3 times per semester; 2-3 times per month; 4- weekly; 5-daily

Table 1.3 shows the students perception on the frequency of application of critical thinking. With regards to the number of times or how often they use their critical thinking skills, students, being aware that they possess such skills, state they use it most of the time for them to be able to find the best solution to a problem, derive at the best possible conclusion or in making the soundest decision they can.

Item #1 has the highest weighted mean (3.86), stating that students most of the time perceive that they make use of their problem solving skills to find the best solution which was supported by Sungar and Tekkaya (2006).

Item #3, on the other hand, attained the lowest weighted mean score (3.39), as predictions based on possible and actual evidence were not too frequently made. Van Gelder (2005) characterized humans as "pattern-seekers and story-tellers," that they tend to jump to the first explanation that makes intuitive sense without carefully scrutinizing alternative possibilities. While Perkins, Allen, & Hafner (1983) call this "makes-sense epistemology". Moreover, the general public often finds "personal experience" to be more compelling evidence than a carefully conducted, scientific study. Given these natural tendencies toward deficient reasoning.

Teachers Perception on Critical Thinking

Table 2.1: Teachers Perception of Critical Thinking in Instruction

		Mean	SD
1.	How often does the instructor teach so that you must think to understand the content?	4.92	0.3
2.	How often does the instruction explain different types of critical thinking in a way that you can explain and understand them?	4.50	0.6
3.	How often does the instruction encourage your critical thinking skills in the learning process?	4.58	0.5
4.	How often does the instruction make clear to you the reason why they are doing what they are doing (the purpose of the lesson)?	4.75	0.4
5.	How often does the instruction make clear to you the precise question, problem, or issue at any given time in your lesson?	4.75	0.4
6.	How often does the instruction help you learn how to find reliable information relevant to answering questions in the subject?	4.50	0.5
7.	How often does the instruction help you learn how to make inferences justified by data or information?	4.42	0.6
8.	How often does the instruction help you know the differences between assumptions, inferences, and predictions?	4.08	0.9
9.	How often does the instruction help you learn how to think within the point of view of the subject, for example, think scientifically, historically, mathematically?	4.33	0.8
10.	How often does the instruction enable you to think more clearly?	4.58	0.6
11.	How often does the instruction enable you to think more accurately?	4.67	0.8
12.	How often does the instruction enable you to think more deeply?	4.67	0.5

13. How often does the instruction enable you to think more logically?	4.58	0.6
14. How often does the instruction enable you to think more fairly?	4.33	0.8
15. How often does the instruction enable you to consider multiple sides of an argument?	4.33	0.8

Legend: 1 – Never; 2 – Rarely; 3 – Sometimes; 4 – Frequently; 5 – Daily

Table 2.1 reveals the teachers perception of critical thinking in instruction. This summarizes how the teachers' instruction are explained to and understood by the students; and how it enables the students to think more deeply, logically, fairly and critically.

Item #8 got the lowest weighted mean score (4.08), where teachers observe that some of their students know the differences among assumptions, inferences, and predictions. Although this may have obtained the lowest mean score, teachers still believe that their students can frequently identify the differences among the three.

The highest weighted mean score obtained may be seen in item #1 (4.92), where the teachers state that they should teach so that the students must think to understand the content of the lectures. Although we are already in the new era of teaching where the focus of education has shifted from the teacher's mode of instruction and style of teaching to outcomes-based education and more students' participation, it was found out that students still rely on the teacher for instruction and still sees them as provider of information.

Table 2.2: Teachers Perception on the extent of application of Critical Thinking

		Mean	SD
1.	Use problem solving skills to find the best solution	3.58	1.0
2.	Use decision making skills to consider possible options and decide what might happen as the result of the decision.	3.75	1.0
3.	Make predictions based on possible and actual evidence.	3.50	1.0
4.	Determine parts whole by considering the function of the parts and the relationship of the parts to the whole.	3.42	0.9
5.	Compare and contrast by considering how something is alike with regard to their differences and any significant patterns	3.92	0.6
6.	Analyze arguments by finding reasons and conclusions and uncover assumptions	3.92	0.6
7.	Determine the reliability of sources by considering questions to ask about the information obtained and deciding if it is reliable or unreliable.	4.00	0.7

Legend: 1 – Not at all; 2- Sometimes but I need help; 3 – Yes, but I get stuck in the middle; 4 – I can most of the time; 5 – I can always do this

Table 2.2 show the teachers' perception on the extent of their students' application of critical thinking. This shows how students use their problem-solving skills, decision-making skills, making predictions, determining parts of the whole, analysis of arguments, and determining the reliability of sources.

Item #7 has the highest weighted mean score (4.00) where the teachers agreed that their students determine the reliability of sources by asking information on how it was obtained. This would coincide with the students' very own perception with regards to carefully determining the validity of the sources of data before accepting it.

The lowest weighted mean score derived from the table was at item #4 (3.42), where teachers perceive their students of not always determining the parts of the whole by considering the function of the parts and the relationship of the parts to the whole.

Learning and teaching critical thinking skills are transferred and acquired through the interaction of the teacher and the student. Effective ways of teaching critical thinking is extremely important. By teaching critical thinking effectively, a deliberate methodology that incorporates tangible outcomes can be employed.

Table 2.3: Teachers Perception on the frequency of application of Critical Thinking

		Mean	SD
1.	Use problem solving skills to find the best solution	4.17	0.9
2.	Use decision making skills to consider possible options and decide what might happen as the result of the decision.	4.33	0.7
3.	Make predictions based on possible and actual evidence.	3.75	1.1
4.	Determine parts whole by considering the function of the parts and the relationship of the parts to the whole.	3.92	1.1
5.	Compare and contrast by considering how something is alike with regard to their differences and any significant patterns	4.33	0.7
6.	Analyze arguments by finding reasons and conclusions and uncover assumptions	4.08	0.9
7.	Determine the reliability of sources by considering questions to ask about the information obtained and deciding if it is reliable or unreliable.	4.17	1.0

Legend: 1-Never; 2- 1-3 times per semester; 2-3 times per month; 4- weekly; 5-daily

Table 2.3 shows teachers' perception on the frequency of their students' application of critical thinking.

The highest weighted mean score derived was 4.33, which were seen in items #2 and #5. In item #2, teachers perceive that students use their decision making skills to consider possible options and in making decisions. In item # 5, the students, as observed by their teachers, often compare and contrast things by considering how something is alike with regard to their differences and any significant patterns.

The lowest weighted mean as shown in the table is found in item #3 at 3.75, where the teachers perceive that their students make predictions based on possible and actual evidence.

Relationship of Teachers and Students Perception on Critical Thinking

Table 3: Relationship of Teachers and Students Perception on Critical Thinking

	Pearson-r coefficient	P-Value
Perception of Critical Thinking in Instruction	-0.102	0.605
Perception on the Extent of Application of Critical Thinking	-0.226	0.247
Perception on the Frequency of Application of Critical Thinking	0.225	0.250
Overall	0.179	0.362

Overall, the relationship of teachers and students perception on critical thinking, resulted to 0.179 in Pearson-r coefficient with a P-Value of 0.362. The data gathered shows that the teacher

and students own perceptions on critical thinking do not have any significant correlation because the accumulated score was 0.179 that is below 0.

According to Inabi and Sheikh 2006, they found some teachers did not have a clear understanding about critical thinking skills and thus, lack the necessary skills to teach critical thinking. This could be one of the reasons why they have varying perceptions on the subject matter.

Conclusion

The study reveals that the teachers and students' perceptions on some items have coincided with one another. The strength of the students in terms of critical thinking would be their view on determining the reliability of the sources of the information they use and receive in class. On the other hand, both of them agreed that there is a need to improve the teachers' instruction to aid the students in identifying the differences among assumptions, inferences, and predictions so they can perform their assigned task properly.

Another item that could be a focus of improvement is making predictions based on possible and actual evidence. Students need to strengthen their abilities in this aspect to develop their critical thinking skills much further. Possible and actual pieces of evidence are bases for making good inferences to later on make sound decisions.

Critical Thinking has four common threads that appear in most of its descriptions which are: Reasoned Thinking, Problem Solving, Fair-minded Evaluation and Informed Judgments (Nancy Halstead and Janice Tomson, "ETS Project, June 2006").

This study recommends that the teachers integrate more activities that would make use of critical thinking skills development among their students. The proposed intervention activities are the following: Metacognition or thinking about thinking, developing discussion questions to promote critical thinking, reflection papers, and the like.

Developing critical thinking skills among the students of this generation is a quite a challenge for the faculty in this new platform of education. It is likewise recommended that the faculty attend seminars, workshops and trainings and other post graduate courses or further studies that would enhance their ability and skills to teach critical thinking skills to keep abreast with the latest trends and technology.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE SOCIO-CULTURE ADAPTATION AMONG INTERNATIONAL STUDENTS AT SELECTED SCHOOLS OF BATANGAS PROVINCE, PHILIPPINES

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Abstract: *The research described the factors that affect the socio-culture adaptations of international students who are currently studying in Batangas Province, Philippines. In lieu with this, the study described the profile of the respondents and difficulties they met in adaptations. It elaborated the adaptive behaviours acquired in overcoming the difficulties. It also analyzed the significant difference of adaptive behaviours based on age, gender, a length of stay, and religious affiliation. The research also formulated a list proposal to promote educational and cultural exchange adaptation development to increase mutual understanding between the students. The study employed a mixed method research design which implied two methods in collecting and analyzing data. The international students recognize that the best coping mechanism for a student who has just migrated in Batangas is to learn step by step the language of the locals, gain friends and consider visiting the beautiful places nearby. International students were positive in sharing that living in Batangas province in Philippines has improved them as persons specifically by helping them become more mature and responsible. Although the research has reached its aims, there was an unavoidable limitation. The research was conducted in college levels and the population size is only small. Therefore, to generalize the results for larger groups, the study should have involved more participants at different school levels.*

Keywords: *Socio-culture, Adaptation, International Students, Batangas, Philippines*

Introduction

Hosting international students bring about significant advantage for all parties concerned to enrich the higher education, strengthen relations with various countries in world trade and

promote global understanding. Given the increasing focus on internationalization strategies by many universities and colleges, the literature on international student socio-cultural adaptations has expanded significantly in the past. The researchers and theorists agree that this population experiences an array of difficulties in their sojourn. Many studies have been conducted globally about international students and it all showed equivalent results that socio-cultural adaptation is one of the primary concerns of them. Other studies revealed statistical findings that there is a constant increase in number of international students who enrich the local culture and highlights the responsibilities for the host country, such as providing support, offering cultural program and counseling services (Xu,2014). The researchers of the study aimed to do the following: First, they hoped to describe the profile of the respondents and difficulties they met in adaptations. Second, they intended to elaborate the adaptive behaviours acquired by the international students in overcoming the difficulties. Third, they aimed to analyze the significant difference of adaptive behaviours based on age, gender, length of stay, and religious affiliation. And last, the researchers formulated a suggested list of activities and services that will assist the international students while studying and living in Batangas Province, Philippines.

Literature Review

International Students

Wu, H. P., Garza, E., & Guzman, N. (2015) added that international students contribute to the diversity and internationalization of their classrooms, campuses, and communities. For example, these students add different perspectives in the classroom and enhance the mutual understanding and appreciation of the differences found around the world. Therefore, it is critical to embrace international students on campuses because of their contributions that have positively influenced the student population on so many distinct levels. They also enhance the academic excellence of the colleges and universities they enter to because they are well-prepared academically. These students bring new divergent ways of thinking and catalyze academic competition. Though these international students are performing well in their school, nevertheless, academic requirements as well as that of language are to be met.

According to Poyrazli& Grahame (2007) as cited by Chen, S.H. (2009), it is indeed that studying in another country may help sojourners to learn and understand new views and perspectives towards life. What characterizes international students from other sojourners are the academic goal and school environment. Results of most researches showed that many international students desired frequent social support from host national students in emotional, practical, informational and in the form of social companionship (Chuah& Singh, 2016). Suggestions are made to institutions of higher learning to create a more supportive and conducive environment for intercultural contact in line with the efforts of internationalization.

Soio-culture Adaptation

However, the most salient challenge for international students is to make a successful intercultural transition as quickly as possible and remain focused on their academic mission (Cushner& Karim, 2004). A research study conducted by Lin and Yi (1997) concluded that many overseas students showed symptoms of depression, which were a result of a lack of concentration, and low motivation with respect to academic study and social life. If an

international student cannot handle these challenges and adjust according to the host culture, he or she may tend to less satisfied with their performance and even quit. Therefore, adjustments to cultures of host countries are equally important for international students. A prolonged cultural-adjustment period can cause international students to drop out of institution before completing a program or take considerably longer to complete programs than domestic students. Even though data on retention rates of International students are not as available as enrolment statistics,

Tompson and Tompson (1996) suggest attrition rates are high. It can be wise to presume that students studying abroad go through an extreme adjustment stress because not only do they make the educational environment transitions, but they are also trying to adjust to life in a new country. The stresses caused by the cultural adjustments have been considered to have significant effects on international students. Several psychological crises such as low self-esteem, disappointment, resentment, anger, sadness, physical illness and other symptoms of cultural shock are the shared experiences of the international students (Constantine, et.al, 2004).

Hull (1978) and Mori (2000) averred that coping is not a separate phenomenon from cultural adjustment and the acculturation process; they are interrelated. The international students can be expected to develop a variety of coping strategies that allow them to function adequately. Gay, G. (2002) proposes the notion that understanding students' needs and how they cope in their new environment provide educators insights to be effectual in their teaching. This view suggests that the diversity of the classroom provides them the opportunity to reflect on the learning environment, their teaching strategies and most importantly, develop professional skills in their job (Johnson, K., & Inoue, Y., 2003).

According to the study conducted by Mbaleka& Joseph (2013), the phenomenon of this subject is real among international students who are studying in higher education institutions in the Philippines. As one of the results mentioned, lack of cultural understanding in both Filipino and international students seem to play a significant role in isolation of the international students. The socio-cultural adaptations are taking a toll on the international students' academic performance and their emotional and physical life. As part of their recommendation, prejudiced practices, and use of language, other than the official medium of instruction, should be discouraged in higher education institutions if there are international students in the classroom. This movement would create more opportunities for coping and healthy socialization for all.

In conceptualizing the study, two psychological theories namely; Baumeister and Leary's belonginess theory and Albert Bandura's social learning theory served as the research framework. Baumeister and Leary (1995) suggest that it is in our nature, as human beings, to form relationships and that lack of attachments is linked to a variety of ill effects on health, adjustment and well-being. The researchers presume that since international students are not in their own country, they will need to find a person/group or affiliation to survive and adapt successfully to the culture. In addition, Bandura (1977) states that most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. The researchers believe that one way by which international students can learn and adapt to the culture is to observe what people are doing.

Batangas Province, Philippines

With the advent of ASEAN integration in the Philippines, educational institutions are encouraged to accept international students not only to foster global and cultural understanding but also to boost academic and economic exchange. Based on the data provided by the Bureau of Immigration Statistics (Philippines), the number of international students in the country increased from 26,000 in 2011 to more than 61,000 in 2012. This increase signifies the growing presence of international students in the country. However, it is undeniable that these international students face difficulties in making adjustments due to lack of social support, communication problems, and homesickness. These difficulties may easily lead to acculturative stress (Pederson, 1991), Sodowsky& Lai, 1997). From the socio-cultural perspective, Ward and Kennedy (2001) revealed that students would have to learn new skills and sometimes change practiced skills in fitting into a new culture based on past experiences.

In support of these new learning, some universities and colleges in Batangas Province accept international students as they continuously provide them the best education which will help them possess the core values of global competitiveness and an industry-based set of courses that trains them with the knowledge and skills they will need for future employment. It is undeniably true that there are various international students who choose Batangas Province for its well-known world-class destination with ecologically balanced and sustainable developing infrastructures and advanced quality of education among universities and colleges. Their locations are very strategic because of a refreshing atmosphere with a touch of nature-friendly environment themes. Aside from being "regionalist," the Batangueños have great customs, and the practices exist until today.

The researchers of the present study presuppose that inability to adjust to a new culture might have certain unpleasant psychological effects on the individual which may then result to either academic failure or sociological problems. The researchers agree that a prolonged cultural-adjustment period can cause international students to drop out of institution before completing a program or take considerably longer to complete programs. They believe that because of academic transitions and all the various adjustments, students studying abroad experience significant stress and pressure. As such, the researchers investigated the socio-cultural adaptations of international students' in Batangas Province. It is supported with the intention to describe the factors related to this phenomenon and how it can be used as a powerful tool in assisting the creation of developmental and enhancement programs.

For instance, the University of Batangas' (UB) program for international students includes offering Basic Filipino Class to help these students develop understanding of the basic Filipino language needed for the everyday transaction, English Enhancement Program which is a short-term program that helps develop their English proficiency before allowing to take undergraduate program and Cultural Familiarization to provide international students hand information about the Philippines. The program also offers the student opportunity to interact with the native Batangueños and participate with some community activities.

Methodology

The study employed a mixed method research design which implied two methods in collecting and analyzing data. Creswell (2003) mentioned that this process could confirm, cross-validate or collaborate and integrate findings. He added that this design usually assimilates the results of the two methods, especially in interpretation phase.
For qualitative phase, it gave detailed descriptions of the case being studied and provided analysis of themes or issues (Stake, 1995). The researchers chose this means to obtain a thorough understanding of international students' adaptation process. In more detail, semi-structure interview was applied to acquire resources of data. The primary data resources were mainly interviews. The process of data analysis is presented in the following phases. In the first step, all interview contents that were recorded were transformed as transcripts. In the second phase, similar concepts were put into one category.

For quantitative phase, a purposive sampling was used in selecting the participants in the study. The instrument used includes a demographic questionnaire which covers the participant's age, gender, nationalities, and length of residency in the Philippines. The researchers modified the revised socio-cultural adaptation scale used by Wilson, J. (2013). The obtained overall reliability of the adapted 21-item scale was found to be acceptable (α=.70);

The study employed both descriptive and inferential statistics in examining the differences between the responses of international students when grouped according to profile. ANOVA was used as the main statistical tool. Also, the researchers used thematic analysis in identifying themes and subthemes that pertained to the research questions in the interview.

The researchers' conducted the study in selected colleges and universities within Batangas Province. Research participants of the study comprised 42 international students and all of them were interviewed in English, which created a comfortable atmosphere for them to express their opinions. In the beginning, the researchers contacted international students through international linkages offices of the schools where they are enrolled. The questionnaires and the interview time were about 20 minutes on average.

Results and Discussion

Table 1 Profile of the Participants highest scores per Category

Category	Criteria	Percent
Age	*24 - 26 y.o*	*36.00%*
Gender	*Male*	*62.00%*
Length of Stay	*3 - 4 yrs.*	*36.00%*
Religious Affiliation	*Christianity*	*46.00%*

According to the gathered data, Table 1illustrates the highest distribution of the percentages per categories.

15 participants stated that their age group is in 24 – 26 years of age which is equivalent to 36%. These findings prove that implementation of guidelines set by the department of foreign affairs in giving a temporary visa to foreign nationals who wish to study in the Philippines is

appropriately followed. Universities also properly set the cross checking of documents to ensure if the intention to study and the requirements are met.

26 participants stated that they are in the male group which is equivalent to 62%. According to respondent #4, he wants to pursue a decent course to build good future for him and in preparation for having a family. The same with Philippine culture, Filipino parents sent their sons to school with a belief that males have to learn and be successful and eventually earn more as they shoulder the responsibilities such as finances of the family.

14 participants are in 3 – 4 years length of stay in Batangas Province and came up with the decision of transferring to the host country because of the relatives who are staying in the country.

Then, 14 participants mentioned that their religious affiliation is Christianity which is equivalent to 46%. According to respondent #16, she and her friends attend Christian religious activities in Batangas city, and she found it comfortable exercising religious beliefs even if she is in another country.

The profile of the respondents supports the Psychosocial Theory of Erik Erickson. As per his theory, this age of individuals is eager to blend their identities with friends. They want to fit in. They are familiar with pain, and to some of them, rejection is so painful that their egos cannot bear it. Once people have established their identities, they are ready to make long-term commitments to others. They become capable of forming intimate, reciprocal relationships and willingly make the sacrifices and compromises that such relationships require.

Table 2 Frequent challenges/problems encountered by the International Studentswhile studying/living in Batangas Province

Factor	*Item*	*Frequency*
IC1	*Racism , Back Stabbing and Gossiping*	*10*
AWP1	*Many school fees need to pay*	*16*
AWP2	*Education system is a challenge, and too many school work*	*7*
AWP3	*Being alone in school, feeling felt out most of the time*	*18*
PICI1	*Finacial Problem*	*11*
PICI2	*People are not so accomodating, classmates having hard time to interact*	*6*
PICI3	*Preferred Food*	*5*
PICI4	*Homesickness and Loneliness*	*18*
EA1	*Culture Shock*	*20*
EA2	*Traffic*	*12*
EA3	*Littering and Proper Waste Disposal*	*15*
EA4	*Pollution, Weather, Heat and Mosquitos*	*10*
LP1	*Having a hard time to elaborate and understand the local language*	*31*
LP2	*Teacher and student do not speak English language all the time.*	*24*

Table 2 illustrates the common answers of the research participants from the interview with regards to the challenges and problems encountered by them. Answers mentioned only once are not stated in the table. This result shows that the highest sources of difficulty are in the Interpersonal Communication (IC), Academic / Work Performance (AWP), Personal Interests

and Community Involvement (PICI), Ecological Adaptation (EA), and Language Proficiency (LP) which are all under the socio-culture adaptation of the research participants. It indicated that the top two sources of difficulty came from language proficiency and ecological adaptation. These findings are congruent with previous studies. Research investigating the adaptation of international students has found that students report language difficulty as one of their biggest concerns and several studies have reported that international students who have higher language proficiency report better adjustment (Ng, 2006; Poyrazli, Arbona, Bullington&Pisecco, 2001).

Andrade (2006) stated that, 'academic adjustment problems for international students tend to focus on language issues'. In a similar study conducted among African students of Kuban State University, Kamara (2012) found out that 59.9 % of foreign students are experiencing significant levels of stress and that this tension arises from the need to study a non-native language and communicate with the Russian people as the representatives of other cultures. Zhai (2004) reported that meeting academic demands was the most overwhelming difficulty for international students during their adjustment stage. He went on to say that while language proficiency was the most frequently investigated concern, students in his group felt it was not as stressful as the stress of academics.

In contrast, a study conducted by Kosheleva (2015) suggests a different idea, indicating that factors such as distance from the family (16%), cultural differences (8.5%) and lack of friends (7.0%) are the least cause of stress for the international students.

With regards to the results of the questionnaires given to them, Table 3 shows the descriptive statistics of the survey with means reported for each item. On average, respondents were able to adapt to the culture of the host country/locality to a great extent (weighted mean of 3.15). The respondents reported about being able to manage academic work or responsibilities to a great extent (mean= 3.44) as well as being able to adapt to the pace of life (mean = 3. 49). Rated to a great extent too are items about interpreting and responding to other people's gestures and facial expressions (mean = 3.95) and obeying the locality's rules and regulations (3.51). On the other hand, being able to read and write in the local language and being able to understand and speak the local language were both rated to a less extent with mean values of 2.1 and 2.51. Also, most of the respondents reported adapting to the food/ weather/ living conditions of the host country as well as adjusting behaviour to suit social norms, attitudes beliefs and customs at a less extent (mean values = 2.98; 2.88).

The study of Ward and Kennedy (2001) revealing that students would have to learn new skills and sometimes alter practiced skills in fitting into a new culture based on past experiences supports the findings of the current study. Also included are booming and sometimes confusing cultural clashes, as well as the excitement and challenge of being in a foreign world (Matsumoto et al., 2004); not to mention language barriers, immigration difficulties, culture shock and homesickness (Sumer et. al., 2008).

Table 3 Adaptive Behaviours' of International Students at selected schools of Batangas Province

	Statements	Mean	Interpretation
1.	I can build and maintain relationships.	3.33	able to do to a great extent
2.	I can manage my academic work or responsibilities.	3.44	able to do to a great extent
3.	I can interact at social gatherings.	3.15	able to do to a great extent
4.	I can maintain my hobbies and interests.	3.17	able to do to a great extent
5.	I can adapt to the food/ weather/ living conditions of the host country.	2.98	able to do to a less extent
6.	I can interpret and respond to other people's gestures and facial expressions.	3.95	able to do to a great extent
7.	I can work effectively with other students or work colleagues.	3.10	able to do to a great extent
8.	I can obtain community service that I need	3.12	able to do to a great extent
9.	I can adapt to the immediate surroundings of the place where I stay.	3.29	able to do to a great extent
10.	I can understand and speak the local language.	2.51	able to do to a less extent,
11.	I can adjust feedbacks from others to help improve my performance in or ou	3.10	able to do to a great extent
12.	I can adjust the way/ manner I speak for people to understand me.	3.28	able to do to a great extent
13.	I can interpret and respond to other people's emotions.	3.24	able to do to a great extent
14.	I can attend or participate in community activities.	3.05	able to do to a great extent
15.	I can move around and visit other places.	3.10	able to do to a great extent
16.	I can interact with the opposite sex.	3.12	able to do to a great extent
17.	I can express ideas in a culturally appropriate manner.	3.24	able to do to a great extent
18.	I can obey the locality's rules and regulations.	3.51	able to do to a great extent
19.	I can adapt to the pace of life.	3.49	able to do to a great extent
20.	I can read and write in local language.	2.10	able to do to a less extent
21.	I can adjust my behavior to suit social norms, attitudes beliefs and customs.	2.88	able to do to a less extent
	Total	3.15	able to do to a great extent

The answers of the respondents on open-ended questions also support findings shown above. Most of the subjects reported having a tough time because of the hot weather in which some mentioned that "it's hard to adjust due to language and environment. It is hot and made me feel like I am living in the past" while there were some who reported feeling happy and excited, "it's a new experience because the living and dialect are quite different." A study by Sicat, R.M. (2011) agrees with these results by concluding that Koreans found the hot climate in the Philippines a pressing problem. Adjusting to the new climate is something that international students anywhere must endure. When asked to describe their experience living in the province, most of the respondents talked about having a great experience and enjoying education in the country, "I'm enjoying my stay, it's good generally but being a student is tough, the study is here is good. Overall, evidence suggests that international students are satisfied with their

academic experiences (Schutz and Richards, 2003). There were also reports about the behaviour of the people around that made their stay enjoying, "there is excitement and enjoyment because people are friendly and hospitable, most of the persons in the province are kind and approachable, people so welcoming, some helping, understanding and caring."

While the respondents acknowledge the good about staying in the country, they also mentioned about the challenges found during their stay here. The results of the qualitative study where the respondents admit problems with understanding and learning the local language support the findings in the descriptive statistics. Also, the respondents added that the way people behave affects them too, "the way people act is mostly immature, they gossip, classmates giving a hard time, and people are very closed minded." They also mentioned about the experience of racism. Several studies also support these findings. A few studies have found that international students also face the additional challenge of coping with socio-cultural differences. For example, students traveling abroad may find it difficult to adjust to a new diet, adapt to a different climate or to understand the norms, values and attitudes of host nationals. Thus, international students traveling to a country where the socio-cultural rules are very different to that of their home country often feel very confused (Ward &Masgoret, 2006). More so, international students often report feeling isolated from host students and that students experience difficulties making host national friends when they travel abroad (Fritz et al., 2008; Zheng & Berry, 1991).

Nevertheless, while asking about the experience of stress with the new environment, most respondents said that in general, they don't feel strain and pressure. However, they cited some factors that cause their stress sometimes. These factors include school work, language, weather, and traffic. They also did not fail to name their ways of coping with stress. Most respondents shared similar answers such as "associating with local people so I can learn the language, going out and make friends, learning the language, learning the culture and seeing new places." In connection to this, when asked about the factors that make them feel better living in the Philippines, they mentioned about the hospitality of the people and having friends, teachers, and staff that are kind. Past research (e.g., Bandura, 1977) supports these findings that effective communication with professors and peers in academic settings, and comfortable interactions with local people in social situations are crucial elements in the successful adjustment of international students to the host country culture. Results of Cefai and Borg (2014) research revealed that many students chose talking with friends and positive thinking as the most commonly used coping strategies.

On average, the respondents reported having trouble as an international student because of racism and communication barrier. Most respondents talked about "being sometimes teased, felt left out most of the time in class, hard because of other classmates afraid to make contact with you and most of the people look at me strangely." This in part is contradictory to the conclusions derived from Cefai and Borg (2014) study stating that a clear majority of international students reported that they never experienced any form of discrimination. Only a small number of students said they experienced prejudice and/or discrimination because of their language and nationality.

Although there were negative experiences that the respondents experienced such as "having to express oneself in the same language (local), being mocked in speaking Tagalog and people take advantage because foreigner", several international students could share a lot about their positive experiences on (psychological) adjustment living in Philippines. Most of the

respondents talked about becoming more responsible, more mature and being able to make decisions for oneself. Consistent with previous study of Khawaja, N.G. & Stallman, H.M. (2011), the international students advised future students to prepare themselves for an independent life.

Table 4 Significant Difference on the Socio-Cultural Adaptation of Foreign Students when Grouped According to Demographic Profile

Demographic Profile	F Value	Probability Value	Interpretation	Decision
Gender	*0.18*	*0.674*	*Not Significant*	*Accept Ho*
Age	*1.266*	*0.3*	*Not Significant*	*Accept Ho*
Length of Stay	*1.806*	*0.164*	*Not Significant*	*Accept Ho*
Religious Affiliation	*1.399*	*0.256*	*Not Significant*	*Accept Ho*

Since the computed probability values are less than the set p-value of 0.05, the null hypothesis is accepted. Therefore, there is no significant difference in the socio-cultural adaptation behaviour of the respondents when grouped according to their demographic profile.

According to Participant # 12, he mentioned that he knows all international students in the university, in fact, all of them are his friends simply because they are only a few and they need to help one another in the day to day experiences. Another statement came from Participant # 38 said that they always have meetings and open forums about their life issues while studying and living here in Batangas, Philippines.

There were no significant differences in terms of age, gender, length of stay and religious affiliation in relation to socio-culture adaptation among international students. These findings imply that majority of the experiences and adaptive behaviours of the research participants are most likely similar. Specifically, it means that whether one is older or younger, male or female, the kind of adjustment experienced is the same for all. Even if international students have diverse religions, the experiences they have concerning acculturation are almost identical. More so, the difficulty adapting to culture does not differ whether one has been staying in the area for more years or less. This however is inconsistent with the previous study (Zhao, 2010), indicating that the longer international students stayed in the host country, the less difficulty they had adapting to people's social behaviors and perceptions.

Key items of the International Students' Socio-culture Adaptation

Cultural Understanding

As stated by Guzman et. al (2006), culture is very significant in inspiring the international students to study very well in the host country where they in. Statements from Participants # 8, 13, 15 mentioned that they feel embarrassed and want to avoid the people every time they walk in and out the university because people keep on looking at them. Statements from Participants # 23, 36, 38 mentioned that they are happy while studying in the Province of Batangas because they are learning a lot from the culture and the Filipinos are hospitable. Hofstede's cultural dimension is a theory of Psychology that supports these statements. He found out that cultures differ on four dimensions such as power distance, uncertainty avoidance, masculinity-femininity, and individualism – collectivism.

Social Acceptance

In Psychology Today as stated by Formica (2014), this aspect of the human condition, to love and need to be loved, is under the umbrella of social acceptance. This facet is a part of survival mechanism of every individual. Not feeling included, accepted, or understood by the domestic students and the host society can disrupt the acculturation process and can lead to emotional problems (Sakuria, McCall-Wolf, & Kashima, 2010; Zhang & Brunton, 2007). Statements from Participants # 10, 26, & 42 said that most of the time they feel alone and no one to talk to once they are inside the classrooms because there are many locals and mostly talk in the local language. What they are referring is that there are some classes where there are no other international students to accompany them, to talk with them, and to become buddies who they can ask for help especially if there are academic concerns. However, with regards to other statements of Participants # 16, 28, & 35 they initiated an effort to talk to other classmates so they can relate and cope up with daily academic concerns. Evidence suggests that friendships with resident students positively affect adjustment (Hechanova-Alampay et al., 2002).

Emotional Strength

According to Freij, A (2009) in her article about Positive Psychology, she mentioned that it is important to find and play the strengths to build energy and well-being. Wisdom holds the key to emotional strength. The wisdom is to discern in which contexts to play to existing strengths and in which to go for growth. Statements from Participants # 2, 7, 11 shared that they befriend the locals to understand them better in a holistic approach. Some of them search for partners who can help them and listen to them during the ups and downs of their stay while studying in Batangas, Province. Other participants mentioned that their friends and families are also living in the province which is a crucial factor to strengthen their emotional side in solving life issues especially issues in socio-cultural adaptations. Establishing a link initially with the students from ones' own country was regarded as a good strategy. Like previous literature building friendships and social support networks appeared to buffer stress (Lee et al., 2004). More so, the theory used in this study shows consistency with the results as it states that individuals have an evolved, and robust, need for closeness, and social belonging (Baumeister & Leary, 1995).

In support to these results, the researchers achieved the last objective which is the formulation of a proposal which comprises suggested program activities for international students who are currently studying in the province of Batangas, Philippines. The proposal answers the findings which can be used as interventions or enhancement of the socio-culture adaptation of the participants.

Suggested list of activities and services for International Students

International Students Orientation

It is an activity for all newly-admitted international students to learn about on and off campus resources and support services. It familiarizes them to navigate the physical environment of the campus.

Accreditation of off Campus Dormitories and Housing Facilities

It provides the international students to have safe and secured facilities to stay in. This assures them about the quality of campus dormitories who carry out proactive compliance activities and investigates complaints.

Basic Filipino Classes

This may help the international students to understand the Filipino language better and use them in daily productive transactions. Filipino classes such as Fil 101 and Fil 102 may increase their vocabulary and writing ability which are very substantial to their everyday living while studying.

Basic English Classes

It develops the English proficiency of international students. It makes use of intensive communicative activities and tasks that are meant to increase the participants' confidence and comprehension levels.

Cultural Awareness Program

It orients international students on the culture and traditions of the Filipinos. Since Batangas is one of the provinces that contribute to the Philippines' rich history, students will get an opportunity to tour the province and experienced and understand its preserved history and culture. The program also offers the student opportunity to experience and participate in various community services along with the locals. At the end of this program, students are expected to understand and appreciate the beauty of Batangas Province and Philippines as a country.

International Students Day Celebration

It provides an excellent opportunity for international student groups to promote their organizations and events to the rest of the school community. It hopes to create an opportunity for students to come together to celebrate and share their rich cultural heritages with everyone on the campus.

Student Exchange Program

The Student Exchange Program offers opportunities for international exchanges to both local (outbound) and international (inbound) students. The office disseminates information and facilitates processing of documents with regards to the available international student exchange programs.

One-on-one Buddy System

It provides that a buddy is a friend who can easily encourage the student to express his or her thoughts and concerns. They have positive outlook on life and able to use the perspective to encourage a sense of pride and loyalty in the new international student, as well as act role model to exemplify the school's values.

Advising Services

It provides encouragement to students to gather and evaluate information, and make meaningful decisions based upon a consideration of the information, alternatives, and personal values and goals. The responsibilities of the school include providing information and assistance on immigration matters, providing information on campus and community services, assisting international students to achieve their academic objectives and other matters that require immediate attention.

School Organizations with diverse nationalities

Representation from a variety of groups is a key place to start because it provides equality and reduces racism. Racial prejudice is reduced by developing relationships and ensuring that materials are culturally insightful, but racism is reduced when there is a permanent task force or committee that becomes part of the governance structure to ensure comprehensive solidarity and to maintain harmonious relationship between the students.

Conclusions and Recommendations

Overall, both the findings in the quantitative and qualitative parts of the study reveal language issues as the major difficulty faced by international students. Added to this are the racial discrimination they experience as well as the difficulty thriving in the hot environment of Batangas. On the other hand, the international students acknowledge that the friendliness and hospitality of the locals are of tremendous help to them in their adjustments. They recognize that the best coping mechanism for a student who has just migrated in Batangas is to learn step by step the language of the locals, gain friends and consider visiting the beautiful places nearby. International students were optimistic in sharing that living in Batangas, Philippines has improved them as persons specifically by helping them become more mature and responsible.

Nonetheless, on the part of the host culture or institution, it would be helpful to ensure that technical, academic, social and psychological support is readily available for students. This satisfies the overseas students and pays dividends in the long run because a satisfied customer is the best possible marketing agents for acquiring new students." This study is exploratory and needs refinement and replication in the future. Future researches may include variables such as personality factors, language skills, and emotional regulation.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

MATHEMATICS ANXIETY AND ITS IMPACT ON THE COURSE AND CAREER CHOICE OF GRADE 11 STUDENTS

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Abstract: *This study evaluates mathematics anxiety and its impact on the career choice of grade-11 students. The descriptive method of research was used to determine the impact of Mathematics anxiety over their choice of track for Senior High. A structured questionnaire was made by the researchers for the purpose of gathering information for the study. It includes the causes of students' Mathematics anxiety and the effects of Mathematics anxiety on the course and career choice among Grade-11 students. Before constructing the questionnaire, the researchers made an interview to those Grade- 11 students. Based on the interview the researchers found out the factors that cause students mathematics anxiety. After retrieving the accomplished copies of the questionnaire, the result was tallied, tabulated and treated statistically. The researchers found out that there are several factors that cause students mathematics anxiety. And these are the following: the teachers; students' perception towards math; students' behaviour / attitude towards math; students' experiences in attending math class and taking math exams. Also, the researchers found out that mathematics anxiety has a big effect on the course and career choice of Grade-11 students. The researchers proposed measures that can help to enhance the mathematics efficacy of the students.*

Keywords: *mathematics anxiety; course; career choice*

Introduction

Math anxiety is the feeling of worry, frustration, agitation, and a fear of failure about completing math problems and taking a math exam. Being anxious about math can begin when a child is in fourth grade and increases when students are in high school. Some studies have focused on students as young as first-grade experiencing math anxiety (Harari, Vukovic & Bailey, 2013). It also involves feelings of tension and anxiety that interfere with the manipulation of numbers and the solving of mathematical problems in a wide variety of ordinary life and academic situations. Many adults, with and without disabilities, do not feel confident in their ability to do math (Duffy & Furner, 2002). The most intuitive definition of math anxiety is a fear of math. Quantiphobia (Goldberg & Waxman, 2003), math phobia (Pan & Tang, 2005), and Mathematics Learning Distress (MALEI, 2006) are descriptive phrases that represent the same phenomenon

The common goals of all mathematics teachers is that students should understand and learn mathematics. Various factors are involved in shaping the understanding and learning of mathematics. However, one of the prerequisites for understanding mathematics is interest in math and the desire of students. Interest is a stimulus that increases the activity power. Simultaneous to active learning, students should be interested in the subject they are learning, and students may resort to it to understand the materials and apply them. Therefore, it is necessary to examine the factors involved in making students interested in math so that no one hears such phrases as "not too sweet course of math! Wow! The boring math class! Monster math! By the way, why should these students often lose interest and may be forced to put up a math class?

Beilock (2008) stated that when students are in stressful environments that induce feelings of pressure, they tend to perform poorly and sometimes below their actual ability which, consequently, can contribute to mathematics anxiety. She explained that anxiety coupled with stressful situations compromises one's mathematical working memory, "a short-term system involved in the regulation and control of information relevant to the task at hand" (Maloney & Beilock, 2012, p. 404). Two theories were proposed to justify how pressure can have negative effects on performance: the explicit monitoring theory and the distraction theory. When students are presented with a mathematical task in a highly stressful situation, the explicit monitoring theory proposes that mathematics-anxious students have a tendency to focus on their worries and self-doubts (Beilock & Carr, 2001). These intrusive thoughts may preoccupy the students with thoughts of "one's dislike or fear of mathematics or one's low self-confidence, thus, acting as a secondary task and distracting attention away from the math" (Cavanagh, 2007, p. 10). The distraction theory describes highly stressful situations in which the students' working memory needed to carry out the mathematics in a task is superseded by the pressure of accurately completing the tasks as well as the consequences that may follow as a result of performing below expectations. As a result, students who rely heavily on their working memory to execute mathematical tasks often falter. Hence, this study is initiated.

Methodology

This study will examine the impact of mathematics anxiety on the course and career choice of Grade-11 students. The subject of the study was 40 Grade-11 students.

In this study, the descriptive method of research was used to determine the impact of Mathematics anxiety over their choice of track for Senior High. According to Polit & Hungler (2004) descriptive research refers to research studies that have as their main objective the accurate portrayal of the characteristics of persons, situations or groups. This approach is used to describe variables rather than to test a predicted relationship between variables.

A structured questionnaire was made by the researchers for the purpose of gathering information for the study. It includes the causes of students' Mathematics anxiety, and the effects of Mathematics anxiety on the course and career choice among Grade-11 students.

Before constructing the questionnaire, the researchers made an interview to those Grade- 11 students. The answers gathered were used to construct the questionnaire. They prepared a preliminary draft of the questionnaire. The draft was sent to the adviser for some comments and suggestions. After the remarks, the researchers applied the given suggestions.

To administer the questionnaire the researcher looks for 40 Grade- 11 students and asked them to answer the questionnaire. After that, the questionnaire was collected, tallied, and the results were evaluated.

After retrieving the accomplished copies of the questionnaire, the result were tallied, tabulated and treated statistically.

The researchers made use of four-point scale where in one (1) corresponds to the lowest and four (4) corresponds as the highest. The scale is as follows.

Option	Scale	Verbal Interpretation
4	3.25 – 4.00	Great Extent/ Strongly Agree
3	2.50 – 3.24	Moderate Extent/ Agree
2	1.75 – 2.49	Less Extent/ Disagree
1	1.00 – 1.74	Least Extent/ Strongly Disagree

Other statistical tools that were used in the study are ranking, weighted mean and composite mean.

Results and Discussion

This part of the paper deals with the presentation, analysis, and interpretation of data obtained from the respondents. The data gathered through the questionnaire are presented in tables. The data were then tabulated, analysed and interpreted.

Gender

Table 1 shows the gender of the respondents

Table 1 Gender

Gender	F	%
Male	25	62.50
Female	15	37.50

Among the 40 student respondents of the study, 25(62.50%) were male, and only 15 (37.50%) were female. The majority of the respondents were male.

Study Tracks

Table 2 shows the intended study tracks of those Grade- 11 students.

Table 2 Study Tracks

Academic Tracks	F	%
STEM	7	17.50
ABM	13	32.50
HUMSS	15	37.50
GAS	2	5.00
TECH-VOC	3	7.50

As to the intended study tracks by the respondent, 15 (37.50%) were HUMSS, 13 (32.50%) were ABM, 7 (17.50%) were STEM, 3 (7.50) were Tech-Voch and 2 (5.00%) were GAS. The result indicates that majority of the respondents were intended to study HUMSS.

Achievement Level in Mathematics

Table 3 shows the achievement level in Mathematics of those Grade- 11 students who answer the questionnaire.

Table 3 Achievement Level in Mathematics

Level of Achievement	Class Limits	F	Cf	Cf %
68-74	67.5 – 74.5	0	0	0
75-80	74.5 – 80.5	14	14	35.00
81-85	80.5 – 85.5	23	37	92.50
86-90	85.5 – 90.5	2	39	97.50
91-95	90.5 – 95.5	1	40	100.00

As to the achievement level of respondents in mathematics, 100% of the students has a level of achievement below 95.5, 97.50% were below 90.5, 92.50% were below 85.5 and 35.00% were below 80.5 level of achievement.

The result indicates that 97.50% (37) of the respondents has a level of achievement below 85.5.

The factors that cause students' Mathematics anxiety

Table 4 shows the factors that cause students Mathematics anxiety. This contains the teacher's factor, way of teaching math, angry and frustration, expectation of students, written work, as punishment for misbehaviour and understanding concepts. These factors are the said causes of math anxiety among students.

Table 4.1 Teachers' Factors

Teachers' Factor	Weighted Mean	Verbal Interpretation
Way of teaching math	**2.55**	**Moderate Extent**
Becomes angry or frustrated when his class does not understand the problem	**2.275**	**Less Extent**
May have unrealistic expectations of his students.	**1.975**	**Less extent**
Giving written work every day	**3.35**	**Great Extent**
Assigning mathematics problems as punishment for misbehaviour.	**2.425**	**Less Extent**
Made students helpless in trying to understand the concepts.	**2.30**	**Less Extent**
Has a weak teaching strategy.	**2.30**	**Less Extent**
Promotes fear for students to perform in class.	**2.825**	**Moderate Extent**
Pressure students to perform well in the subject.	**2.65**	**Moderate Extent**
Teaching approach or "explain-practice-memorize.	**2.45**	**Less Extent**
General Weighted Mean	**2.51**	**Moderately Extent**

Legend:

3.25 – 4.00	Great Extent
2.50 – 3.24	Moderate Extent
1.75 – 2.49	Less Extent
1.00 – 1.74	Least Extent

As shown in table 4.1, the teachers' great extent of giving written works everyday, 3.35; moderately extent promotes fear for students to perform in class, 2.825; moderately extent pressure students to perform well in subject, 2.65;moderately extent of teachers' way of teaching math, 2.55; less extent of teaching approach or "explain-practice-memorize, 2.45; less extent assigning mathematics problems as punishment for misbehaviour, 2.425; less extent of making students helpless in trying to understand the concepts and has a weak teaching strategy., 2.30; less extent of becomes angry or frustrated when his class does not understand the problem, 2.275.

The respondents really see their teachers as one of the factors that cause mathematics anxiety with a general weighted mean of 2.51 which is verbally interpreted as moderately extent. This is affirmed in the result of Demanet and Van Houtte, (2012) that teachers have a great impact to the students when it comes to educational growth. The activities, approaches and techniques in Mathematics used by the teachers in the classroom, the high expectations to their students, the teachers attitudes and performance in teaching Mathematics can be factors as to why teachers greatly influence the performance or perceptions of the students in Mathematics.

Students Perception towards Math

Table 4.2 shows if students' perception about Mathematics really affects anxiety on the career choice of Grade- 11 students.

Table 4.2 Students Perception towards Math

Students' Perception	Weighted Mean	Verbal Interpretation
Students may believe he or she is incapable of doing Mathematics problem.	2.80	Moderate Extent
Students' misconception that they should be able to do mathematics quickly.	2.35	Less Extent
Math is often associated with pain and frustrations.	2.50	Moderate Extent
Math is often taught as "there is only one way to do this, and you need to do learn it and do it right.	2.50	Moderate Extent
When heard the word "Mathematics", students have the feeling of dislike	2.175	Less extent
Working on numbers upsets the students.	2.30	Less Extent
General Weighted Mean	2.44	Less Extent

Legend:

3.25 – 4.00	Great Extent
2.50 – 3.24	Moderate Extent
1.75 – 2.49	Less Extent
1.00 – 1.74	Least Extent

As shown in table 4.2, students' perception towards math, moderate extent that students may believe he or she is incapable of doing Mathematics problem, 2.80; moderate extent that Math is often associated with pain and frustrations and Math is often taught as "there is only one way

to do this, and you need to do learn it and do it right, 2.50; less extent that Students' misconception that they should be able to do mathematics quickly, 2.35; less extent that working on numbers upsets the students, 2.30; less extent that When heard the word "Mathematics", students have the feeling of dislike, 2.175.
As also shown in the table 4.2, students perception towards Mathematics contributes to the students' mathematics anxiety with a general weighted mean of 2.44 which is verbally interpreted as less extent. This is in support with the study conducted by Duffy & Furner, 2002, that many adults, with and without disabilities, do not feel confident in their ability to do math. Many students believe that they are incapable of answering Mathematics problems and are not confident with their answers which results of having Mathematics fear or anxiety..

Students' Behaviour/Attitude towards Mathematics

Table 4.3 shows if students' behavior/ attitude towards mathematics cause anxiety on the career choice of Grade- 11 students.

Table 4.3 Students' Behavior/Attitude towards Mathematics

Attitude Towards Mathematics	Weighted Mean	Verbal Interpretation
Scared of understanding the concepts.	2.525	Moderate Extent
Bad attitude towards mathematics.	3.50	Great Extent
When in mathematics class, he may be nervous.	2.475	Less Extent
There is a greater fear of answering a teacher questions incorrectly.	2.925	Moderate Extent
Inability or unwillingness to complete difficult assignments.	3.00	Moderate Extent
Worried about being called in Math class.	2.875	Moderate Extent
Not feeling confident about the subject.	2.725	Moderate Extent
Worried that the other students might understand the problem better than you.	2.825	Moderate Extent
Dread having to do the math.	2.825	Moderate Extent
Often think, "I can't do it," when in a mathematics class.	2.775	Moderate Extent
General Weighted Mean	2.845	Moderately Extent

Legend:

3.25 – 4.00	Great Extent
2.50 – 3.24	Moderate Extent
1.75 – 2.49	Less Extent
1.00 – 1.74	Least Extent

As shown in table 4.3, students' attitude towards Mathematics, great extent is the bad attitudes of students towards mathematics, 3.50; moderate extent on scared of understanding the concept, 2.525; moderate extent on being nervous in mathematics class, 2.475; moderate extent on there is a greater fear of answering a teacher questions incorrectly, 2. 925; moderate extent on the inability or unwillingness to complete difficult assignments, 3.00; moderate extent on being worried about being called in math class, 2.875; moderate extent on not feeling confident about the subject, 2.725; moderate extent on being worried that the other students might understand the problem better than you, 2.825; moderate extent on dread having to do math, 2.825; moderate extent on often think "I can't do it" when in mathematics class, 2.775.

It only shows that the students' behaviour/attitudes towards mathematics with a general weighted mean of 2.85 and verbally interpreted as moderately extent are factors as to why students have mathematics anxiety. Students' bad attitudes towards Mathematics makes them unhappy doing math activities that results them to be uncomfortable and lack of confidence in performing activities related to Mathematics.

Students' Experiences in Attending Math Class

Table 4.4 shows if students experiences in attending math class cause anxiety on the career choice of Grade- 11 students.

Table 4.4 Students' Experiences in Attending Math Class

Students' Experiences	Weighted Mean	Verbal Interpretation
Students experienced embarrassment when attending math class.	2.325	Less Extent
Students receive hurtful comments directly from the teacher.	2.25	Less Extent
Students experienced frustration when attending math class.	2.40	Less Extent
Students' prior negative experiences in Math class.	2.55	Moderate Extent
Scared to ask for help.	2.975	Moderate Extent
General Weighted Mean	2.5	Moderately Extent

Legend:

3.25 – 4.00	Great Extent
2.50 – 3.24	Moderate Extent
1.75 – 2.49	Less Extent
1.00 – 1.74	Least Extent

As shown in table 4.4, students experiences in attending math class, moderate extent on students prior negative experiences in math class, 2.55; moderate extent on scared to ask help, 2.975; less extent on experiencing embarrassment when attending math class, 2.325; less extent on receiving hurtful comments directly from the teacher, 2.25; less extent on experiencing frustration when attending math class, 2.40.

The table shows that students experiences in attending Mathematics class has a general weighted mean of 2.5 which is verbally interpreted as moderately extent can be a factor that contributes to the students anxiety in Mathematics. Whenever students feel that they are uncomfortable and have negative experiences in attending math class, it can affect their intellectual capacity to perform better in Math. It is in affirm to Scapello, (2007) that teachers can reduce math anxiety and are considered an important element in encouraging students to attain good performance in Mathematics. Since teachers are considered role models and facilitators in the classroom, whatever they say have an impact to the students that can affect their academic performance.

Taking Math Exams

Table 4.5 shows if taking math exams causes anxiety on the career choice of Grade- 11 students.

Table 4.5 Taking Math Exams

	Weighted Mean	Verbal Interpretation
Scared of taking tests, especially timed tests.	2.95	Moderate Extent
When a student knows he will be having a test in the future.	2.80	Moderate Extent
When taking Math tests, students feel nervous.	2.65	Moderate Extent
General Weighted Mean	2.8	Moderately Extent

Legend:

3.25 – 4.00	Great Extent
2.50 – 3.24	Moderate Extent
1.75 – 2.49	Less Extent
1.00 – 1.74	Least Extent

As shown in table 4.5, taking math exams, moderate extent on scared of taking tests, 2.95; moderate extent on having a test in the future, 2.80; moderate extent on students feel nervous when taking math exams, 2.65.

The table shows that taking Mathematics examinations contribute to students Mathematics anxiety with a general weighted mean of 2.8 and verbally interpreted as moderately extent. This is in affirming with Beilock (2008) statement that when students are put in stressful environments that cause strong feelings of pressure, they tend to reduce engagement with tasks related to mathematics making these tasks harder to solve by reducing the capacity of the mathematical memory and sometimes below their actual ability which, consequently, can contribute to mathematics anxiety.

Effects of Mathematics Anxiety

Table 5 shows the effects of Mathematics anxiety on the career choice of Grade- 11 students.

Table 5 Effects of Mathematics Anxiety

	Weighted Mean	Verbal Interpretation
Students may enrol in strands that require minimal courses in mathematics.	3.275	Strongly Agree
Students avoid mathematics-related task.	3.00	Agree
It has a negative impact on the self-esteem of the students.	3.10	Agree
Students' didn't enjoy attending mathematics classes.	3.10	Agree
Students feel inferior to their mathematical anxiety and are unable to move forward in their mathematical potential.	3.10	Agree
Students avoid studies in mathematics and therefore limit their career options.	2.775	Agree
General Weighted Mean	3.05	Agree

Legend:

3.25 – 4.00	Strongly Agree
2.50 – 3.24	Agree
1.75 – 2.49	Disagree
1.0 – 1.74	Strongly Disagree

As shown in table 5, effects of mathematics anxiety on the career choice of Grade- 11 students, strongly agree on students may enroll in strands that require minimal courses in mathematics, 3.275; agree on students avoid mathematics-related task, 3.00; agree on it has a negative impact on the self-esteem of the students, 3.10; agree on students didn't enjoy attending math class, 3.10; agree on students feel inferior to their mathematical anxiety and are unable to move

forward in their mathematical potential, 3.10; agree on students avoid in mathematics and therefore limit their career options, 2.775.

The result shows that math anxiety has a great impact on the course and career choice of Grade-11 students. The researchers found out that the factor that causes students mathematics anxiety are the teachers; students' perception towards math; students behavior/ attitude towards math; students experiences in attending math class; and taking math exams.

Among those factors, the most factors that cause mathematics anxiety are the teacher when giving written work every day and students bad attitude towards mathematics

Mathematics anxiety really affects the course and career choice of Grade-11 students. Many students who suffer from mathematics anxiety have little confidence in their ability to do mathematics and tend to take minimum number of required mathematics courses, greatly limiting their career options. Thus, the researcher proposes measures that may result to student's development of Mathematics efficacy.

Conclusions and Directions for Future Use

This study aimed to determine mathematics anxiety and its impact on the course and career choice of Grade-11 student. Specifically it sought answer to the following questions. (1) Distinguish what caused students' Mathematics anxiety; (2) identify if Mathematics anxiety affects course and career choice among Grade-11 students; (3) Propose measures that may result to student's development of Mathematics efficacy.

Based on the interview that the researchers conducted they found out that the causes of students mathematics anxiety are the teachers, students perception towards math, students behavior/ attitude towards math, students experiences in attending math class and taking math exams.

One of the factors that cause students mathematics anxiety is the teachers. The researcher found out that teacher is one of the factors why students have mathematics anxiety. When teachers are giving their students written work every day it causes mathematics anxiety to the great extent.

Another factor is the perception of students towards math. The researcher also found out that it has impact on the mathematics anxiety of students.

Another factor is the students' behavior/ attitudes towards math. Students' behaviour/ attitude are also one of the most factors why students have mathematic anxiety. Students' bad attitude towards mathematics causes math anxiety on the great extent.

Next factor is the students' experiences in attending math class and taking math exams.

Mathematics anxiety has a big effect on the career choice of Grade-11 students. Because of mathematics anxiety students may enrol in strands that requires minimal courses in mathematics; students may avoid mathematics- related task; it has a negative impact on the self-esteem of the students; students didn't enjoy attending math classes; students feel inferior

to their mathematical anxiety and are unable to move forward in their mathematical potential and students avoid studies in mathematics therefore limit their career options.

The result shows that there is a significance relationship between mathematics anxiety and the course and career choice of Grade-11 students. Because of mathematics anxiety most of the respondents tend to choose Humanities and Social Sciences (HUMMS) as their study track. HUMMS is one of the strands in the K+12 programs which include the subjects Creative Writing, Philippine Politics and Governance. We can imply from these that this strand doesn't need too much mathematics. That's why most of the respondents choose this strand.

Another strand in the K+12 programs is Accountancy, Business and Management (ABM). This strand sample subjects are Business Finance and Principles of Marketing. Science, Technology, Engineering and Mathematics (STEM) also another strand in the K+12 programs. The sample subject of this strand is Basic Calculus and General Chemistry 1. That's why the strand STEM and ABM are not the first choice of students because there are lots of mathematics in these strands.

The foregoing findings and conclusions paved way for the researchers to recommend the following to develop students' mathematics anxiety.

1. Asking students to record each day on a calendar something new they learned that day or something by the teacher
2. Drawing students' attention to their growth and complimenting them on their specific skills.
3. Helping students to practice lack-of-effort explanations when they perform poorly.
4. Calling attention to student ability when students succeed at meaningful and reasonably difficult task.
5. Letting students help decide on how to break up larger goals into smaller, attainable ones.
6. Considering variety of ways of the teachers in teaching mathematics.
7. Making mathematics interesting.
8. Thinking that mathematics is more of a game than it is hard work.
9. Catching the attention of students by the teachers.
10. Enjoying learning math through variety of activities.
11. Encouraging pursuing mathematics by parents.

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APPENDIX

QUESTIONNAIRE

This questionnaire is presented to find out the impact of mathematics anxiety on the career choice of Grade-11 students. Indicate your honest and accurate responses to the best of your ability by checking and supplying the needed information.

General Directions: Kindly put a check mark (/) that corresponds to your answer.

1. Name (Optional):_____

2. Gender: Male ( ) Female ( )

3. Intended study track:
   STEM ( )
   ABM ( )
   HUMMS ( )
   GAS ( )
   Tech-Voc ( )

4. Self-Report Achievement Level in Mathematics
   68-74 ( )
   75-80 ( )
   81-85 ( )
   86-90 ( )
   91-95 ( )
   96-99 ( )

I. Causes Students' Mathematics Anxiety

Directions: Kindly put a check mark (/) on the column opposite each item that corresponds to your answer based on the following scales.

4- Great Extent 3- Moderate Extent 2- Less Extent 1-Least Extent

The factors that causes students' Mathematics anxiety are:	4	3	2	1
• **The Teachers**				
1. Way of teaching math.				
2. Becomes angry or frustrated when his class does not understand the problems.				
3. May have unrealistic expectations of his students.				
4. Giving written work every day.				
5. Assigning mathematics problems as punishment for misbehaviour.				
6. Made students helpless in trying to understand the concepts.				
7. Has a weak teaching strategy.				
8. Promotes fear for students to perform in class.				
9. Pressure students to perform well in subject.				
10. Teaching approach or "explain-practice-memorize."				
• **Students Perception Towards Math**				
1. Students may believe he or she is incapable of doing Mathematics problem.				
2. Students' misconception that they should be able to do mathematics quickly.				
3. Math is often associated with pain and frustrations.				
4. Math is often taught as "there is only one way to do this, and you need to do learn it and do it right."				
5. When heard the word "Mathematics", students have the feeling of dislike.				
6. Working on numbers upsets the students.				

• **Students' Behaviour Towards Mathematics**				
1. Scared of understanding the concepts.				
2. Bad attitude towards mathematics.				
3. When in mathematics class, he may be nervous.				
4. There is a greater fear of answering a teacher questions incorrectly.				
5. Inability or unwillingness to complete difficult assignments.				
6. Worried about being called in Math class.				
7. Not feeling confident about the subject.				
8. Worried that the other students might understand the problem better than you.				
9. Dread having to do math.				
10. Often think, "I can't do it," when a mathematics				
• **Students' Experiences in Attending Math Class**				
1. Students experienced embarrassment when attending math class.				
2. Students receive hurtful comments directly from the teacher.				
3. Students experienced frustration when attending math class.				
4. Students' prior negative experiences in Math class.				
5. Scared to ask for help.				
• **Taking Math Exams**				
1. Scared of taking tests, especially timed tests.				
2. When a student knows he will be having a test in the future				

3. When taking Math tests, students feel nervous.				

II. Effects of Mathematics Anxiety on the Career Choice

4- Strongly Agree 3- Agree 2- Disagree 1-Strongly Disagree

Effects of Mathematics Anxiety are:	4	3	2	1
1. Students may enrol in strands that require minimal courses in mathematics.				
2. Students avoid mathematics-related task.				
3. It has a negative impact on the self-esteem of the students.				
4. Students' didn't enjoy attending mathematics classes				
5. Students feel inferior to their mathematical anxiety and are unable to move forward in their mathematical potential				

III. Proposed Measures to Develop Students' Mathematics Efficacy

4- Strongly Agree 3- Agree 2- Disagree 1-Strongly Disagree

Students' mathematics efficacy can be developed by:	4	3	2	1
1. Asking students to record each day on a calendar something new they learned that day or something by the teacher				
2. Drawing students' attention to their growth and complimenting them on their specific skills.				
3. Help students to practice lack-of-effort explanations when they perform poorly.				
4. Call attention to student ability when students succeed at meaningful and reasonably difficult task.				
5. Let students help decide on how to break up larger goals into smaller, attainable ones.				
6. Teachers should consider a variety of ways in teaching mathematics.				
7. Makes mathematics interesting.				

8. Think that mathematics is more of a game than it is hard work.				
9. Teachers should catch the attention of students.				
10. Students' must enjoy learning math through variety of activities.				
11. Parental encouragement to pursue mathematics.				

Interview Questions

1. Can you tell a positive and a negative experience of learning mathematics in elementary schools?

2. Can you tell a positive and a negative experience of learning mathematics in middle school?

3. Do you like to take mathematics classes?

4. What do you feel when taking math exams?

5. How your teacher teaches mathematics?

6. What are the strategies used by your teacher in teaching mathematics?

7. What are your perceptions regarding on mathematics?

8. What were your reasons for choosing your strand?

9. How your attitudes towards mathematics affect your course and career choices?

Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

GENDER DIFFERENCES ON LEARNING EFFECTIVENESS USING FACEBOOK IN BERJAYA UNIVERSITY COLLEGE OF HOSPITALITY

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Abstract: *Without doubt, Facebook represents a huge potential with over 1.44 billion monthly active users worldwide and 4.5 billion likes generated, this powerful tool has definitelyinfluenced most university students' lives especially in this generation. These students are from the 'Digital Generation' as their lives revolve around the Internet and explicitly in the social media world. Hence, the main aim of the study is to compare the learning effectiveness of using Facebook as a learning tool between male and female students from BERJAYA University College of Hospitality. In addition to traditional lectures and tutorials, an online group was created in Facebook to facilitate communication and academic sharing. As such, this research also explores the possibility of blending digital and physical learning experience among university students. Based on the findings, some challenges were highlighted and suggestions were provided on improving the implementation of Facebook within the classroom among male and female students. By knowing the differences between male and female students, it is beneficial to identify some key areas to improve learning skills of students from different gender.All in all, this would allow fellow educators to enhance their teaching skills to provide the best learning experience to their students.*

Keywords: *social networking sites, gender difference, learning tool, higher education, learning skills*

Introduction& Literature Review

The Internet has revolutionized our communication world since its humble beginnings in 1962. Back then, the early Internet was mainly used by computer experts, engineers, scientists, and librarians(Kahn, et al, 1997). However, the Internet usage and users have since evolved. The Internet technology that gave tones of information to its users has provided a platform to socialize instead.As the Internet has become ubiquitous, faster, and increasingly accessible to non-technical communities, social networking and collaborative services have grown rapidly, enabling people to communicate and share interests in many more ways. TheWeb 2.0 technologies saw a rapid growth in social networking sites like Facebook, Twitter, Linked-in, Youtube, Flickr, blogs, wikis and many more.

In higher education, today's students are predominantly made up of Generation Y whose lives are centredaroundthe Web 2.0 technologies. The generally accepted range of Generation Y are those born in between the years of 1978 to 2001 (Barron, 2008; Kueh& Boo, 2007; Chen & Choi, 2008). According to Prensky (2001), the Generation Y are also known as *Digital Natives* or *Netizens* spent their entire lives surrounded by computers, videogames, digital music players and cell phones and this has influenced their environment. Specifically in the learning environment, the Generation Y is hungry for stimulation and new challenges as opposed to structured classroom-based learning (Weyland, 2011). In a broad sense,web-based learning seems to be the most appropriate to engage these students.

Some of the existing e-learning systems are called Learning Management System (LMS), Course Management Systems (CMS), Learning Support Systems (LSS), e-Portal among many others. These e-learning software systems were implemented to facilitate lecturers in managing academic subjects and allowed the lecturers to track the students' progress (Wong, 2010). Some of these systems were linked to e-library resources and online forums to widen its usage. However, these e-learning systems do not seem to impress our students from Generation Y due to its limited ability and lack of connectivity with other learners unlike Facebook.

Facebook, created in 2004 is currently the most used global social networking website with over 1.44 billion active users (Noyes, 2015). The most common age demographic of its users are aged 25 to 34 years old (Mahadi, 2013).However, Facebook was not created with the purpose of education and hence the applications were not developed for learning purposes. Moreover, the function of Facebook is used more on a recreational basis for social interaction, gaming and entertainment purposes (Crook, et al. 2008). Yet, Facebook was selected as the learning support tool in this study because of the advantages of its functions compared to other social networking sites and its immense popularity among university students from Generation Y.

It is worthy to note that individual differences in learning preferences do exist and this pose a serious difficulty among educators. Throughout the years, educators and researchers have put their efforts in understanding these preferences in order to offer the best possible method in teaching. As such, the concept of blended learning and student-centred learning received high acceptance as it is seen as a more effective teaching methodology. Hence, recognising the changing roles of educators and students akin and perhaps even switching these roles to a certain extent.

Halsne and Gatta (2002) found out that more females are keen on e-learning, significant higher number of females are enrolled for e-learning. Other studies also found out that more females are also keen on e-learning (Qureshi, Morton & Antosz, 2002;Evans&Haase 2001;Willging &Jonhson, 2004). To strengthen this view, Kramarae (2001) found out that now there are more married female learners doing e-learning. Kramarae further mentioned that married women valued e-learning due to its flexibility that allowing them to juggle family, studies and work commitments. In Malaysia, it seemed more female learners are keen in e-learning (Mahmod et al., 2005). As a result, e-learning is seemed very suitable for female. From this discussion, this leads to the research question for this study – Will female learners perceive significant higher for e-learning effectiveness?

BERJAYA University College of Hospitality (BERJAYA UCH) specializes in Hospitality, Tourism, Culinary and Business programs that emphasize on experiential learning. This iscoined as *'BERJAYA Immersion Methodology',*which is to engage the students with practical hands-on experience that addresses the industry standards. The 'Strategy and Innovation for the Service Industry' course is a compulsory subject offered during the second year of all the degree programs. This subject was pre-selected to implement the 'Immersion Methodology'. Instead of the common 2 hours lecture and 1 hour tutorial per week;the 2-hour lecture session was replaced with Strategic Meetings chaired by the students acting the roles of Chief Executive Officer (CEO), Vice Presidents and boardof directors to discuss and implement strategical and operational plans for a troubled company.

The second group of students arediploma students who are currently also in the second year of their studies at BERJAYA UCH. The 'Introduction to Business' course is a compulsory subject for Diploma in Culinary programmeand students undertaking this subject are also required to play the role as future entrepreneurs and develop a business plan by the end of the semester.
As such, a Facebook Group was set-up for thesetwo particular subjects respectively to facilitate discussions among the students. As the privacy was set as '*Closed Group'*, only approved members can see the other group members and their postings. These students, being in the second year of the diploma and degree programs are expected to be more focused and have the right mind frame to be exposed to such experiential learning setting.

According to Liu (2010), social media tools are wonderful communication tools that if integrated in teaching process can leverage students' technological skills and even cut back on local technological investment to a universal investment as students can take full advantage of this public resource to facilitate learning rather than relying on on-campus e-learning systems. However, many higher education institutions including BERJAYA UCH could have already invested in a professional e-learning system and they might find it difficult to use or switch to other system. From the academicians' point of view, many still believe that traditional classroom setting and teacher-centered teaching style is the most effective way to deliver knowledge to our students. Nonetheless, the challenges for higher education institutions are becoming more evident as the educational needs by Generation Y students nowadays are rapidly undergoing change.Thus, to keep abreast, it is imperative for higher education institutions to explore the usage of other supporting e-learning platforms such as Facebook.

From past research on gender differences in usage of SNS, the results showed that entertainment plays a more important role in determining user satisfaction for male users, while relationship maintenance is more important in determining user satisfaction for female users (Chanet.al., 2015).For this study, the researchers would like to compare the effectiveness of using Facebook as an e-learning tool betweenmale and female students.

Methodology

Through various literature reviews, the authors identified a range of influences that were likely to impact on students' preference of using Facebook as a learning tool. Using this information as a guide, a questionnaire was developed. The paper adopted online questionnaire as the main research tool and hence, it was quantitative based. A total of *forty three (43)* students registered for the 'Strategy and Innovation for the Service Industry' and 'Introduction to Business' coursesfrom September 2012 to March 2014 joined the Facebook learning group as members

participated in this survey. The researchers adopted Google Form as the online questionnaire tool as its user friendly (Huang &Liaw, 2005).In the first section, respondents are asked to provide demographic information such as age, gender and their registered program. In the second section of the survey, questionsare asked in the areas related to Facebook's effectiveness as well as limitations of using the Facebook learning group. Most questions asking the effectiveness of learning through Facebook required the respondents to indicate their level of agreement using the Likert Scale (on a scale of 1-Strongly Disagree to 5- Strongly Agree). Additionally, open-ended questions are included to encourage respondents to write freely about their opinions.

T-test is theanalysis method used in this research to determine whether there is any significant difference between two groups towards the same numeric variable (i.e. male versus female students). Besides, t-test can be used to compare whether the mean value of one group is significantly larger than the other or vice versa (Sanders&Smidt, 1999). ***Before conducting t-test, F-Test should be conducted to test the variance.*** In this case, the researchers are using the t-test assume equal variances because F-test results show that all variables are equal in variance as shown Table 3. Formula for T-test assume equal variance is as below:

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left[\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right]\left[\frac{n_1 + n_2}{n_1 n_2}\right]}}$$

Figure 1: T-Test Assume Equal Variance

However, the researcher will utilise Statistical Analysis tool (i.e. t-test assume equal variances) in Microsoft Excel to test the significant differences and the significant level is set at 5%.
The hypothesis is at below:
http://www.okstate.edu/ag/agedcm4h/academic/aged5980a/5980/newpage26.htm

H_0 = There is no significant difference in learning effectiveness in using FB between male and female students
H_1 = There is significant difference in learning effectiveness in using FB between male and female students

The researchers also analyzed the questionnaire using descriptive statistics as such as graphs and summary statistics such as mean and standard deviation.

Findings

In total, 43 questionnaires were received. Basically, there are 21 (48.8%) male and 22 (51.2%) female students as shown in Table 1. Most students are Malaysians (88.4%) whereas the balance 11.6% is made up of foreign students. In total 29 students are from the Bachelor degree program (67.4%), followed by 14 students from diploma program (32.6%). Additionally, the respondents all fall into the Generation Y category with more than half of the students in the age group of 21 to 25 years (60.5%) and the rest are younger than 21 years (39.5%).

Table 1: Respondents' Demographics

Variable	Details	Number	Percentage (%)
Gender	Male	21	48.8
	Female	22	51.2
Age	17-20	17	39.5
	21-25	26	60.5
Student Type	Malaysian	38	88.4
	International	5	11.6
Degree or Diploma Programme	Degree	29	67.4
	Diploma	14	32.6

Figure 2 depicts the usage intensity and frequency of accessing the Facebook Group.Majority students- 28 of them (65%) access the Facebook group for interaction or learning purposes at least once a day, followedby 11 (26%) students access the group at 2 to 3 times a week. Only 4 (9%) students rarely access the Facebook group with either once a week or a few times a month.

Figure 2: Frequency of accessing to Facebook's Learning Group

Table 2: Reasons for Accessing to Facebook's group

Responses	Number	Percentage (%)
Upload photos/videos or other files	14	33
Ask questions	18	42
Post Comments	20	47
Read posts/comments	38	88
Download file(s)	21	49
Create events	4	9

**Respondents are allowed to answer more than 1.*

From Table 2 above, almost all students (88%) access the Facebook group to read posts and comments. Somerespondents (47%) access the Facebook group to post comments while some download files (49%) and to ask questions (42%). Only 33% of the respondents use the Facebook group to upload files such as photos, videos and other related learning materials and 9% of them used it to create events. Based on the Facebook Group survey and observation, it can be concluded that students actively read each other's posts and provided remarks when necessary. This is an interesting finding as the students showed response and connectivity. This is a positive aspect of blended learning as Facebook Group is able to help students that are shy or introverts byproviding a more comfortable platform to connect with their peers. In contrast, this study indicated that some of the students still lack the initiative as many still prefer to download materials rather than to provide materials for their peers.

Table 3: Analysis of Facebook's Effectiveness and other benefits

Questions	Mean (Female)	Mean (Male)	F-Test Result	t-test assuming equal variance P Value at 5%
Interaction in Facebook helps you to learn more	3.545	3.333	$\partial 1 = \partial 2$	0.453
Interaction in Facebook helps you to understand the subject	2.909	3.000	$\partial 1 = \partial 2$	0.758
Interaction in Facebook helps you to get fast feedback about the subject	3.682	3.667	$\partial 1 = \partial 2$	0.967
Interaction in Facebook helps you to get more materials about the subject	3.545	3.286	$\partial 1 = \partial 2$	0.415
Interaction in Facebook helps you to get up to date information about the subject	3.864	3.810	$\partial 1 = \partial 2$	0.854
Interaction in Facebook helps you to remember the subject topic better	3.000	2.667	$\partial 1 = \partial 2$	0.288
Facebook has helped you in your assignment	3.682	3.857	$\partial 1 = \partial 2$	0.588
Facebook helps you to learn faster	2.955	3.000	$\partial 1 = \partial 2$	0.878
Facebook saves you time in learning	2.909	2.762	$\partial 1 = \partial 2$	0.691
Facebook helps you to think critically especially in replying others' posts	3.591	3.190	$\partial 1 = \partial 2$	0.262
sharing materials such as video and other files in Facebook increases your learning capability	4.136	3.095	$\partial 1 = \partial 2$	0.001*
Facebook enables you to learn from anywhere and anytime	3.818	3.286	$\partial 1 = \partial 2$	0.091
Facebook enables you to learn at your own pace	3.773	3.143	$\partial 1 = \partial 2$	0.040*
Facebook enables you to repeat learning as many time as you like as postings/learning materials are always there	3.636	3.381	$\partial 1 = \partial 2$	0.400
Facebook is good as we can track postings	3.909	3.762	$\partial 1 = \partial 2$	0.675
Facebook enables you to discuss more easily if compared to face to face discussion	3.227	3.048	$\partial 1 = \partial 2$	0.637
Learning the subject more interesting through Facebook	3.136	2.952	$\partial 1 = \partial 2$	0.613
Facebook should be used for other subjects	3.636	3.238	$\partial 1 = \partial 2$	0.249
Overall mean	3.497	3.249	$\partial 1 = \partial 2$	0.204

*Significant at 0.05 level

After conducting F-test to test whether $\partial 1 = \partial 2$ (i.e. any significant different between the means of two groups), the researcher found out that $\partial 1 = \partial 2$ and therefore t-test assuming equal variance is used.

In the second section of the survey, there are a total of 18 questions. Based on the response, there are 12 questions that reflected high mean value (Mean >3.5) for the male students, which indicates that they generally agree on the learning benefits that the Facebook Group possess. Comparatively, there are only 4 questions which reflected relatively high mean value for the female students.

The first benefit variable that showed high mean value for the male students is "sharing materials such as video and other files in Facebook increases your learning capability" which is significant higher than female students (4.136 > 3.095, p=0.00). Actually both genders agreed on this variable sharing multimedia learning materials can actually enhances their learning capabilities. This is consistent with previous studies that multimedia materials can improve learning (Wong, 2010).

The second benefit variable that with significant value for the male students is "Facebook enables you to learn at your own pace" which is significant higher than female students (3.773 > 3.143, p=0.040).

While Facebook seemed also to provide male students the opportunity to think critically especially in replying others' posts by their course mates (MaleM=3.591, Female M=3.190). Even this variable is not at significant level, male students perceived higher in this case.

Consistent with previous research done by Harris, C. (2012), revealed that students and teachers are accessing Facebook out of class hours and this enables continuous learning to take place, the male students basically agree that Facebook enables them to learn from anywhere and anytime (MaleM=3.818, Female M=3.286), again male students favoured this variable more than female students even at not significant level.

Male students also felt that interaction and discussion on subject matter will help them to remember the subject topic betterthan female counterparts (MaleM=3.000, Female M=2.667). Facebook perhaps is perceived as more hands-on or applied approach and hence, male students seemed to prefer sharing of multimedia materials, think critically on the Facebook's threads and interaction with others to learn. This is supported by the discussion from Gabe (2002), who concluded that male students preferhands-on learning rather than reading notes. Therefore, it is consistent with the study of Gabe (2002) that Facebook does offer more practical applications as there are multimedia materials, interaction and online discussions in Facebook. This is also aligned with the findings by Tommy K. H. Chan, et.al., (2015), whereby male users are looking for entertainment elements within the sites and therefore, a more interactive user interface would increase the level of satisfaction among male students.

Undeniably, one of the major advantages of using Facebook is the convenience because it is a borderless support learning tool. The survey also indicated that there is no difference between the male and female students where both groups find that Facebook really helps them in getting up to date information (Male M=3.864, Female M=3.81), and helped them in the assignment (Male M=3.682, Female M=3.857). Since the materials are readily available to the Facebook Group members, most students find this favorable as they could access these materials and read them at their own pace while preparing their assignments. Both groups of students agree on Facebook's usage as a common platform for sharing information.

On other questions, the male and femalestudents moderately agreed that learning the subject through Facebook Group made it more interesting (MaleM=3.136, Female M=2.952). Facebook also enabled them to discuss more easily compared to face-to-face method (MaleM=3.227, Female M=3.048).Based on the results concerning learning time, both the male and female students moderately agreed that Facebook helped them to save time in learning (MaleM=2.909, Female M=2.762) and enables them to learn faster (MaleM=2.955, Female M=3.00).In addition, all students perceive Facebook's ability to track postings as useful to help them in their learning process (MaleM=3.909, Female M=3.762).

Male and female moderately agreed on the benefits of interaction in Facebook helping them to learn more (MaleM=3.545, Female M=3.333), understanding the subject (MaleM=2.909, Female M=3.00), fast feedback (MaleM=3.682, Female M=3.667), more materials (MaleM=3.545, Female M=3.286) andup to date information (Male M=3.864, Female M=3.810).

Table 4: Limitations of learning through Facebook

Responses	Number	Percentage (%)
Must know how to use Facebook	**11**	**26**
Irrelevant Facebook posts	**25**	**58**
Lack of physical (face to face) interactions	**26**	**60**
Facebook does not have many learning tools	**20**	**47**
Cannot access to Facebook sometimes	**16**	**37**

In the last section of the survey, students were asked to provide response on some of the limitations that they felt existed. The results are reflected in Table 4. Most of the students (60%) felt that Facebook lack of physical interaction. In other words, they felt that some of the information must be conveyed face-to-face as the Facebook comment may not reflect their real emotions though it was easier to find their peers in Facebook than finding them in person. Additionally, poor writing skills or inconsistency of written and non-verbal cues may cause miscommunication as reviewed by Wong (2012).

Although the benefit of Facebook learning group is indisputable, other limitations posed include irrelevant posts from classmates that are not related to the subject and could distract their attention (58%), whereby most of the studentsfelt that there is limited learning that happens in the Facebook group. As one of the student remarked:

> *"The Facebook post may have junk post, irrelevant post"*

Other limitations of learning through Facebook that the students faced is that Facebook does not have many learning tools (47%) and access problem (37%) – could be due to server or Internet unavailability.In addition, 26% think that they must know how to use Facebook's group interface first as some students may use a limited number of functions in Facebook (such as updating status and posting photos).Although Hussin, *et.al.*, (2009) study indicated positive perceptions of e-learning among students in selected universities in Malaysia, one of the limitations is that the students need to be pre-acquainted with course content to achieve desired learning outcomes.Hence, all the above limitations could actually hinder both groups of students from fully utilizing the Facebook group's interface to their advantage especially for academic purposes.

Implication and Suggestions

According to Aristotle, human beings are social animals that require constant interaction with others (Lear, 2013). The social media tools not only provided human beings with the arena to communicate but it has also transformed the way we learn. The educator's role is not only to impart knowledge and experience but also to invent new strategies to deliver them. By integrating the results of this study, there are three specific suggestions that are provided for educators who are seeking to use Facebook as a supporting tool:

1. Know your learners

Every technology requires some form of learning before implementation and the skill sets of learners and educators are vital to ensure smooth transition of knowledge. Although some researchers found that learners are moderately lacking in computer proficiency and technological skills (Evan &Hasse, 2001; Willging& Johnson 2004), it was clearly indicated in the survey that students from Generation Y felt that they are sufficiently knowledgeable about the usage of Facebook. Moreover, the Generation Y students place high values on freedom and flexibility (Solnet, et.al, 2012), and classroom learning may eventually be boring for them. As a result of this generational shift, using the Facebook learning group as a learning tool really appeals to them especially the degree students as indicated in this research. Indeed, educators not only need to equip themselves with Information and Communication Technology (ICT) knowledge so that they are able to close the generational gap but by embracing this social media technology and integrating it in class, they are also able to provide the students with the opportunity to learn at their own time and pace. As an educator, knowing the gender and differences in learning style may help the educators to capture the attention of learning as Facebook is seemed more on practical approach that is suitable for male learners.The argument remains if it is ethical for educators to focus or "target" male students to become early adopters of such techniques. Nonetheless, through good understanding of the students' learning pattern, an educator can customize specific learning activities or lesson delivery to capture the audience.

2. Integration is the key

Reiterating from this research finding, both groups of students were able to gain speedy feedback in the Facebook Group and such interaction plays a major role in their learning progress. As Facebook was not created to be used for educational purpose, some learners often get distracted by other social activities while accessing the learning group. This is one of the major limitations discovered in this research. Nonethelesssocial network sites such as Facebook can become a potent supporting tool if it is properly integrated in the course. Hence, the importance lies in finding a balance on how and when to use Facebook. The Facebook group could be merged to complement the current curriculum delivery or linked to some sort of an assessment or learning outcome of the course but educators should not be completely dependent on Facebook to deliver all the knowledge.Since both male and female and diploma students felt that using Facebook helped them tremendously in their assignments, then it should be integrated with their coursework. The method used in assessment should be reflective of quality information that transpired through Facebook rather than the quantity.All in all, students should be able to see the relevance of technology usage in the subject rather than just

merely for the fun of it. In addition, the Facebook learning group is particularly useful for subjects that require practical approaches and critical thinking. Due to the integration of social media in the workplace of various industries like hospitality and banking, the method of teaching also needs to change. Educators need to immerse the students in the context of the real working environment so that they can see how business organisations apply Facebook as a powerful marketing tool.

3. Leverage on the strengths

The Facebook is often perceived as a fun social platform for chatting and playing games. This has changed tremendously since its humble beginnings. Many business organisations and even government agencies have realised that not just Facebook, but also other social networking sites can be used as a weapon to create public awareness and influence the masses. Thus, the appropriateness of using Facebook as a learning platform has always been questioned by fellow academicians. You either love it or hate it but one cannot ignore Facebook when it has over 1.44 billion active users as of May 2015 and the users have increased 13% year after year (Noyes, 2015).With the current e-learning system in most institutions, there is a lack of continuation of connection with existing friends from current cohort.In comparison, the Facebook allows students to maintain and even grow their social circle with peers, junior and even senior students from various cohorts, across different academic programs and even with students from other education institutions. In fact, in a study conducted by Wu, C.H., and Chen, S.H., (2015),it has shown that social influence and information quality are among the critical and direct determinants that affect users' continuous intention to use Facebook in learning.From one of the observations made, an announcement was sent through the e-portal and simultaneously, the same announcement was also posted in the Facebook Group. The e-portal was not able to guarantee that all the students have read the announcement but the Facebook Group displayed all the names of the students who have read the announcement or 'LIKED' the post. The obvious advantage is that students are logged-on to Facebook more often compared to the existing e-learning system and tracking their learning becomes more attainable for educators. Students also find that it is easy for them to share information related to the subject from various websites or videos directly to Facebook rather than logging-in to a different platform. This is evident in the analysis earlier whereby the male students agreed that theinteraction in Facebook helps them to get up to date information about the subject.This seamless and boundaryless world of information sharing must be perceived as one of the major strengths of Facebook.

Conclusion

As the world becomes more ubiquitous and transfer of information advances, educators are compelled to seek new ways to reach the learners. There are still very few valid researches on the effectiveness of social media as a learning tool, especially in the context of higher education in Malaysia.This paper hopes to hone in on this as the researchersexplored the usage of Facebook to facilitate learning amongstudents from two different genders in BERJAYA University College of Hospitality. The findings were positive and indicated that the students benefitted in some way especially forthe male students. Some of the more prominent benefits of using Facebook is in giving them the access to information anywhere and anytime which is a key attraction for Gen-Y-ers, or as one student mentioned, '*learning on the go'*.Based on the

findings, specific suggestions were provided for educators' consideration especially in view that Facebook were more effective for male students compared to female students. Noteworthy that a successful fusion of classroom and web-based learning allows active learning that involves studentsregardless of gender to read, speak, listen, think deeply and write (Dodge,2001). This is not to say that the Facebook learning group is not without any flaws but if the technology is put to good use, educators are able to proffer information more effectively and efficiently. The privacy issues and cybercrime remains rampant and by having a closed Facebook groupand active monitoring, this ensures that the virtual learning environment is conducive for all the students. As educators, undeniably it is a constant challenge for us to not 'teach' the students but equip them with skills to teach themselves.The integration of social media as one of the learning tool is a direction that is inevitable for any higher education institution as students become more empowered to choose the way they learn.Even though the social media tools provided unlimited resources and instantaneous transfer of knowledge, such technologies have yet to replace physical education completely. In summary,using Facebook in an analogous form with the current e-learning system and curriculum designwill be able to reach the new generation of learners.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

MANAGEMENT ACCOUNTING SYSTEMS, CREDIT RISK MANAGEMENT PRACTICES AND ORGANIZATIONAL PERFORMANCE AT COMMERCIAL BANKING SECTOR IN PALESTINE

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Abstract :*The aim of this paper is to report the results of a study on the linkages between credit risk management practices and management accounting system (MAS) and organizational performance through testing the match and joint effects of MAS and CRM on organizational performance. The research method involved administering a questionnaire to 11 commercial banks listed on the Palestinian Monetary Authority website and the respondents were those in the risk management department on banks such as chief executive officers (CEOs), chief risk officers (CROs), chief financial controllers, general managers, risk managers, and bank employees at departments related to risk management in Palestinian commercial banks. Based on the IFAC's (1998) framework and the Bank of International Settlement report (2013), it was found that most of the Palestinian commercial banks have a complete implementation for ERM framework. In light if the relationship between CRM practices and MAS some management accounting practices works to assist in managing credit risks in two main dimensions costing system and budgeting. The finding also confirms the important role of interaction between CRM, MAS and organizational performance.*

Keywords: Risk management; Management accounting system; Commercial banks

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Introduction

Management accounting system is defined by international Federation of Accountants (IFAC,1998) as the procedure of determination, identification, measurement, analysis, preparation, and communication for both of (operational and financial) information which is used for the arranging, planning, and efficacious use of resources by management. Consequently, management accounting system becomes an essential part of the organizations general management process. According to (Cole, 1988) management accounting system provides alert of risk, measurement of performance, information for taking accurate decisions, and data for strategic planning. Wherefore, it is a tool for achieving high performance.

Deregulation and globalization pushed financial institutions to face a dynamic environment. They trade a large range of financial assets that are various and complex, traditional assets

(deposits and loans) and financial derivatives. Advance in technology allowed banks to establish a modern efficient delivery and processing channels. Within this complicated and complex environment banks managers need pertinent financial and non-financial information for making accurate decision. Kafafian (2001) and Razaee (2005) argued that, the ability of management to create an appropriate decision is linked to the quality of management information.

Financial institution extend credit to the investors for investment purposes there are possibility that investment may not perform worthy or collapsed to generate positive Net Present Value (NPV). If this scenario happens investors are defiantly unable to refund the credit extended by financial institution and risk of default appears. Credit creation is the main income generating activity of banks (Kargi, 2011). With increase in bank exposure to credit it tendency to undergo a financial crisis also increase. These crisis leads to bad impact on the economy as a whole, particularly when central bank and supervisory authority unable to prevent and address the determinants of the problem. Fundamental portion of bank earning is created from the interest gained on loan extended to their clients. Kithinji (2010) write credit risk mainly arises due to lack of institutional capacity, in appropriation of credit policies, poor quality of management, lapses of laws and regulation and inefficient lending practices and accurate interference of central bank. So, credit risk management indispensable for profitability and bank survival.Chen and Pan (2012) define credit risk as the extent of value fluctuation of loans and derivatives due to change in the credit quality of borrowers and counterparts as well. According to Bassis (2009) credit risk is the potential that a bank borrower/counter party fails to meet their obligations on agreed terms. It is the risk of incurring losses because of the sudden deterioration of the creditworthiness of counterparties.

Management Accounting System (MAS) indicates to the systematic implement of management accounting to achieve the main goals of the organizations. Great design of MAS helps managers to be more efficacious in decision making, thereby aiding organization improving their efficiency and become more competitive toward any challenging environment. This definitely improves the performance of organizations (Ismail and Isa, 2011). Authors like Collier et al., (2004), Soin (2005) and Williamson (2004) have claimed that management accounting system is backing risk management activities. Both of management accounting and risk management are expected to complement each other and support enterprise decision making. MAS affect risk management through risk aggregation, reporting, monitoring and communication. MAS contribute on reducing management decision making uncertainty by providing appropriate information (Winter, 2007).

We can observe that there is a growing body of literature that examines the effect of MAS and performance as well as RM and organizational performance, the knowledge of linkage method MAS and RM that can reinforce the banks performance remains a gap. Soin and Collier (2013) argued that very little is familiar about the relationship between risk management and management accounting system. This research intends to have solid risk management framework especially credit risk management, depending on accurate information for management decision making and appropriate measurement of credit risk. Credit risk management plays a significant role at the banks overall performance and profitability. This is considered the main motivation to procedure this research.

The remainder of the paper is structured as follows. The next section reviews the relevant literature followed by research methodology, results and discussion and finally the conclusion.

Management Accounting Practice

Management accounting system is defined by international Federation of Accountants (IFAC,1998) as the procedure of determination, identification, measurement, analysis, preparation, and communication for both of (operational and financial) information which is used for the arranging, planning, and efficacious use of resources by management. Consequently, management accounting system becomes an essential part of the organizations general management process. Management accounting system provides fundamentals information for:

- Accurate controlling of organization current actions and activities;
- Planning organization process, tactics, strategies, and operations;
- Developing and optimizing the use of organization resources;
- Evaluating and measuring performance; and
- Effective improving of internal and external communication.

According to (Cole, 1988) management accounting system provides alert of risk, measurement of performance, information for taking accurate decisions, and data for strategic planning. Wherefore, it is a tool for achieving high performance. Other additional feature of management accounting is using it as a tool to manage organizations resources. The author argues that a proper MAS does the following:

- Avoid managers of facing a work surprises;
- Identifies the organization cost and profitability of running business;
- Allows all managers to illustrate their performance as it is reported; and
- Eliminates complaints about information availability.

According to IFACs (1998) framework, the evolution of management accounting is categorized into four identifiable stages. In stage 1, Cost determination and financial control stage, until 1950. Financial statement consists of income statement; balance sheets and cash flow statement are the main sources of data. Factors had direct influence in management accounting methods development: (1) western strong economic position that encouraged international demand, for its products, (2) relatively weak competition, (3) low attention to quality. In the second stage of evolution, information for management planning and control, from 1950 to 1965. The essential purpose of this stage is to distinguish management accounting information for management processes and controlling them. This stage considers introducing stage for accounting and management accounting techniques that assist and support decision analysis. These techniques include marginal costing, standard costing, IFAC (CVP) analysis, Break-even analysis and transfer pricing. Add to that, this stage is characterized by manufacturing process and internal analysis of companies. This stage is directed towards manufacturing and administrating internal issues rather than strategic considerations (Abdel-Kader and Luther, 2008). The third stage of management accounting evolution is represented after the global recession in the 1970s, which is followed by accretion global competition and wide development of technology in the last two decades. Stage of reduction of waste of resources in business processes 1965 to 1985. This stage focuses on the implementation of process analysis and cost management technologies. The goal is to reduce non-value added

activities with specific techniques such as Activity-Based Costing (ABC), Total Quality Management (TQM), Management Resource Planning (MRP) and multiple regressions. Organizations started looking for greater quality and costs reductions as well. The fourth stage of management accounting evolution (1985 to 1995) shifts its consideration from waste reduction to value creation, by the optimal use of available tools, technologies, and resources.

Management accounting systems which are decisive for management performance and control will be closely linked to risk management. However, this relation has been discovered and recognized recently and the current literature on this topic remains limited. The following section reviews some important studies on the relationship and the direct link between management accounting and risk management.

Literature Review

Distinctly that the linkage between both of management accounting and risk management is rapidly growing. Authors like Williamson (2004); Collier et al (2004); Mikes (2006) McWhorter et al (2006); Collier and Berry (2002); Soin (2005) have reached and discussed this linkage. Williamson (2004) conducted a research clarifying that management has know-how in determining, analysing, and decision making and so on, be able to assist developing enterprise risk management tools and techniques. Moreover, well understanding of organizational economic implication also its behaviour, management accounting should be ready for better explicate and communicate risk management information more effectively. Management accounting is supporting risk management and control whether by assessing, estimating the consequences of expected results from risk events, quantifying objectives, and analysing risk management cost and benefits processes, or comparing the real performance of risks faced.

Horngren et al. (2007) write management accounting system involves the process of identifying, measuring, analyzing, preparing, accumulating and communication information that assist managers fulfil organizational objectives. The Chartered Institution of Management Accounting (UK) (2000)shows management accounting as an integral part of management which exactly requires the identification, presentation and use of relevant information to formulating business strategy such as planning and controlling process, decision making and performance improvement and value increase and enhancement.

Mikes (2006) conducted a research to discover the changing context and internal dynamic of a multiple control system in a financial services organization as a contribution to link between risk management and management accounting. The study showed how the firm-wide risk management system and accounting control complemented each other also competing between each other due to their relevance, importance, and attention from the top management. Consequently, accounting system was widely used in organization management decision making.

Woods (2009), on the other hand, conducted a study in a public sector organization focused on the risk management control system. Several variables affected the risk management system at the organizations operational level which is central government policies, communication technology and information, as well organizational size. The study found that the most significant variable was central government policies as plenty of strategic objectives and

resources were determined by the central government. Exactly in the financial institutions where government regulation direct and drives the risk management system.

In another study, Abdul Rasid et al, (2011) examined the link between management accounting and risk management through measures the extent to which management accounting practices assist in managing risk. His study implemented a survey directed to financial institutions listed in the Malaysian Central Banks web site. Finding indicated that budgetary control, budgeting, and strategic planning contribute significantly in managing risk. Furthermore, the management accounting function was extremely involved in the organizations risk management.

Collier et al. (2007) investigated the roles of management accounting in risk management he indicated that management accountants who owns special type of knowledge and skills in information analysis, analysis systems, strategic management as well performance – should have decisive and important role to work in developing and implementing risk management. The research survey results showed that there was little integration between management accounting and risk management and that the participation of management accounting in risk management was just marginal. Significant role for management accountants indicated by post survey interviews in risk management. (Collier et al., 2007) and, normally the management accounting functions in the most of the organizations are totally under the responsibility of finance director.

The issue of risk management accounting was also investigated by Collier and Berry (2002) in manufacturing and not-for-profit organizations. Their research was conducted to understand the relationship between risk and budgeting. The budgeting process is an official method by which plans are created for future time periods, which means a consideration of risk. However, there was a clear separation between both of budgeting and risk management. It manifests that budgeting is not a practical tools used in managing risk. Soin (2005) argued that management accounting supports risk management activities. The author investigated the contribution of management accounting and control information on the risk management practices in the UK financial services sector. She found that there is no obvious role for management accounting system in risk management justifying that through risks were not directly considered in the process of budgeting, performance measurements and cost control.

Abdul Rasid et al, (2014) studied the linkages between management accounting systems (MAS), enterprise risk management (ERM) and organizational performance. Finding of this study indicated that implementation of ERM requires the use of sophisticated management accounting system information. Both of ERM and MAS complement each other and they are integral to decision making, planning and control in an organization.

Complexity of the business environment in financial institutions requires that management accounting system provides broad information linked to financial, non-financial, current performance and future performance also both of internal as well as external to the organization (Agbejule, 2005: Bouwens and Abernethy, 2000; Chenhall and Morris, 1986).Aebi et al., (2012) stated that evidence from the recent financial crisis of 2007/2008 “has clearly defined that the business of banks is business of risk”.Aebiet al., (2012) reached to results which showed that banks with accurate and certain risk governance operate significantly greater during the financial crisis.

Low financial performance creates economic pressure on the organizations to alter its management accounting system to increase performance suggested by (Granlund, 2001). In another hand changes in management accounting is accompanied with maximal dependence on accounting information, it resulted an extremely improvement in performance proposed by Baines and langfield-Smith (2003). Consequently, financial performance becomes an essential outcome factor of management accounting change.

Management accounting and risk management integration appears clearly in the field of performance measurement. Balanced scorecard (BSC) is a strategic performance measurement system and enterprise risk management (ERM) as a preferable practice of risk management (McWhorter et al., 2006; Beasley et al., 2006; Scholey, 2006; Ballou et al., 2006). There are four fundamental perspectives for BSC, which are, employees learning and growth, internal business processes, customer satisfaction, and financial performance.

A review of the different studies above explains that management accounting seems to assist and support risk management in various ways. First of all, management accounting proficiency in assessing, identifying, analysing, and communicating management information for planning purposes and control, and performance measurement and decision making can assist in developing methods and techniques for communicating, and establishing an accurate and strong risk management in the organizations. Then, functions of management accounting and risk management are linked with costs and, thus, create possibility for implement management accounting techniques in risk management. Finally, management accounting should work on providing wide channels within organizations for risk management, performance measurement, accountability, and linking strategy.

Hypotheses Development

Recently, Management Accounting System (MAS) becomes an integral part of the management process and activities. According to Chenhall (2003) andIsmail and Isa (2011), appropriate and well-designed MAS helps organizations improving their efficiency and remain competitive will automatically improve the organization's performance. According to Mikes (2006) and Woods (2008), both of ERM and MAS are considered as control systems that complement each other which consistent with the contingency theory. Contingency theory depends on a main concept which is "Fit" (Drazin and Van de Ven, 1985). "Fit" clarification made by three different forms which is used in several previous contingency-based management accounting research, are selection, interaction and system approaches. Organizations that implement risk management practises will require MAS information that is costing system and budgeting, information for decision –making and performance evaluation.

An accurate match between credit risk management practices and management accounting system information would then lead to higher performance. Therefore, this research will adopt the interaction approach to study credit risk management practices and management accounting system towards Palestinian commercial banks profitability. Following this approach, is supposed the appropriate fit between CRM and MAS information is represented by the relationship between them.

Thus, the following hypotheses are suggested.

The following hypothesis is addressing the rest of the research questions:

H1. There is a significant level of extensiveness of the risk management implementation at Palestinian commercial banks.

H2. There is a positive relationship between CRM practices and MAS.

H2a. There is a positive relationship between CRM practices and the use of costing system.

H2b. There is a positive relationship between CRM practices and the use of budgeting.

H2c. There is a positive relationship between CRM practices and the use of information for decision-making.

H2d. There is a positive relationship between CRM practices and the use of performance evaluation.

Joint effects between MAS and RM will improve banks performance. In this study, the two organizational attributes are CRM practices and MAS information. These combined effects could be measured through implementing an interaction model. The following hypotheses are subtracted.

H3. The interaction between CRM and MAS is positively associated with organizational performance.

H3a. The interaction between CRM and used of costing system MAS is positively associated with organizational performance.

H3b. The interaction between CRM and the usage of budgeting MAS is positively associated with organizational performance.

H3c. The interaction between CRM and using information for decision-making MAS is positively associated with organizational performance.

H3d. The interaction between CRM and the usage of performance evaluation MAS is positively associated with organizational performance.

Methodology

This study instrument is the survey questionnaire. This instrument was developed by the researcher and other question being adopted by Al-Tamimiand Al-Mazrooei (2007); Abdul Rasid., Abdul Rahman., & Wan Ismail (2011) and Ismail, K., Isa, C.R. and Rasid,Z.S. (2014). The population of the study was commercial banks in Palestine which listed on the Palestinian Monetary Authority web site. Since the information required being focused on management accounting tools and credit risk management practices of the banks, this information must be collected from most qualified respondents were those in the risk management department on banks such as chief executive officers (CEOs), chief risk officers (CROs), chief financial controllers, general managers, risk managers, and bank employees at departments related to

risk management in Palestinian commercial banks. Therefore, purposive sampling technique was adopted.

The survey questionnaire was distributed to the commercial banks in Palestine. Its decided by the researcher in this research that questionnaire were to be distributed to the banks in Palestine would be through representative administered of the researcher and it involved a specific respondents and large geographical areas since the respondents are from Gaza Strip City and West Bank. Furthermore, the topic of risk management is considered as advance technical topic and contained several nomenclature are used widely, some of it are not familiar to the respondents. Through the personally administering the questionnaires, any miss understanding and doubts that appear regarding the meaning of the nomenclature and the question could be clarified directly which increases confirmation of the respondents answer and deal with the questions in the way that it was contagious by the researcher.

Data Analysis

After the stage of collecting survey questions from responses, and establishing coding procedure, the responses data was coded and transferred to the computer for analysis level through using SPSS Windows which is considered statistical software. This statistical analysis can provide several advantages such as creating effective data management SPSS that make data analysis quicker because the program realizes and knows the location of the variables. In addition, the researcher will follow some steps in the process of analysing the data.

Seventy seven questionnaires were distributed to banks, commercial ones, in the two parts of the Palestinian territories that are Gaza Strip and the West Bank. The questionnaires sent to the banks were all collected in different times since there are some difficulties to get them at the same time especially in the Palestinian situation. However, at the end all the questionnaires were answered. Out of 77 respondents, there males seem to be majority with 58 responses with a percentage of 72.5%. The rest, 19, were females with a percentage of 23.8%. Those whose ages are between (46-56), they answered 30 sets of the questionnaires which is the largest number of respondents with a percentage of 37.5%. In term of level of education of the respondents the total of 38 of respondents with a percentage of 47.5% are Bachelor degree holders. Qualification background of the respondent's shows that large number of respondents was studied accounting with a percentage of 26.3%.In term of the department names those whose works on loans, treasury and risk management departments comes with the largest number of respondents with a percentage (14%, 12% and 11) respectively. Reliability means the consistency and stability of a particular set of items used in measuring a variable. In order to test the reliability of the instrument, the most commonly used test is Cronbach's Alpha. The test is performed on each variable used in a study to obtain the reliability coefficients that is Cronbach's Alpha coefficients. In this research the scales used in the questionnaire were measured for internal consistency using Cronbach's alpha. A reliable scale should have an alpha of at least 0.7 (De Vaus, 2002 view). The results are presented in table. The results show high alpha value (> 0.7) which indicate that each scale of the questions measures a single concept and the items that make up the scale are internally consistent. From table 1 the recorded scores indicate that there was a good internal consistency among the items.

Measurement of variable

There were three essential variables at this section, MAS, ERM and organizational performance. Table 1 shows the operational definitions of the three main variables. MAS measures the extent to which banks use MAS information in terms of costing system, budgeting, information for decision-making and performance evaluation. This measure was adapted fromRasid and Abdul Rahman (2009), Ismail and Isa (2011), Rasid,Isa and Ismail (2014) CRMP measures the extent of CRMP implementation based on the Bank of International Settlement report (2013). The component were establishing an appropriate credit risk environment, operating under a sound credit granting process, maintaining an appropriate credit administration, measurement and monitoring process, ensuring adequate controls over credit risk and the role of supervisors.

Table 1: Operational definition of variables

Management Accounting System (MAS)	The extent to which financial institutions use MAS information in term of costing system, budgeting, information for decision-making, & performance evaluation
Credit Risk Management Practices (CRMP)	CRMP measures the extent of CRMP implementation based on the Bank of International Settlement report (2013)
Organizational Performance	Organizational performance measurers the extent to which the organization has been successful in attaining its planned targets

Organizational performance measurers the extent to which the organization has been successful in attaining its planned targets. The respondents were asked through this research questionnaire to indicate the extent to which their organizational have been successful in attaining their planned targets by considering only these performance targets are relevant to their organization. Likert scales of 1 to 5 were used in the questionnaire. The drafted questionnaire has been pilot tested on several risk management officers and banks employees of commercial banks in Palestine. The drafted questionnaire was also given to several employees at risk management department of several banks. The questionnaires given were printed on an A4 size paper with two pages on the same sheet. Time required to answer the questionnaire was about one hour. Generally respondents agreed with the questions asked.

Results and Discussion

This study investigated the characteristic of MAS information that match CRMP implementation through conducting the selection form of “fit”. A further preliminary step before conducting a bivariate correlation matrix and multiple regression analysis for all variables.

Hypothesis Testing: H1

Table 2 shows the status of the risk management framework in the Palestinian banking system. As for the first ranked sub-question, it is the fully implementation of ERM framework in Palestinian banks, with 32 of frequency and with a percentage of 40%. The sub-question is “Do you have fractional ERM framework currently on Palestinian Banks?” is ranked second with a frequency of 20 and a percentage of 25%. The third rank goes to the third sub-question which is about not having ERM framework but there is planning to implement. It is frequency came to be 14 and 17.5% percentage. The fourth sub-question is about investigating the concept of ERM. It is ranked four in the list with frequency of 11 and a percentage of 13.8%.Most of the

Palestinian commercial banks have a complete implementation for ERM framework. Hence, H1 is fully supported.

Table 2: Percentage of the status of Implementation of Enterprise Risk Management

Please select the currently applicable steps of risk management (RM) framework on your bank?	Frequency	Percentage	Rank
Fully Implement RM framework currently on Palestinian Banks.	32	40	1
We have fractional RM framework currently on Palestinian Banks.	20	25	2
We don't have RM framework but there is planning to implement on.	14	17.5	3
We are investigating the concept of RM.	11	13.8	4

Hypothesis testing: H2

Table 3: Correlation of Credit Risk Management Practices and Management accounting system

		Costing System	Budgeting	information for decision-making	Performance Evaluation	Organizational financial performance
CRMP	Pearson Correlation	.033	.034	.453	.458	
CRMP						.001

Note: ** Correlation is significant at 0.01 level (2-tailed).

The appropriate "fit" between CRMP and MAS information characteristic is represented by the relationship between the two. The relationship between CRMP and MAS was analysed using the correlation matrix. Results indicate that CRMP was insignificant related to MAS that are information for decision- making and performance evaluation (table 3). The positive and significant relationship between CRMP and MAS just appeared in two dimensions which are costing system and budgeting. This insignificant relationship between CRMP and last two dimension of MAS (information for decision –making and performance evaluation) suggest that an increase level of CRMP implementation is necessary associated with an increase level of implementing MAS. Therefore, **H2:** it comes with a medium degree of accreditation.

Hypothesis testing: H3

Compatible with Bisbe and Otley (2004), the interaction effect between MAS and CRMP was testing using moderating multiple regressions. These hypotheses can be illustrated in a moderated regression equation as:

Financial performance= Constant + B1MAS+ B2 MAS+ B3 MAS+ B4 MAS + E

Table 4 shows the moderated regression for the effect of the interaction between MAS and CRMP on organizational financial performance. The results shows that interaction of costing system with CRMP on banks profitability is negative significant (β= -.248, $p < 0.05$), interaction of budgeting with CRMP on banks profitability is negative insignificant (β= -.089, $p > 0.05$), interaction of information for decision making with CRMP on banks profitability is positive insignificant (β=.260, $p > 0.05$), interaction of performance evaluation with CRMP on

banks profitability is positive insignificant (β=.074, p > 0.05). Therefore, the result indicates that management accounting system with credit risk management practices has insignificant affected the organizational financial performance.

Table 4: Results of moderated regression

	Regression Coefficient	Coefficient Value	SE	t-value	Probability
Costing System× CRMP	β	-.248	.252	-2.371	.020
Budgeting× CRMP	β	-.089	.270	-6.73	.503
Information for Decision-Making× CRMP	β	.260	.364	1.758	.083
Performance Evaluation× CRMP	β	.074	.201	.634	.528

H3 assumes that the interaction between CRM practices and MAS is positively associated with organizational performance. This hypothesis is minimally supported as only the interaction between costing system and CRM practices on organizational performance was statistically significant.

Discussion and Conclusion

The main aim of this study was to investigate the interconnection between MAS, CRM practises and organizational performance. This study surveyed 11 commercial banks in Palestinebased on the IFAC's (1998) framework and the Bank of International Settlement report (2013). The first objective was to locate the status of Enterprise Risk Management implementation; most of the Palestinian commercial banks have a complete implementation for ERM framework. Commercial banks are preferring to adopt ERM because of obvious instructions comers from Palestinian Monetary Authority side to ensure more effective and efficient risk management system.

Management accounting system specialized in assessing, analysing, identifying, as well as communicating management information for planning and performance measurement and decision making can create and develop unique communicating techniques. Organizations that implement credit risk management practises will require MAS information that is costing system and budgeting, information for decision –making and performance evaluation. In light of the finding about the relationship between CRM practices and MAS some management accounting practices works to assist in managing credit risks such as costing system and budgeting. Both of management accounting and risk management must be the integral

management instruments to complete each other toward achieving appropriate corporate performance. The Palestinian Monetary Authority as the main regulator should encourage best management practices such as management accounting system and ERM at their financial system and among its financial institutions to reach for a level of comply with regulation.

Another objective was to investigate the combined effect of MAS and CRM practices on organization performance implementing the interaction for of "fit" to contingency-based research. The significant interaction between costing system MAS and CRM practices suggests that the higher the CRM practices, the stronger the relationship between the use of costing system MAS and organizational performance. Consequently, it's conspicuous that RM practices works to improve an organization to deal with information, definitely improving organizational performance (Mikes, 2006; Williamson, 2004 and McWhorter et al. 2006)

The study was subjected to three main limitations. First, this study was limited to the Palestinian Commercial banks that are due to the unavailability of information in annual reports and Islamic banks have been excluded. Secondly, this study just measured only Palestinian commercial banks; therefore the findings cannot be generalized and implemented to any other countries. Finally this study just covered MAS which consider as sub-control system in an organization, CRM practices, and organizational performance. The further research can investigate the relationship between entire controlling system, and risk management practices, and organizational performance. Nevertheless this study had added to our limited understanding the importance of management accounting practices and risk management implementation in commercial banks.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

BURNOUT AMONG SCHOOL TEACHERS IN MALAYSIA: A CONCEPTUAL PAPER

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Abstract: *In every country, teachers are playing the most important role in achieving educational goals. Because of that, their welfare and issues should be considered properly. One of the issues that need to be focus is the burnout among teachers. Burnout refers to the persistent physical, mental or emotional exhaustion caused by long-term stress, usually as result of excessive workplace or personal responsibilities. The purpose of this study is to discover the level of burnout among teachers in urban area in Malaysia. The questionnaire will be distributed to both primary and secondary school who teaching in urban area which are Kuala Lumpur and Selangor. Data will be collected by using Maslach Burnout Inventory – Education Survey (MBI – ES) adapted from Maslach et al. (1986), which consist of three dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. The outcome of this study would assist on burnout mitigation and to prevent stress among teachers.*

Keywords*: burnout, teachers, urban, emotional exhaustion, depersonalization, personal accomplishment*

Introduction

Teachers are the biggest influence on students' learning. Welfare of the teachers should be addressed in order to improve the quality of education. Currently, the education system throughout the world is undergoing rapid changes. Because of that it can increase teacher's burden (Wei & Abdullah, 2016). The increasing of the work roles among teachers can lead to the burnout. According to Sichambo, Maragia, & Simiyu (2012), burnout refers to the feeling of tiredness, low enthusiasm and going out of work mechanically. It can result from prolonged exposure to stress.

At present, Malaysian teachers need to do everything rather than teaching such as prepare lesson plans, examination questions, take note of students' attendance, fill in the discipline books and access students' homework. Besides that, they also involve in students extra-curricular activities such as clubs, societies, and sports (Ismail and Mohamed, 2011). This situation might lead to the stress and burnout due to the variety job functions. Because of that,

this study was conducted in order to discover the level of burnout among teachers in urban area in Malaysia.

Literature Review

Burnout

According to Rad & Nasir (2010) the concept of burnout was introduced to investigate the front-line employees by Freudenberger (1974) such as teachers, nurses and social workers (Ghanizadeh, Jahedizadeh, & Thomas, 2015). Khan, Rasli, Yusoff, & Ahmad (2015) defined burnout as lacking of determination in achieving goals and reality at workplace. They also mentioned that burnout is a prolonged stress that decrease the employee's performance and lead to negative attitudes (Zarafshan, Reza Mohammadi, Ahmadi, & Arsalani, 2013; Zysberg, Orenshtein, Gimmon, Robinson, & College, 2016).

Moreover, burnout might give an individual a broad range of health problems, absenteeism and might change their behaviour in workplace (Zysberg et al., 2016). They also mentioned that burnout also contributes to severe emotional and psychological conditions which it shows that why the studies of burnout has been widely explored.

Burnout and stress both are related with human's affective. However, stress is the effect than unavoidable before an individual move to the final effect which is burnout. This negative effect attempts when an individual is not able to deal with their negative stress (Subon & Sigie, 2016).

The researchers also mentioned that most of the teachers will suffer negative stress before they feel burnout. Most of the factors lead to teacher's burnout are demotivation due to lack of accomplishment, student's aggression, and burdened of the workloads (Roslan, Ho, Ng, & Sambasivan, 2016; Subon & Sigie, 2016).

Furthermore, in reality, there are many factors that contribute to burnout such as isolation, not well recognized by the society and lack of support (Khan et al., 2015). The job burnout includes three dimensions which are; emotional exhaustion, depersonalization and reduced personal accomplishment which likely to happen among employees who work with other people for any purposes (Maslach, Jackson, & Leiter, 1997).

Emotional exhaustion

The fundamental dimension of burnout is emotional exhaustion. Khan et al. (2015) defined emotional resources as individual's emotional that drained. Hakan & Halis (2014) also agree that when individual's feelings has over the limit, it can be categorized as emotional exhaustion (Droogenbroeck, Spruyt, & Vanroelen, 2014). A study from Khan et al. (2015) also found that emotional exhaustion would increase absenteeism and employee's leave their job.

Emotional exhaustion is associated with prolonged stress that affects not only physically but also will have consequence on affective and cognitive of any individuals (Sadeghi & Khezrlou, 2016). Some of the factors that contributed to emotional exhaustion for teachers is due to the feeling of tiredness, heavy workload and overreached by students (Ghanizadeh et al., 2015; Mukundan, 2011; Roslan, Ho, Ng, & Sambasivan, 2015).

Depersonalization

The term of depersonalization can be referred as impersonal and depraved by the perception of others (Ghanizadeh et al., 2015). The expansion of bad behaviours is the indication of depersonalization in any individuals which might isolates manner of relating to others (Mukundan & Khandehroo, 2010). According to Walburg (2014), depersonalization aroused by an exposure to the most chronic level of stress which might lead to . This also might contribute to one social withdrawal.

Low Personal Accomplishment

People will feel low personal accomplishment if their feeling of competence and achievement in their job started to decline (Tatar & Horenczyk, 2003). One will have a tendency to judge oneself in a negative way with respect to their job. The personal accomplishment of people will be diminished if they are relatively engaged with people-concern (Sadeghi & Khezrlou, 2016). Furthermore, low personal accomplishment also lead to individual's low morale, unable to cope not only with people also towards the job attitudes and decline in day-to-day productivity.

Methodology

Population and Sample

Data will be collected by using questionnaire which will be distributed among teachers in urban area in Malaysia, namely in Kuala Lumpur and Selangor area. Convenient sampling will be used in order to select the sample from the set of population of the respondents. The design of this study is the non-probability sampling design. According to Sekaran (2003), non-probability sampling is where the elements do not have any probability attached to their being chosen as sample subjects. Convenient sampling will be used since it is cheaper, more convenient and gave access to people who were willing and ready to participate in the study (Opoku, 2005).

Instrument

All constructs are measured on 5-point Likert scales ranging from *Not at all* to *Very Often.* This research will adopt Maslach Burnout Inventory (MBI, Maslach and Jackson, 1981) for the assessment of burnout levels among school teachers. The questionnaire consists of two sections. Section A is for demographic profile while Section B is for Maslach Burnout Inventory which consists of 22 items which will be grouped in three sub-scales: Exhaustion, Depersonalization and Personal Accomplishment.

Validity and Reliability

In this study, instruments will be adopted from the literature, and the Cronbach's Alpha values for all scales is greater than 0.7.

Statistical Procedure

This research will use IBM SPSS version 24 to screen all the data and to test the level of burnout among teachers by using Maslach Burnout Inventory.

Conclusion

This study will have some significant implications. It will determine the level of burnout among teachers in urban area in Malaysia such as Selangor and Kuala Lumpur. This study also will determine whether today's teachers experiencing symptoms of burnout such as emotional exhaustion, physical exhaustion, and depersonalization or not. This is important to identify because if teachers alert with the symptoms of burnout, they can try to reduce the level of burnout symptoms. The result of this study will provide an insight for school management or relevant parties to organize effective program such as conduct seminars or talk on stress management and provide awareness on teacher burnout among the teachers to motivate them. So, the level of teacher's burnout symptoms will be kept under control and automatically teacher burnout can be avoided. This situation will help government to develop an excellent teaching career in the future.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

WHAT INFLUENCES TURNOVER AMONG EMPLOYEE IN HOSPITALITY: A CASE STUDY AT HIGH RATE STAR HOTEL IN KUALA LUMPUR

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Abstract: *Turnover crises have had great impacts on the hospitality industry. Regardless of the considerable amount of studies on employee turnover, it is still ambiguous and requires further investigation because of its dependency on human resource in the hospitality industry as part of a service product. This study aim to investigate and find out the influences of turnover intention among employee in hotel industry. Consequences of high turnover can affect both employees and management. Most findings have indicated that job satisfaction has a positive influence on turnover and turnover intention. Therefore, this study of turnover intention among 5 star hotel will conducted with two main objectives: 1) To investigate the relationship between the influences turnover intention and 2) to investigate the effect of influences on turnover intention. However there is limited research on the effects of factors from positive psychology on turnover intention. This study will be conducted at hotel in Kuala Lumpur. Employee from 5 department will be selected as the participant in this study. The survey of study will used two months to get the data using survey questionnaire.*

Key Word: *turnover intention, literature review, hotel, Melaka*

Introduction

Hospitality is considered one of the fastest global rising industries, contributing to more than one third of the service business [1]. The hotel industry become a flourishing industry in the global market, where both users and organizers dispersed around the world. [2] Stated that the hotel industry is a major contributor to economic development to all countries. Furthermore, the hotel sector is also a key element to the development of the business. Hence, the industry through the transformation process that leads to economic increases in Malaysia [3]. The number of tourist arrivals increased from 10.2 million in 2000 to 20.9 million in 2007. Accordingly, within those seven years, the receipts from tourism-related activities rose from MYR17.3 billion to MYR46.0 billion (Tourism Malaysia Corporate Website, 2008). Nonetheless, hotels are experiencing labour shortage problems that are caused by high [4]. Workers in the hotel industry faces many challenges in all aspects of services. In addition, they also have problems in management where the problem created by the employer. Turnover intention is defined as an employee's target to leave a job. They intend to stop working when they feel uncomfortable with the position within the company. In addition, they are also less

participate in activities within the company. This cause, turnover intention in job or when they decided to leave their jobs [5] from the employer's perspective, workers who have intention to stop working is the wrong decision because it leads to the cost of the loss to the company. However, as for the employee point of view, complaining can make an opportunity for employer hire new employees to stabilize the organizations. From the employee's viewpoint, turnover intention can lead to something positive if replaced with the best position. However, some employees have turnover intention in work due to some problems within the company but is unable to do so, hence job dissatisfaction will occur within organization or company. [6], [7], defined as the loss of employees in the company can generate various problems and loss the quality of service in a hotel. When turnover occur in hotel industry, it can give negative effect to organization in terms of staffing; cost, effort, and time.

Besides that, [8]; [9]; [10]; [11]; [12]; [13]; [14] states that turnover intention has been an issue of research for few years in the hospitality industry. Other than that, [15] defined the meaning of turnover intention is the movement of people into and out of employment within an organization. In reviewing the source of procurement staff in the industry, [16] stated that employees have a big cause of related to employers, management, working time, organization, training, benefits, and a good chance at other company.

[17] Conclude that turnover intention can be classified as two categories such as avoidable and unavoidable. Avoidable turnover occurs when employees do not feel satisfied over salaries, training, stress management, workplace, working hours, and social problems in an organization while unavoidable turnover occurs due to leaving, sickness, death, pregnancy, and leaving the organization. [18] States that the implication from two categories will cause of high staff turnover include a negative impact upon customer service, and increased costs for hotels in terms of recruitment, training and induction.

Employee turnover is the nature of workers that keep changing around the labour market between jobs and occupations within the organization. It is also can occur between the states of employment and unemployment [19] actually, the term "turnover" is defined by price. That's mean, the ratio of the number of organizational members who have left during the period being considered divided by the average number of people in that organization during the period.

Literature Review

Turnover Intention

Turnover has often been associated with organizational withdrawal and has been studied among organizational scholars for a long time [20]. Turnover is defined as the aggregate of worker replacements in a given period in a given business or industry and can be e Turnover can be either voluntary which is when an individual quits their job at their own request or it can be involuntary which is defined as the company initiating the turnover or dismissing the employee [21]; [22]; [23]. Internal turnover is when an employee receives a promotion or transfers to another position inside the company. An external turnover is when an employee exits the company absolutely [24]; [25]. Turnover intention can be defined as intentions or thoughts about leaving a job [26].No turnover at all or very low turnover rates makes an organization unable to hire new talented or highly qualified and experienced employees. Therefore appropriate turnover is defined as good but it is important to take into account that

normal turnover in one sector can be abnormal in another sector [26]; [27]. Research into the relations between turnover intention and turnover intention factors reveals many relevant variables. The most influential variables include age, gender, tenure, education, available job alternatives, job content and job satisfaction [28].Employees who are highly committed to their organizational are less likely to leave the organizations than the employees who are highly uncommitted [29][30].In some cases employees may decide to leave an occupation altogether [31]Characteristics of food service employees who are most likely to leave the industry are high levels of feeling stress and tension or frustration [32]Meanwhile, industry committed employees score highest on being happy in their job, feeling loyal and feeling that management is supportive while scoring lowest about leaving the industry.

Job Satisfaction

The relationship between job satisfaction and turnover show that more dissatisfaction among employees results in a higher risk of considering other employment options. Job satisfaction is a complex phenomenon that affected by many components [33]. Job satisfaction is an employee's achievement towards their job. It is generally related with productivity. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfilment [34]. It is a general feeling about the job or a set of attitudes towards various aspects of the job [35]. Job satisfaction can be defined as satisfaction workers with their rewards they gets [36]. Besides that, job satisfaction also is the collection of beliefs that people have about their current job. In addition, People also can have attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay [37]. Research conducted by [38] during which they surveyed 100 profesionists in the information services for five months show a strong relations between job satisfaction and employee loyalty. Their research proved that the higher the degree of job satisfaction the higher is the level of employee loyalty. The main idea behind this approach is that the higher the degree of job satisfaction is the lower employee absenteeism should be. Even though the effects are modest the fact that job satisfaction contributes to decreasing the level of employee absenteeism remains. So satisfaction is worth paying attention to, especially since it is potentially under your [40].

Positivity

For decades studies have focused on job satisfaction and organizational Commitment regarding to turnover**.** Organizations are slowly realizing the importance of the positivity and strengths that each employee possesses [41]. In an Avey et al. (2009) study they examined the relationship between individual's positivity and intention to quit a job. The results showed that positivity was negatively related to an intention to quit a job, which indicates that employees with a positive mindset are less likely to quit their job. In a [42] study a theoretically developed path model revealed important direct effects from positive mindset to turnover intentions. These effects suggested that employees who have low emotional stability (negativity, low self-esteem) tend to quit their job for different reasons than low job satisfaction or not being able to perform their jobs as demanded. However, in [43] meta-analyses they did not find a significant relationship between positive mindset and turnover intention.

Salary

Satisfaction with salary is an important component for employers and employees [44]. Salary can affect attitude and behaviour among employee, therefore employer should ensure that they generally satisfied with their salary. If not, it can give high turnover among employee. For example, they don't have any spirit to do their job and also decrease commitment to the job. So that, it will give bad impact for the company [45].

Training

Training is one way to reduce voluntary turnover [46]. Training defined as the approaches used to teach employee to perform in their job. Training is the investment for employee to learn something good about the task and job. Moreover, training also teach them how to get the value in job. Studies have showed that training can improve the employees' ability of learning new skills, knowledge, attitude and behaviours in a working environment [46].

Present Study

It has been shown that turnover may be affected by many components even the literature not give direct causation. Job satisfaction, salary, training, and positive mindset one of turnover causes. The focus of the current study to observe more about turnover intention among employee in hotel industry. Turnover has been a problem in hospitality regarding turnover rates being too high and can cause many issues on that. The goal of the study to examine the effectiveness of job satisfaction, positivity, training and salary on turnover intention.

Methods

Samples

Respondents in this study consisted of hotels 4 and 5 star hotel in Kuala Lumpur. A list of four star and five star hotel in Kuala Lumpur was provided by Malaysian Association of Hotels (MAH). MAH is an organization that has been registrar of Societies on May 18, 1975. MAH is responsible as a representative of the hotel industry in Malaysia. This organization was operating within 1 states chapter in Malaysia and had more than 500 member's hotels (Malaysian Association of Hotels, 2007). A total questionnaire will mail to the human resources managers in the hotels. In view of the facts, the surveys under the researcher's supervision, so we need to get approval from the manger to distribute the question are. Then, the human resources distribute randomly the questionnaire to employee in 5 department which is room department (front office and housekeeping) and food and beverages department (production and service) and human resources and sales and marketing department as well. Respondents are given two weeks for completion. Data entry will begin as soon as the completed questionnaires are return directly to the researcher via mail using the self-addressed envelopes provided.

Measurements

A hotel response scale primarily used in questionnaires to obtain participants preferences or degree of agreement with a statement or set of statements. Likert scales are a non-comparative scaling technique and are unidimensional (only measure a single traits) in nature. Respondents are asked to indicate level of agreement with a given statement by way of an ordinal scales. Most commonly seen as a 5-points scale ranging from "strongly disagree" on one end to

"strongly agree" on the other with "neither agree nor disagree" in the middle. However, some practitioner advocate the use of 7 and 9 points scales which add additional granularity. Sometimes a 4- point (or other even-numbered) scale is used to produce an impassive (forced choice) measure where no indifferent option is available. Each level on the scale is assigned a numeric value or coding, usually starting at 1 and incremented by one of each level.

Conclusion

Intention to quit is largely influenced by job satisfaction, positivity, training, and salary. However, for managers who are concerned about the impact intention to quit and possible turnover, these variables are factors over which they may have some control. Employees are the backbone of any business success and therefore, they need to be motivated and maintained in organization at all cost to aid the organization to be globally competitive in terms of providing quality products and services to the society. Managers should examine the sources of employee turnover and recommend the best approach to fill the gap of the sources. So that, they can be in a position to retain employees in their organization to enhance their competitiveness in the world of globalizations. Employees should be given challenging work and all managers should be hired on the basis of know-how by following laid down procedures of the organizations and this would make organization to have competent managers at all levels of management and hence good supervision. Other than that, the company also should pay employees based on their performance. In additions, they should give employees incentives like individual bonus, lump sum bonus, and other benefits. Hence, if these are put in place they would minimize employee turnover.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

A HEDONIC VALUATION IN PUTRAJAYA WETLANDS

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Abstract: *This study is designed to estimate the economic value of green spaces in the land of Putrajaya by using the Hedonic Pricing Method (HPM). Economic valuation regarding green spaces in Putrajaya are targeted to give an efficient solution in investment and also to facilitate the residents of Putrajaya upon the value of environment that they received and the significance of reserving the great environment for future consumptions. Survey questionnaires were distributed to 415 respondents in Putrajaya Wetlands who lived in the housing area 2-15 Km from this park. A Hedonic Pricing Model is developed by taking housing price as the dependent variable and structural of the house including distance to the green area as the independent variables. Housing price is used as a proxy to quantify the economic value of green space. Two models (linear model and semi-log model) mainly based on hedonic price model are formulated and regressed through ordinary least square (OLS) method. In term of model comparison, the result revealed that semi-log model (Model 2) performed better than the linear model (Model 1). As expected, a significant inverse relationship between the housing price and its distance from the residential area and the Putrajaya Wetland has been found whereby a slight decrease of 1 Km of the distance will positively increase the housing price by 5.9%. The result positively shows that the green space has contributed indirectly towards the housing price and it indicates that green space is a vital part of urban development in the city area. In conclusion, the green space provides benefits especially regarding its economic value. Thus, conserves and preserve in maintaining this area is ought to be implemented.*

Keywords: *Economic valuation; Hedonic pricing model; Green space.*

Introduction

The creation of a new Federal Government Administrative Centre at Putrajaya marks a new chapter in the development history of modern Malaysia. The development of this city was prompted by the government's desire to balance and disperse development to areas outside of the capital city of Malaysia, Kuala Lumpur. It also was lead to the improving of the urban environment and quality of life, as well as easing the pressure on the overstretched infrastructure of Kuala Lumpur (Qureshi and Ho, 2011).

Qureshi and Ho (2011) also stated that the development of new Federal Government Administrative Centre at Putrajaya provide a golden opportunity for Putrajaya Corporation, the local planning authority for Putrajaya to embark on innovative planning to represent Malaysian values and multicultural background. Putrajaya is planned to be equipped with the latest technologies and facilities to allow improvement in the effectiveness of the government's

machinery and productivity as well providing amenities that will greatly contribute towards a quality urban living and working environment.

As reported by Siong (2006), all residential areas within Putrajaya are developed on the 'neighborhood' concept. At the heart of this concept is that each distinct neighborhood within a larger residential precinct will be well-serviced, would have good access and vehicular and pedestrian movement routes, have ample facilities, have adequate landscaped open spaces, be safe and secure, have a critical mass of residents to make it livable, regardless of housing density. Each neighborhood would be defined by road ways, parks, and open space or housing blocks. At the minimum, each neighborhood would have at least one neighborhood park and would be near a larger park beyond its boundary.

Putrajaya is a plan driven city based on two underlying concepts, the city in the garden and the intelligent city. The adoption of these concepts to guide its physical development was aimed at a balanced and sustainable development, environmentally socially, as well as economically. Sustainability concept is evident in the designation of almost 40% of its total city area of 4,931 hectares specifically for green and open spaces in the Putrajaya Master Plan (Sureshi and Ho, 2011). Basically, the sustainability concept created within Putrajaya is parallel with the target for 'Low Carbon Putrajaya'.

At the Copenhagen COP15, Malaysia made a conditional commitment to a reduction of carbon emission intensity of Malaysian GDP, of up to 40% by 2020 from a 2005 baseline and this is followed by the Prime Minister announcement in the 2010 Malaysian Budget speech, that the government will "develop Putrajaya and Cyberjaya as Pioneer Township in Green technology as a showcase for the development of other townships." Rising to the challenge, Putrajaya Corporation in collaboration with the Ministry of Energy, Green Technology and Water and the Sepang Municipal Council, have taken a bold step forward to formulate a Green City Action Plan for Putrajaya and Cyberjaya. To start with, Putrajaya Corporation has taken the initiative to conduct a carbon emission baseline study for Putrajaya. Putrajaya Corporation and other relevant organizations have formed a research team to prepare the feasibility study towards Putrajaya green city 2025. The Goals for Putrajaya Green City 2025 (PGC2025) regarding quantitative environmental targets are outlined in three themes. One of them is "Low carbon Putrajya" for climate change mitigation.

There is numerous effort have been proposed and done to fulfill the target. It involves created the 'Green Lung of Putrajaya' including developed 12 metropolitan parks labeled as green spaces. The formation of 'Green Lung of Putrajaya' able to reduce the greenhouse gases emission by 35Kteo2eq and this reduction amount contribute to 1.6% in total reduction. Even, the percentage seems small but this emission reduction is very significant to achieve the target of 'Low Carbon Putrajaya' by 2025 (Sureshi and Ho, 2011). It was proved that the green space is one of the important elements that will contribute to the Putrajaya Green City 2025. Therefore, the existence of 43% of green space in the land of Putrajaya should be well managed so that the quality and the quantity of green space will remain preserved.

However, Luttik (2000) and Zhuo and Parves Rana (2012) claimed that it is not easy to come to a clear conclusion about the effectiveness of existing arrangement for protecting UGS without much more information especially in term of monetary value. They highlighted that

information regarding the monetary value is very important to prove that urban green space is really important.

As a matter of fact, people tend to take for granted on the things that they did not pay for. Free access to the public areas and parks are expected on the degradation of the environmental value as less consciousness among the users is predicted in maintaining it. Thus, by putting a monetary value for the environment, this phenomenon is expected to be alleviated and by chance will increase the awareness of residents of Putrajaya upon the value of the great environment that they received. In the case of Malaysia, Mohd Noor et.al. (2015) is one of the earliest ones that have a concern about this issue. They have conducted a study about the economic valuation of urban green space in Subang Jaya, Selangor. However, it is well noticed that there is still the lack of monetary value placed on the environmental in the case of Malaysia.

A study about the monetary value of green space in Putrajaya also should be mattered on. It is because the population in Putrajaya is expected to reach up to 347, 700 people on 2025 (Siong, 2011) which is during the 'Low Carbon Putrajaya' is realized. Without this study, it is worried that the percentage of green space in Putrajaya will be declined. It is not an impossible issue because, in reality, it happened at most of the urban area. The main reason for degradation of green space is to cater for population increase. If this issue is also happening to Putrajaya, it is strongly believed that the mission to achieve 'Low Carbon Putrajaya' by 2025 cannot be realized successfully. Hence, the study on the economic valuation of green space in Putrajaya should be conducted to avoid the green space diminished. This study will offer clear information specifically on its monetary value and hence protect the green space from being diminished by any irresponsible agencies.

An economic valuation analysis using Hedonic Pricing Method by Previous Studies

The Hedonic Pricing Method (HPM) uses surrogate markets to assess the price of the environment. The property value is a proxy that is always used in the methods of HPM. The hedonic theory was first introduced by Rosen in the year of 1974 (Tyravainen, 1997). According to (Rosen, 1974) cited in (Tyravainen, 1997), the model assumed that property prices are affected by the characteristics of the house.

Additionally, property prices reflect the extra money that people are willing to pay to receive a better environmental quality. Originally, the word "hedonic" comes from the Greek word meaning "pleasure". HPM is widely used to measure the economic value of UGS (Zhuo and Parves Rana, 2012). Its value can be predicted from the prices of related actual market house transaction (Kong, Yin, and Nakagoshi, 2007). House prices are regressed against sets of control variables. It includes structural attributes of a house (Chin and Chau, 2003; Saphore and Li, 2012; Kong, Yin, and Nakagoshi, 2007; Morancho, 2003) and environmental attributes (Mahan, Polasky and Adam, 2000: Tajima, 2003; Morancho, 2003; Boyer and Polasky, 2004; Cho et al., 2006; Cho et al., 2008; and Gibbon et al., 2014).

Data and Methodology

Study area and data collection method

This main objective of this research is to estimate the economic value of green space in Putrajaya. Specifically, this research will be carried out in Putrajaya Wetlands involving two sub parks which are Wetlands Park and Lake and Recreational Park. This place is situated in the heart of Putrajaya and consideration had been made as these places received mounts of visitors each day. To achieve the objective of this research, all the data will be collected by using primary data. A questionnaire will be constructed to attain information of the respondents regarding the frequencies of demographic characteristics and house characteristics of respondents.

Questionnaire Design

Relevant information from the respondent will be gained by obtaining the data based on the questionnaires distributed. The questionnaire consists of 2 parts. For Section A, the questions are basically on the demographic characteristics of the respondents. In this section, all the details regarding gender, age, income, and occupation are obtained to analyze the frequencies of demographic characteristics of respondents visit Putrajaya Wetland.

In section B, the questions will be regarding the house characteristics, environmental characteristic and house price. House characteristics include the age of the house, the number of the bathroom in the house, number of the toilet in the house, number of parking space, the length of the house, the width of the house, and the total number of square feet of the house. While environmental characteristic is the distance between Putrajaya Wetland and residential area. At the end of this section, the question will be regarded on the house price. Overall, this section is designed to estimate the economic value of Putrajaya Wetland.

Samples of the respondents in these areas will be selected randomly (Westfall, 2009). The targeted respondents will be approximately 600 with each park contribute 300 of it. The questionnaires are distributed in hand to each of the respondents. Comprehensive screening is done to each of the respondent before delivering the questionnaires to ensure the criteria is met. This study is particularly in need a respondent living in Putrajaya. Failure in showing the criteria is in sequence on rejecting all of the data obtained. During this study, a few questionnaires are sort to discard as the information attained is not reliable and found wobbly. A total of 600 questionnaires are distributed but only 415 of it can be used to analyze the data.

Model Specification

This research is regressed through SPSS and E-VIEW software. The first part is regressed through SPSS to obtain the frequencies of the respondents visit Putrajaya Wetlands. While the second part is by using OLS method to regress the HPM model to obtain the empirical economic value of Putrajaya Wetlands. There are numerous methods that are able to capture the economic value of Putrajaya Wetlands. In my case, Hedonic Price Method is applying to estimate the economic value of Putrajaya Wetlands.

The general model of this Hedonic Pricing Method is written as follows:

$$P = f\ (DISTANCE, AGE, B, T, PARKING, L, W, SQFT) \qquad (1)$$

Where

P = House Price
DISTANCE = Distance of the residential area to the green area (Putrajaya Wetlands Park)
AGE = Age of the house
B = Number of bathroom in the house
T = Number of toilet in the house
PARKING = Number of parking space
L = Length of the house
W = Width of the house
SQFT = Total number of square feet of the house

The HPM is regress in two different models. Model 1 represents the linear form of HPM. While, Model 2 represents the semi logarithmic form of HPM. The linear form of HPM is indicated by the equation below:

$$P = f(b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + b_7x_7 + b_8x_8 + \varepsilon) \qquad (2)$$

where P is the housing price; $x_1, x_2, x_3, x_4, x_5, x_6, x_7, x_8$ are variables that describe the attributes of the house as explained in equation (1); $b_1, b_2, b_3, b_4, b_5, b_6, b_7, b_8$ are the coefficients of the variables and $\mathcal{E}$ is the residual error.

The semi logarithmic form of HPM is indicated by the equation below:

$$\ln P = f(b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + b_7x_7 + b_8x_8 + \varepsilon) \qquad (3)$$

For equation (3), the housing is express in the log function while others remain the same as in equation (2). ln *P* represents the natural logarithm of the house price.

Result and Discussion

As mentioned earlier, 600 questionnaires have been distributed throughout this research. However, a total of 415 research paper received and enabled to use. Table 1 shows the summary of the demographic characteristic of the respondent in Putrajaya. While Table 2 shows the result summary for Model 1 and Model 2 of the hedonic pricing method analysis.

Table 1: Demographic Characteristic of Respondent in Putrajaya

Respondent's Characteristic	**Frequency**	**Percentage (%)**
Gender:		
Male	274	66
Female	141	34
Race:		
Malay	356	85.8
Indian	32	7.7
Chinese	27	6.5
Age:		
Below 18	6	1.4
19-24	30	7.2
25-30	87	21
Above 31	292	70.4
Occupation:		

Government	176	42.4
Private	176	42.4
Student	48	11.6
Unemployed	15	3.6
Monthly Income:		
Between RM1000-RM2500	43	10.4
Between RM2500-RM3500	110	26.5
Above RM3500	262	63.1

Of the total respondent, 66% of men and 34% are women. This may be because men are more likely to perform activities in the area as this Putrajaya Wetlands Park provides a place for fishing apart from other recreational activities such as kayaking and boating. Apart from that, it may also be caused by the distribution of the survey whereby most of them coming as a family to this park. Consequently, each head of the family voluntarily answered one survey questionnaire. Due to this matter, the proportion of the percentage regarding gender is more to the male compared to the female.

During this study, these surveys distributed only managed to capture only three races in Malaysia, namely Malay, Chinese and Indian. Malay is found to be the majority with a share of 85.8%, India 7.7%, and China 6.5%. This situation may be due to most of those who work in government offices in Putrajaya comprising of Malays. After all, three races stated above are among the majority in Malaysia, thus imply to the status of Putrajaya as the federal administrative center of Malaysia.

Moving to the next variable of the respondent characteristic, 70.4% of the respondents are above 31 years old. 21% of them are between 25-30 years old, while the others are the minority with just 7.2% and 1.4% for the range of age 19-24 and below 18 respectively. In the discussion, majority of residents in Putrajaya are those who already experienced and have a stable life. This is correlated with the income of the respondents, whereby 63.1% of them have a monthly income above RM3500.

Viewing from the angle of the distribution of occupation, although it is quite surprise to see the percentage whereby both government and private sector share the same percentage which is 42.4%, it is still open for discussion as the distribution of this questionnaires took place regularly on the weekend and for that, this is might be the biggest reason as the numbers of visitors to this park does not limit to only government officers. It is much exultant to see the trending, although the majority of Putrajaya reserve land for government purposes, still it is open wide to welcome all people in using the public space especially the parks provided.

Table 2: Result Summary for Model 1 and Model 2

Variable	**Model 1**		**Model 2**	
	Coefficient	Standard Error	Coefficient	Standard Error
Distance	-34183.76***	12840.09	-0.059***	0.016
Age	-4641.95	4492.701	-0.018***	0.005
Bathroom	108327.4***	34447.52	0.192***	0.043
Toilet	217568.3***	33727.19	0.117***	0.042
Parking	37612.07	31757.21	0.023	0.040
Length	-12950.41***	2486.897	0.014	0.003
Width	-20716.15***	5032.414	0.018	0.006

Square feet	399.417***	55.04872	-0.0001	6.96E-05
Number of Observations	415		415	
Log Likelihood	-5752.527		-116.337	
Akaiken info criterion	27.77		0.605	
Schwartz criterion	27.86		0.702	
R2	0.859		0.830	
Adjusted R2	0.855		0.826	

Based on Table 2, the lowest figure presented by each model for Akaiken info criterion (AIC) and Schwartz criterion (SC) ought to be chosen as the best model. Model 2 has presented a better figure. This can be seen on the result obtained for the AIC and SC. For model 1, the figure shown 27.77 for AIC and 27.86 for SC. While for Model 2, the figure for AIC is 0.605 and SC is 0.702. Thus, it indicates that Model 2 is better compared to Model 1.

Focusing on the Model 2, the value for R^2 is 0.83. This explained that the results have a high explanatory power thus convinced that the housing price can be explained by the independent variables regressed. This Model 2 shows that variables Distance, Age, Bathroom, and Toilet have a significant level of 1%. For variables of Parking, Length and Square feet shown are not significant at all.

Referring to the variable of "Distance", which is related to the green space attributes, the result indicates an inverse relationship between the housing price and the distance to the green area. In explanation, a decrease in the distance to the green area from the residential area resulted in a higher housing price. A one unit decrease in the distance from the residential area to the Putrajaya Wetlands Park resulted in 5.9% increment on the housing price. In the calculation, 1 Km decrement on the distance will resulted to 5.9% increment of the housing price with a value approximately RM43, 496.60. In other words, a decrease distance from the residential area in Putrajaya about 100m inclines the price by RM4, 349.00. The figure in monetary value shows that this Wetlands Park is very valuable thus conserves and reserve in maintaining this area is ought to be implemented.

Conclusion

HPM studies showed that urban environmental amenity such as Putrajaya Wetlands Park is measurable and viable to be conducted. In this research context, housing price has been placed as the proxy to the environmental value. Regression analysis discovered that the distance of the green from the residential area as the variable with greatest explanatory power. As expected, the distance of this green area to the residential area affects the housing price significantly.

Discussing to the valuation derived, an increase of 1 Km further away from the Putrajaya Wetlands Park means a drop of 5.9% in the housing price with an average value of RM43, 496.60. The assessment has found and effect at about 5.9% for its distance and thus can be

considered as a high impact. In all, the green area indirectly contributes positively towards the housing price. It is also one of the essential parts of the development in the city area.
In summary, the finding shows important findings whereby the Putrajaya Wetlands Park found to be very high in value. The results recommend that policy makers should protect UGS in the urban environment and design zoning and land-use regulation policies accordingly so that the urban green spaces in Putrajaya especially are kept well conserved and preserved.

Limitation of the study

This study has assisted to indicate the value of Putrajaya Wetlands Park. By using HPM technique, the monetary value on the environmental quality of this park is managed to be calculated. However, in retrospect the variables used in this model are limited in accessing other factors that contribute to the housing price. Thus, additional variables are suggested to be included in the study to find out a better trend and results.

In fact, this research is limited to one particular green area in Putrajaya thus the assessment on another premium green area and also other easy access green area that is located nearer to each of the residential area is also needed to ensure better results and findings. This study is however restricted regarding time and expanding the study to a bigger radius is predictable for the purpose of better respondents.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE WILLINGNESS TO PAY OF AIR TRAVEL PASSENGERS TO OFFSET THEIR CARBON DIOXIDE (CO_2) EMISSIONS: A PUTRAJAYA RESIDENT CASE STUDY

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Abstark*: Nowadays, demand for air transportation has increased tremendously. The rise in airline flight will increase the amount of carbon dioxide (CO_2) released into the atmosphere. Some countries are developing strategies to reduce CO_2 emissions from aviation, and Malaysia's target is to reduce CO_2 emissions by 45% by the year 2030. Consequently, this study investigated whether Malaysian air travellers are willing to pay for an increase in their travel cost to reduce the carbon emissions from their flight to minimize the environmental impact. Using the contingent valuation method of double-bounded dichotomous choice format and a survey of 249 Putrajaya residents' to gage their willingness to pay (WTP) for airline carbon offsets, where the majority of people travel by airplane, instead of driving cars for a long travel distance. The results reveal that the WTP is RM6.10 per person; income and age were found to have a significant relationship with WTP. Hence, this scheme can be realized if the Malaysian air travellers, especially the respondents from Putrajaya, cooperate by paying extra money for a "Carbon Neutral Fund" to protect and rehabilitate our environment from being polluted by aviation activities. Policy implications of the findings are discussed, encouraging aviation industries and policy makers to implement greater voluntary climate action.*

Keywords: *contingent valuation method (CVM), willingness to pay (WTP), carbon dioxide (CO_2) emissions, airline carbon offsets, air travel*

Introduction

Climate change is an important worldwide issue, because our Earth is warming. Average temperatures at the Earth's surface are increasing and are expected to continue rising (Environmental Protection Agency, 2016). Malaysia is one of the many countries that contribute to the global warming problem. Evidence of the existence of climate change in Malaysia includes the changes in the rainfall season and the increase in the number of floods. Carbon dioxide (CO_2) emissions are one of the main contributors to climate change; the transportation sector is a major source of CO_2 emissions.

Nowadays, many people choose to use airplanes to travel, instead of cars. Time and cost savings is one of the main reasons for this. As such, the popularity of air travel in relation to climate change should not be ignored. This is because of the number of airplane passengers

from year to year increases. Rising incomes and lower travel costs have resulted in a boom in air travel (Mayor & Tol, 2010).
The total passenger movements in Kuala Lumpur International Airport (KLIA) has been increased from year to year. In 2004, Malaysian Airport Holding Berhad (MAHB) reported that total passengers' movement in 2004 are 39,430,646 and this number increased to 83,348,003 in 2015. This show that the demand for air transportation are getting increase as one of the reason is the variety of air transport in term of flight destinations. Truly said that almost all locations within Malaysia can be reached by using air transportation within a short period of time. However, these facilities are expected to be one of the contributors to the air pollution problems and more serious, global warming.

In order to achieve developed nation status by 2020, Malaysia is trying to strengthen and stabilize the country's economy. Malaysia is also trying to address and overcome problems faced by the country, such as global warming and increase in carbon emissions, to become a sustainable development country. As such, Malaysia has a target to reduce CO_2 emissions by 40% by the year 2020, as compared with the 2005 emissions level (Bernama Press, 2009). In order to reach the Malaysian target for 2020. Thus, serious actions have to be taken to reduce carbon emissions.

The main objective of this study is to quantify whether air travel passengers, as a polluter, endorse increases in cost of their travel to reduce the CO_2 emissions from their flights. More specifically, this study aims to find the determinant for the WTP and quantify the WTP in reducing CO_2 emissions. The results may lead many aviation industry parties to take serious steps in reducing CO_2 emissions. One way to reduce CO_2 emissions is for governments to make strict policies, such as a fixed total for CO_2 emissions released from aviation. If the aviation industry does not follow the policy, then they should pay money as their punishment. This may be a way to support an action taken to avoid any future climate change problems. Measurements of passenger WTP can also help policy makers. This will help the aviation industry reduce CO_2 emissions by providing them with a budget to encourage the use of alternative fuels (e.g., bio fuels), which produce less CO_2 emissions.

Malaysia Airlines (MAS) and Air Asia is the two main airlines company monopolized in Malaysia. Air Asia is well known as a low cost airfare and MAS is the national carrier of Malaysia, offering the best way to fly to, from and around Malaysia. Apart from these two companies, there is also another airline available (Malindo Air and Firefly). Malindo Air is a Malaysian premium airline which cooperative pact between the two countries (Malaysia and Indonesia) while Firefly is a partner company with Malaysia Airlines but has a separate management apart from its parent company.

Surgenor (2008) reported than an agreement was signed between the Forest Research Institute of Malaysia (FRIM) and Malaysia Airlines (MAS) for a program called 'Towards a Greener Future.' This program promises a contribution in reducing CO_2 emissions and its effects. On top of that, there should be more policy options given to the aviation industry for restraints in relation to the climate change impacts of aviation (e.g., carbon offset activities which involve cooperation between the airline industry and passengers via a tax on aviation).

Establishing an individual's WTP for carbon emissions reductions would help decision makers take alternative steps to increase individual involvement in reducing environmental impacts

(Mehedi Masud et al., 2015). To meet these objectives, a survey was conducted. Air travel passengers in Putrajaya were the respondents; respondents were required to live and work in Putrajaya, whether they were government or private sector employees.
The rest of the paper is structured as follows. The next section presents information about pollution from aviation. The third section elaborates on the survey methodology. The fourth section reveals the estimation results and the last section concludes the paper.

Aviation growth and pollution

Commercial airlines and air freight carriers are the dominant air transportation systems in Malaysia (Ong, Mahlia, & Masjuki, 2012). Air pollution is an issue that is difficult to overcome and resolve. This problem is rampant, especially for a developing country. CO_2 is a harmful gas that contributes to air pollution. Increases in CO_2 in the atmosphere occur because of the burning of fossil fuels. These CO_2 increases trap the additional heat in the lower and higher atmosphere and affect the global climate.

Climate change is an important global issue. It impacts the environment, society, and economics. In comparison to the terrestrial sources of emissions, aviation is recognized as having an enhanced global warming effect, due to the altitude at which aircraft fly (IPCC, 1999). This enhanced effect is estimated to be between two and four times the global warming potential of the CO_2 emissions from aviation and As the aviation traffic increase dramatically over the past 40 years (Brouwer, Brander, and Van Beukering, 2008).

As an automobile produces CO_2, and carbon monoxide (CO), so do aircraft. Like many other vehicles, aircraft engines produce CO_2, water vapour (H_2O), NO_X, CO, oxides of sulphur (SO_X), unburned or partially combusted hydrocarbons, also known as volatile organic compounds (VOCs), particulates, and other trace compounds (Federal Aviation Administration, 2005). According to Koutsourakis et al. (2006), CO_2, H_2O and CO are the most common aircraft emissions, whereas unburned hydrocarbons (HC) and CO are high when the engine is cold. Aircraft emissions of CO_2 represented 2.4% of the total fossil fuel emissions of CO_2 in 1992; this is equivalent to 2% of the total anthropogenic CO_2 emissions (IPCC, 1999).

Emissions from aircraft cause many health and environmental problems. In terms of environmental impacts, emissions from aircraft, especially CO_2, will harm the atmosphere and cause climate change. The climate impact of aviation is driven by the long-term impacts from CO_2 emissions and the shorter-term impacts from non-CO_2 emissions and its effects (e.g., the emissions of H_2O, particles and NO_X) (Lee et al., 2010). There are many possible ways to overcome the climate change problem. One is that airlines industries should emphasise environmental images to reduce carbon emissions (Hagmann, Semeijn, & Vellenga, 2015).

As in United Kingdom (UK), they have implemented a policy option for controlling the climate change impact of aviation, by let the polluters pay for hypothecated tax on aviation. Individual, business or government can choose to purchase to reduce emissions during their flight in order to maintain 'carbon neutrality' (Brouwer, Brander, & Van Beukering, 2008). Carbon offsetting may include activities such as reforestation, renewable energy and energy efficiency projects (Choi 2015; McKerron et al. 2009; Brouwer, Brander, & Van Beukering, 2008).

Economic Valuation Method

Contingent valuation method (CVM) is one of the methods in non-market goods. CVM has been the most commonly used, directly asking respondents' whether they would be willing to pay for a certain amount of money for non-market goods (Bateman and Willis, 1999). This method is broadly used in areas of economics such as environmental economics and health economics. However, nowadays, CVM can also been seen in the area of aviation industry.

The literature provided only a few research that examined the monetary values of carbon offset in aviation sector. Brouwer, Brander and Van Beaukering (2008) found the value of mean WTP among 400 passengers at Amsterdam Schiphol Airport in 2006 are €26.60[1] or RM132.76, in the form of carbon tax. His study also used double bounded CVM questions. Lu and Shon (2012) interviewed 1,339 Taiwanese International travellers using double bounded CVM questions. This study found that the value of mean WTP per tonne of CO_2 emissions, with different range because depending on their destination (Asia countries, Europe, North America, and Ocenia). The values are between US$20[2](RM85.83) to US$28 (RM120.16) per person. McKerron et al. (2009) calculated that the value of offset among British adults was estimated to be £13.2[3] (RM73.32) per person. Study done by Choi (2015) investigate the consumer preferences among Australian for voluntary climate change if the mandatory carbon price is introduced. Results of his study shows that the WTP value gap between without and with the mandatory become substantially reduced (AU$42.24 [4]or RM143.91 and AU$33.45 or RM113.96 per tonne of carbon emissions) when a group of committed travellers were only considered.

Methodology

Study area

This study focused on Malaysia's third and latest Federal Territory, Putrajaya. There are several reasons why Putrajaya is selected, one of which is that most of the time government employees using airplanes to travel for business purpose, especially those with high position. This study have selected a few ministry such as Ministry of Finance (MOF), Ministry of Health (MOH), Ministry of Education (MOE), Malaysian Administrative Modernisation and Management Planning Unit (MaMPU), Department of Statistics Malaysia (DOSM), Accountant General's Department of Malaysia (JANM) and Royal Malaysian Customs Department (KASTAM).

Sampling technique and data collection method

The survey was conducted from January to February in 2014. All of the respondents were Malaysian citizens and our target respondent was the government employee. The questionnaires were distributed and collected through face-to-face interviews. Using a cluster sampling technique, we clustered the study area into specific geographical location (present); we then randomly chose the respondents in the sample from study area.

[1] Exchange rate €1 = RM4.99
[2] Exchange rate USD1 = RM4.29
[3] Exchange rate £1 = RM5.55
[4] Exchange rate AU$1 = RM3.41

A total of 300 questionnaires were distributed among government employee through a face-to-face meeting. However, of the 300 questionnaires, about 51 questionnaires were unacceptable, resulting in 249 useable questionnaires. Passengers were interviewed face-to-face about their travel behaviour and their WTP for a carbon offset. At first, the detail about carbon offset were explained to the passengers.

Design of questionnaire

The questionnaire had four sections. The first section is a general information about flight experience of each passengers. The second part include a question about passengers' knowledge regarding emissions from aviation, the adverse effect of emissions and a rating question for strategies to reduce emissions from aviation. The third section focus on the contingent valuation question, included a description of the current situation regarding carbon emissions and the issues discuss, together with an info for payment methods. Fourth section collected information on the passengers' socio-economic characteristics. Four different version of questionnaire were prepared, and the difference only at section three, contingent valuation question. These four question will have a four different bid value (starting bid value with 3%, 5%, 7% and 9% increment air fare from current fee).

Carbon offsetting valuation questionnaire

This study is believed will contribute to the body of literature on contingent survey design, employing a double bounded and open-ended elicitation for the valuation. CVM questions were designed to elicit the respondent's WTP. The CVM questions were adapted from Brouwer, Brander and Van Beukering (2008). The initial bid for this study is ranging between 3%, 5%, 7% and 9% increment of air fare every time purchases (considering their answer yes or no). Next they were questioned for WTP for second follow-up bid, to which they can still need to answer 'yes' or 'no'. If respondent answer 'yes' or 'no' to the initial bid, the follow-up bid is higher or lower amount. It is indicate to as double-bounded dichotomous choice question. Respondent need to ask the valuation question, based on the scenario given (explanation about emissions from aviation and the payment technique used). The valuation question are as below:

> *An additional CO_2 in the air is causing environmental change, which could harming on people and the earth. All airline produce CO_2 and one of the way to reduce this emission by investing in project that absorb CO_2 in atmosphere. Additional charges of 3%, 5%, 7%, or 9% will be channelled to the relevant organizations, such as the FRIM, to run the activities accordingly. This extra charge is not imposed by force; it totally voluntary. If there is an additional charge on top of your airfare to support the agency that is responsible to reduce the carbon emissions, would you be willing to pay for this and continue using the airlines?*

Respondent then need to provide a maximum amount of money that they are willing to pay to offset their emission (using open-ended format) on top of the air fare while making a purchase. If respondent are not willing to pay, they have to answer the follow-up question to find their reasons for not willing to pay. Four different version of questionnaire (difference in terms of bid value) were divided equally.

Specification of the model

This study used a logit model to regress the demographic characteristic, which can influence an individual's WTP to reduce CO_2 emissions. The linear equation to determine the WTP is providing by Hanemann (1994):

$$WTP_i = x_i\beta + e_i \quad (1)$$

Where x_i stands for independent variable which indicates passenger income, age, gender, education and many more which are observable. β is a parameter to be estimated with numerical values. In this study, i represents an individual who participate in this study. WTP_i is a dependent variable of the research. Followed by Hanemann et al. (1991), the model formulation are as below:

$$\text{Prob}\{\text{NO}\} \Longleftrightarrow \text{Prob}\{WTP_{max} < BID\} \Longleftrightarrow G\,(BID;\,\theta) \quad (2)$$

$$\text{Prob}\{\text{Yes}\} \Longleftrightarrow \text{Prob}\{WTP_{max} > BID\} \Longleftrightarrow 1\text{-}G\,(BID;\,\theta) \quad (3)$$

Where, BID is the proposed price bid, WTP_{max} is the maximum amount of willingness to pay and $G\,(BID, \theta)$ is the cumulative distribution function of WTP. The above equation explained that if the proposed price bid is higher than respondents' willingness to pay, then respondent are not willing to pay for that amount. Otherwise, if the price bid below than their maximum willingness to pay amount, the probability of saying "yes" for that answer is there. The detail of the model is as below:

$$WTP = \beta_0 + \beta_1 cop + \beta_2 age + \beta_3 edu + \beta_4 gend + \beta_5 job + \beta_6 inc + \varepsilon \quad (4)$$

where:

WTP = Probability of saying "Yes" or "No" to offer price (dependent variable)
cop = Bid for carbon offset price expressed in Ringgit Malaysia (RM)
age = Age of respondent in year
edu = Respondent's higher education
$gend$ = Gender of respondent
job = Respondent's occupation
inc = Respondent's monthly income expressed in Ringgit Malaysia (RM)

However, to calculate the value of willingness to pay, based on method provide by Cameron (1988), the estimation of mean WTP can be derived as below:

$$WTP = \frac{\beta_0 + \sum_{i-2}^{n} \beta_i x}{-\beta_1}$$

Where β_0 is estimated constant, β_1 is the coefficient for the price bid, and β_i is the coefficient for socio-economic characteristics of respondents.

Results

The socioeconomic characteristics of respondents

Table 12: Socio-economic Characteristics of respondents (n=249 respondents)

Variables	Group	Frequency	Percentage (%)
Gender	Male	126	50.6
	Female	123	49.4
Race	Malay	215	86.3

	Indian	15	6.0
	Chinese	17	6.8
	Other	2	0.8
Age	25 and below	10	4.0
	26-35	137	55.0
	36-45	66	26.5
	46 and above	36	14.5
Education level	Some high school	48	19.3
	High school diploma	71	28.5
	Bachelor's degree	116	46.6
	Master's degree	14	5.6
	PhD degree	0	0
Employer	Government	245	98.4
	Semi-government	3	1.2
	Private	1	0.4
	Self-employed	0	0
Monthly income	RM1000 and below	29	11.6
	Between RM1001-RM2000	21	8.4
	Between RM2001-RM3000	49	19.7
	Between RM3001-RM4000	90	36.1
	Between RM4001-RM5000	50	20.1
	RM5001 and above	10	4.0

Table 1 reports the descriptive statistics for the main socioeconomic characteristics of the passengers. The gender distribution of the sample was 50.6% male and 49.4% female. The majority of respondents aged between 26 and 35 years. In this study, 86.3% of the respondents are Malay, followed by 6.8% Chinese, 6.0% Indian and 0.8% other. Most respondent's (46.6%) held a bachelor's degree; 28.5% had a high school diploma, 19.3% had some high school education and the rest, 5.6%, had a master's degree. Most respondents were government servants (98.4%); the rests were semi-government (1.2%) servants and people that work in private industry (0.4%). Government servants in Putrajaya are granted residence in Putrajaya.

The level of monthly income was set at below RM1000, between RM2001 and RM2000, between RM2001 and RM3000, between RM3001 and RM4000, between RM4001 and RM5000 and RM5001 and over. The results show that most respondents fell into an income of between RM3001 and RM4000 (36.1%). This was followed by 20.1% that earned between RM4001 and RM5000; 19.7% received between RM2001 and RM3000; 11.6% earned below RM1000 and 4.0% earned the highest income level, RM5001 and above. This result illustrates that the largest proportion of respondents were in the category of earning between RM3001 and RM4000. This situation may be related to the level of education among the respondents.

Respondents knowledge about aviation emissions

According to the results, only 8.4% of respondent knew about emissions from aviation. 91.6% of respondents did not have any idea about emissions from aircraft. Some of passengers think that airlines itself should responsible for any emissions during travel because emissions should be related to the maintenance of the aircraft. Some would said that government should responsible for the emissions from aviation because government should impose a policy regarding emissions from aircraft and charge the airlines regarding this problem. Besides, when

asking about carbon offset, almost all respondent did not have any idea about this program and will think whether will participate or not with this program.

Empirical results of logit model

The empirical study is based on econometrics techniques using logit models. The data is analysed using Stata Version 11.

Table 13: Choice of Bid Price

First Bid Price		Second Bid Price	
No	Yes	No	Yes
124	125	145	104

Table 2 shows the distribution of the bid price (first and second bid price) among respondent. The first and second bid price consists of two answer which is "yes" and "no" answer. About 125 respondents chose to answer "yes" for the first bid price while 124 are not willing to pay at first bid price (answer "no"). As the bid question, if respondent answer "yes", then will be asked for the next higher value and if they answer "no" for the first bid, then the next value will be lower. The next value or the second bid price will be asked accordingly and for this question, half of respondent chose to answer "no" and only 104 answers "yes" for the second bid. This can be concluded that respondent are not willing to pay more when the price of bid increase or decrease (second level of a bid).

Table 14: Results of Logit Model

Variables	Coefficient	Standard Error
Constant	0.717	1.232
Bid price	-0.122	0.061**
Income	0.449	0.137***
Gender	-0.054	0.270
Age	0.402	0.229*
Education	-0.047	0.164
Job	0.683	0.839
Log Likelihood	-164.657	
Chi squared	15.87	
Pseudo R squared	0.046	

Table 3 demonstrates the determinants of WTP by using double bounded dichotomous choice. This regression included socioeconomic characteristics such as age, gender, occupation, education and income level of respondents. The results show that not all of independent variable in this study is significant with WTP. The significant variables in this consist only variable income and age, while the insignificant variables which do not have the impact on WTP are gender, occupation, and education. The price bid variable has a negative sign and statistically significant at 5% as predicted. This showed that when the price bid increase, there will be a decreased number in passengers' willingness to pay.

Passengers' income is a significant determinant in this study (significant at 1%) with a positive sign. As expected based on economic theory, WTP is significantly influenced by passengers' income as the more someone can pay, the higher the probability that someone responds positively to the presented bid amount (Brouwer, Brander and Van Beukering, 2008). Other than variable income, age also shows a significant result with WTP at 5%. When age increases, people are WTP more. Perhaps this is because they think they need to contribute to counterbalance the carbon since it is imperative for them to ensure that the next generation will feel the same air just what we have today because air pollution causes thousands of illness and can damage trees and plant. Besides, older people are more concerned about climate change than younger people. Study by Grønhøj & Thøgersen (2009) state that as people grow older, they become more by showing a pro-environmental behaviours, which becomes apparent in actions such as buying environmentally products, recycling and making an effort to save electricity. Most old-age respondents in Putrajaya have held high positions. Young respondents tend to save their money for the future rather than spend it for a carbon offset.

Moreover, in this model, the chi-squared is 15.87%, and the value of Pseudo R squared are 0.046. The R square value describes an indication of how much dependent variable explains by the model. A log-likelihood ratio index is used to test the overall goodness of fit for the model and the value of it for this study reported are 164.66.

Willingness to pay estimation

Based on estimation of willingness to pay (WTP) value, the calculated of WTP is the highest at RM8.19 and the lowest is RM4.00. The computed mean WTP for this study is RM6.10 per person. This value can be explained as passengers are willing to pay RM6.10 extra on top of the airfare while purchasing the ticket, to offset the emissions during their travel. This additional cost is completely voluntary; it allow passengers to make a personal choice whether to pay or not to pay. Thus, the money collected will be donated to support the Carbon Offset Program such as reforestation, install some renewable energy sources for example solar energy and wine turbine power, and apply energy efficiency which all of this can reduce carbon emissions.

Conclusion

This study evolved from the carbon offset program through the aviation industry. CVM can help estimate a value of satisfaction and a willingness of a respondent, as a passenger of an airplane, to contribute to offset CO_2 emissions. The benefit of this study is that people will start to become aware about airplane emissions and how important it is to control. This is because emissions from airplanes contribute to the universal problem of global warming and climate change. Thus, with this study, people may know more about why they need to involve themselves in such a carbon offset program.

The non-market valuation CVM will help determine the value respondents are WTP to offset CO_2 emissions. Besides, by using the econometric equation of the interval approach, people will understand more about what determinants effects WTP. Perhaps WTP can be applied to a real situation. This is valuable, because people will understand and put or fix a value from this

study to the real world. The results show the value of the bid and which bid is significant with the correct expected sign, which is a negative sign.

The results show that bid, income and age are significant. Other attributes were not significant. People are still not aware about CO_2 emissions from the aviation industry. The mean WTP was RM6.10 per person. This amount shows that people are WTP for a carbon offset of RM6.10. Income is significant with a positive sign. The higher the income, more respondents are willing to pay for carbon offset. Besides, age variable also shows the positive and significant result with WTP. The older respondent is more willing to pay compared to younger, because the older started to aware and concern about the importance to take care of the environment, for current and future generation. However, most respondents were not aware about the importance of controlling and reducing CO_2 emissions, especially from airplanes. Respondents did not have extensive knowledge of the emissions from aviation; these emissions mostly affect GHG. There are a variety of techniques that can be used by the government or by the aviation industry to create awareness about the importance of the environment to everyday life.

An awareness campaign can be conducted either by the government or the industry itself. The government can use social media as a medium to spread an awareness campaign by using Facebook, Twitter or Instagram. Passengers can learn about this on the plane. The airline can provide consolation to passengers who are willing to engage in awareness campaigns. The government should also engage with strategic partners to assist in efforts to better the environment.

Further action can be implemented by extending the case study. It can be done at widely by focusing on one state or also can be the whole Malaysia. Besides, the study will be more significant if the study is done by selecting one airline instead of choosing the whole aviation industry. Last but not least, future models should include more attributes for determining the WTP.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE IMPACT OF LEGAL PROVISIONS ON WAQF MANAGEMENT IN MALAYSIA

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Abstract *The Islamic law theories concerning the development of waqf land have been comprehensively formulated from the innovative and flexible views of the scholars. However, it is not easy for the State Islamic Religious Council (MAIN) which acts as the sole trustee of waqf property to develop the waqf land according to the theories proposed by earlier scholars. Various recent and previous studies reveal that some aspects of waqf legal provisions have posed a challenge to the administration and management of waqf in Malaysia. Hence, there is a strong need for those legal issues to be looked into and critically discussed. The objectives of the study are to analyse several legal issues which relate to waqf land and offer ways to resolve those issues. This qualitative study examined the data obtained from library research, books of fiqh, written laws and relevant cases decided by the courts. A descriptive-interpretive approach which included inductive and deductive reasoning, combined with analytical argumentation and observation have led to significant findings. The findings confirmed that several legal issues had indeed impacted the efforts to develop the waqf land in Malaysia. It is hoped that the proposed solutions will be able to improve the development of waqf land and ensure its sustainability in Malaysia.*

Keywords: *Legal provisions, management, waqf*

Introduction

Provisions for the management of waqf are codified in State's Islamic Legislative Law, but references to other legal statutes are also commanded, particularly National

land Code, 1965 (KTN) (Akta 56), due to the fact that issues on waqf are usually closely related to land issues. Other references are Land Acquisition Act, 1960 (Akta 486), National Heritage Act 2005 (Akta 645),Local Government Act, 1976 (Akta 171), and other related laws. Nevertheless, in certain cases,some of the provisions in the said Acts affect the process of entrusting waqf either directly or indirectly (Siti Mashitoh, 2008).

Legal Challenges In The Development Of Waqf Land

As provided in the Federal Constitution, the drafting power is divided into two, the Federal Drafting Body and the State Drafting Body. These powers are separated as to limit conflicting legislative issues at both levels. According to State Laws, the position of Religious Council as the sole trustee are stated in Section 77 & 78 of the Malacca Islamic Administration Enactment 2002 (No.7/2002); Section 89 & 90 of the Penang Islamic Administration Enactment 2004 (No.4/2004); Section 60, 61 & 62 of the Federal Territories Islamic Administration Act 1993 (505 Act); Section 63 & 64 of the Terengganu Islamic Administration Enactment 2001(No.2/2001) to all waqfs, regardless of whether the waqf is in the state or outside the state, is clear and valid. However, this position and power may sometimes become ineffective when implemented due to other factors related to federal and state laws. Apart from such hindrances, there are other factors which have also been identified.

The Implementation of National Heritage Act 2005 in the Development of Waqf Land

Most waqf land areas that are directly related to the National Heritage Act are found in Georgetown, namely Waqf Kapitan Keling, Masjid Melayu Lebuh Acheh, Alimsah Waley, Masjid Banggali, and Masjid Nagore. Pulau Pinang Islamic Religious Council (MAINPP), maintains that waqf land should be developed in accordance with Islamic law. However, in reality MAINPP faces some hindrances and difficulties in developing them due to several provisions and regulations provided in the National Hertage Act particularly Section 67, Part X, of the National Heritage Act 2005, that the Council has to adhere to. In some ways, these Acts overlooked matters pertaining to Islamic regulations. As an example, the area around waqf Masjid Melayu Lebuh Acheh which contains barely 20 premises of muslim families . Due to low density of muslim population in this area, Friday prayers are performed alternately with another mosque in the vicinity, Masjid Kapitan Keling as there is inadequate number of qaryah (Fakhruddin, 2010).

Initially, the mosque was built due to high population of muslims living in the area. Unfortunately, further development of this area has not been able to take place because MAINPP's position as mutawalli is denied. MAINPP will have to adhere to the regulations provided in the National Heritage Act 2005 and the Federal Constitution that conferred concurrent power to the State Government as well as the Federal Government (Federal Constitution, 9th Schedule, List 3,Concurrent List,(9E.Preservation of Heritage). The state local authorities are also involved in the development of land and buildings listed under the National Heritage Act 2005, as provided in the Town and Rural Development Act 1976 (172 Act). Provisions for the development of mawquf is under the jurisdiction of the Ministry of Communication, Information and Culture. Terms and conditions for the rehabilitation and rebuilding of heritage lands and buildings are detailed in https://www.heritage.gov.my/v2/ 2nd August 2015 (Refer to policy regarding to the preservation of heritage,Section 3(1) of the National Heritage Act 2005) Federal Level, State Authority (section 3(2) of the National Heritage Act 2005) and Commissioner of Heritage (Part III, Administration Act, appointment of Commissioner of Heritage,Section 4, the functions of Commissioner and the powers of Commissioner, Section 7 of the National Heritage Act) who are appointed by the Minister to exercise the duties as provided under the said Act. As a result of the above mentioned legislations and such authorized bodies, the Muslim population in the area has slowly decreased. Due to the decreasing number of Muslim

population in the area, MAINPP is determined to re-establish this area by maximizing the development of it so that the number of qaryah can be gradually increased and it is in accordance with MAINPP's responsibility as the sole trustee of the waqf land.

In order to fulfil this responsibility, firstly, MAINPP has expressed its disagreement over a list of waqf land registered in the National Heritage Act. MAINPP has insisted that certain waqf land be excluded from the list as according to the Islamic perspective it is the sole trustee of the said land (This is authorised in Section 77 & 78 of the the Administration of the Religion of Islam Enactment (State of Malacca) 2002 (No.7/2002); Section 89 & 90 of the Administration of Islamic Religious Affairs Enactment (State of Penang) 2004 (No.4/2004); Section 60, 61 & 62 of the Federal Territories Islamic Administration Act 1993 (505 Act); Section 63 & 64 of the Administration of the Islamic Religious Affairs Enactment (State of Terengganu)2001(No.2/2001).

Apart from voicing its disagreement with the National Heritage Act, MAINPP has also met up with various authorized bodies such as muslim representatives in the Pulau Pinang Local Council (MPP), state exco members, heritage advisors of Department of Museum and Antiquity, and other related ministers to resolve the issue. However, to date MAINPP has not received any positive responses from them (Fakharuddin, 2010).

Having burdened with this situation, MAIPP's planning in developing the said land seems futile as there are other bigger and stronger authorities overlooking the matter. Ultimately, the land areas and buildings which are normally run down are rebuilt at a very high cost. Although a budget of RM 5 million has been allocated for it in RMK8, it has been withdrawn due to late approval by the Department of Museum and Antiquity.

In the context of rebuilding the waqf premises surrounding the heritage area, a consistent, comprehensive and strategized plan is very much needed. The objective plan must be clearly stated, so that the ultimate goal of wakaf is in line with muwafiq desires, not for the sake of UNESCO recognition. Areas surrounding Masjid Kapitan Keling and Masjid Melayu Acheh may be developed into an integrated development whilst maintaining their historical characteristics. Muslims living in these areas will certainly benefit economically as they will be involved in economic activities through proper rebuilding of the areas. Proper rebuilding of settlement premises is highly needed to encourage more muslims to reside in the area of Masjid Melayu Lebuh Acheh.

The Implementation of Trustee Act 1949

Authority of reference of the law on courts of competent jurisdiction to hear disputes cases made to the trust of the Trustee Act 1949. The Act provides that the High Court has jurisdiction over any matter involving trusts. Thus, Professor Tan Sri Ahmad Ibrahim has repeatedly suggested that the interpretation of the mandate in the Act 1949 was amended to exclude the endowment discussed herein as applicable to Section 5 of the National Land Code 1965 (Act 56) (Ahmad Ibrahim, 1999; Ahmad Ibrahim 1997 ; Ahmad Ibrahim, 1989). So, it was placed under the jurisdiction of the Syariah Court in accordance with List 2, State List of the Federal Constitution mentioned earlier. The same hope was expressed by Professor Tan Sri that the Islamic courts should be given jurisdiction to determine the validity and the administration, rather than the Civil Court (Ahmad Ibrahim, 1999).

Through this amendment, all doubts about the question of jurisdiction of the court (Ahmad Ibrahim, 1989) can be explained well. Professor Tan Sri has also expressed hope that the debate on the amendments to Article 121 (1) of the Constitution could be visualised, so that it can ensure the Shariah courts run smoothly and in accordance with the teaching of the Quran by Surah an-Nisa ': 58 which means:
"Allah commands you to make over trusts to their owners and (told you) if the judge between men, you judge with justice. Allah admonishes you that it's best. Surely Allah is Hearing, All-Seeing. "

In view of the redefinition of waqf as suggested by Ahmad Ibrahim, Siti Mashitoh (2007), concludes that waqf is a specific dedication which has its own references according to Islamic law. From the abovementioned statement, the definition of waqf cannot be interpreted according to said Trust Act. Thus, all State Legislatures that are in the process of codifying their own Act in the near future,(including Federal Territories) must also include the above exceptions.

Nevertheless, majority of the law experts has urged that the 1949 Act must be amended so that the meaning of trust does not applicable to waqf conclusively. If there is no amendment, then there will be no significant effect to the existing law, particularly on conflict of the court ‘s jurisdiction that is happening now. This is due to Article 75 of the Federal Constitution which provides that I f any State law is inconsistent with a federal law, the federal law shall prevail and the State law shall, to the extent of the inconsistency, be void.. Therefore, the inclusion of the exceptional provision regarding waqf in the State Laws does not work enough and still can be challenged if the said provision in 1949 Act remain unamended at the federal level. Hence, the amendement to this 1949 Act is very urgent and must be exercised at once as propounded by Professor Tan Sri Ahmad Ibrahim.

Specific Legal Provisions for Muslims

Though there are legal provisions for muslims only, but in reality there are cases when dealing wth waqf non-muslims are also involved. (Item 1, Second List –State List in the Ninth Schedule ,Fedral Constitution) Islamic Administration Enactment has also expressed that Syariah Court has an exclusive jurisdiction in cases whereby all parties are Muslim. (Refer to an example, Section 62, Part IV – Syariah Court, Administration of the Religion of Islam Enactment (State of Malacca) 2002 (No.7/2002); Section 74, Part IV – Syariah Court of the Administration of Islamic Religious Affairs Enactment (State of

Penang) 2004 (No.4/2004); Section 46(2) (b) of the Federal Territories Islamic Administration Act 1993(505 Act). There is also an enactment which states clearly that judgements made in Syariah Courts shall not interfere with any property rights of non-muslims. This provision is clearly a hindrance to justice in matters pertaining to trespassing of waqf lands,and failure to settle rental dues of waqf properties.

Jurisdictional Conflicts in Waqf Cases

Jurisdictional conflicts between Syariah Court and Civil Court has been a long issue. Although there has been provisions on waqf in the Federal Constitution (Ninth Schedule,Second List-

State List,Item 1,Federal Constitution), but in reality almost all judgements passed favour the Civil Court. In many court cases reported in law journals in Malaysia, one could find that there are many waqf issues that need critical analisation, specifically those which are in conflict between Syariah court and civil court.

Legal provisions on waqf are clearly stated inNinth Schedule,Second List- State List,Item 1,Federal Constitution,which has conferred the power of waqf is onto the States Authority. According to Section 4 of the National Land Code under the exceptional rules which provides that: "(2) Except in so far as it is expressly provided to the contrary, nothing in this Act shall affect the provisions of- (e) any law for the time being in force relating to wakaf or bait-ul-mal"; Besides that,the administration of waqf shall be administered in accordance to the existing provisions as stated in the relevant Islamic State Administration Enactment. Thus, in writing it seems there shall be no problem when dealing with waqf management. However, the reverse will usually take place.

Based on the waqf provision as stated in the Federal Constitution, it is vividly shown that waqf is under the jurisdiction of Syariah Court. It is due to the fact that Syariah Court is the authorized body in respect to Islamic Law matters.Article 74(2) of the Federal Constitution further stresses that:

"Without prejudice to any power to make laws conferred on it by any other Article, the Legislature of a State may make laws with respect to any of the matters enumerated in the State List (that is to say, the Second List set out in the Ninth Schedule) or the Concurrent List.".

Provisions regarding waqf are also can be found in the State Laws as provided in the respective States Islamic Administration Enactments.Besides that, there is also some states which has legislated their own waqf provisions. However, this does not prevent the Civil Court to hear the cases regarding waqf for specific reasons.

Matters of jurisdiction will arise when one of the parties to the dispute are non-Muslims. Among the cases involving this issue is a case which occurred in 1993, namely G Rethinasamy vs Religious Council of Penang ([1993] 2 CLJ 605.). Because the plaintiff is a non-Muslim and the question involved is ownership of the land, then it is within the jurisdiction of the civil courts even though this case involves issues of waqf clearly fall within the jurisdiction of the Syariah Court as listed in the Ninth Schedule List of the State List ([1993] 2 MLJ 166). Penang High Court ruled that the High Court has jurisdiction to hear cases relating to land ownership because the questions raised in this case falls within the jurisdiction of the High Court. Shariah courts are not empowered by the Constitution to discuss specific cases of dispute involving parties of non-Muslims. It also shows that one of the obstacles to the full jurisdiction of the Syariah Court in the endowment even been provided for under the Federal Constitution (Ninth Schedule, List Two-State List, Item 1, of the Federal Constitution).

References could also be made in the case of Tan Lim Kuan vs Sabariah binti Md. Noor ([1995] 1 *CLJ* 323 .The Honourable Judge Abdul Hamid Mohamed expresses that since there is a provision of Article 121 (1A)[5] in the Federal Constitution, most people tend to subscribe that

[5] Article 121(1A) : "The courts referred to in Clause (1) shall have no jurisdiction in respect of any matter within the jurisdiction of the Syariah courts."

conflict tbetwen syariah court and civil court is settled. One must not forget that when the dispute on waqf involves non-muslim than civil court takes precedence.
This issue has also been brought up by His Honourable Justice Datuk Abdul Hamid Mohamed[6] which of the view that whenever one of the parties is a non- Muslim,no application can be brought to the Syariah Court. Again, if the plaintiff is a non-Muslim, he cannot commence proceeding at the Syariah Court.The same goes if the defendant is a non-Muslim, he cannot be present and file a defence. His Honourable Justice stresses that this issue won't be settled amicably. If one of the respective court does not have jurisdiction over the issues arise, it does not mean the other court does have such jurisdiction. (Latifah v Rosmawati [2006] 4 AMR 591 [2006] 4 *MLJ* 705).

In the case of the Penang Islamic Religious Council vs Isa Abdul Rahman & Anor ([1992]3 CLJ 1675), the judgment found in favor of the High Court. One reason is because the Syariah Court has no jurisdiction to hear an application for an injunction. Only the High Court's jurisdiction in the matter which is provided under the Specific Relief Act 1950. This means that civil courts of competent jurisdiction of the Syariah Court instead. In this case, the respondent has claimed among others to seek a declaration that the proposed demolition of the mosque is in conflict with the law and Islamic law and an injunction to prevent the appellant from demolishing the mosque.

According to the court, "the injuction[7] provided for in Part III of the Specific Relief Act 1950 and the Rules of the High Court because it is based on section 17 of the Judiciary Act 1964 (Act 91), which is listed under the Federal Register. Therefore, the Syariah Court had no jurisdiction to hear this case because the relief sought is the jurisdiction of the Court.
Even Sessions Courts and Magistrates is prohibited by section 69 and 93 of the Subordinate Courts Act 1948 (Act 92) from making an injunction either permanent or temporary. Therefore, it is clear that the respondents' claim for perpetual injunction can only be tried by the High Court only. He added that the power to issue an injunction granted only to the High Court under Part III of the Specific Relief Act 1950 (Farid, 2005). The Act states that: "perpetual injunction can only be given by decree made after the hearing and based on the merits of the suit; therefore the defendant is barred forever from making claims of copyright or perform any act contrary to the rights of the plaintiff "(Section 51 (2) of the Specific Relief Act 1950). Similarly, in cases G Rethinasamy opponent Religious Council of Penang ([1993] 2 CLJ 605), Shaikh Zolkaffily bin Shaikh Natar & Ors against the Islamic Religious Council of Penang Island and Seberang Perai ([1997] 4 CLJ 70) and Barkath Ali bin Abu Backer opponent Anwar Kabir bin Abu Backer & Ors ([1997] 2 CLJ Supp. 295).

The same principle can be seen in the judgment of Barkath Ali bin Abu Backer vs Anwar Kabir bin Abu Backer & Ors ([1997] 2 CLJ Supp. 295). Penang High Court has ruled that the Syariah Court has no jurisdiction in the case related to a relief made under the Specific Relief Act 1950 and commands 15 and 16 of the High Court 1980. Syariah Court is viewed as having

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[6] See the case of Lim Chan Seng v Pengarah Jabatan Agama Islam Pulau Pinang(1996) 3 CLJ 231 decided by Abdul Hamid J.
[7] An injunction refers to an order issued by a court that forces the defendant—a person, corporation or government entity—to do something or stop doing something, depending on what the plaintiff is requesting,
See Elizabeth A. Martin (ed.) (1977), *Oxford Dictionary of Law*, 4th edition, Oxford: Oxford University Press, p. 233.

the lack of power in the said matter and application relating to civil remedies oare of the civil court of competent jurisdiction.
In the case of *Tegas Sepakat Sdn. Bhd. vs Mohamed Faizal Tan* ([1992] 4 CLJ 2297) whereby the confirmation of waqf has been confirmed by the Federal Court rather than the Syariah Court. It has been decided that the judgment of the Federal Court are binding on the High Court. Furthermore it involves the application of the doctrine of *stare decisis*[8](Dictionary of Law, 1995), *res judicata*[9] (Dictionary of Law, 2008) and issue *estoppels*[10] (Mohd. Radzali, 2001) which continues to apply in this case even though the amendment of Article 121 (1A) of the Federal Constitution in 1988 made about the jurisdiction of the civil court in any matter under the jurisdiction of the Syariah court has no recent impressions. At the same time, issued a fatwa in which rejected the fatwa issued is something that does not bind the court to follow.

In reality, this issue can be resolved where the Syariah Court can decide cases involving waqf despite obstacles as portrayed in the abovestated cases. This can be demonstrated in the case of the Islamic Religious Council of Penang Island and Seberang Perai vs Zolkaffily Shaik Shaik Natar & Ors ([2003] 3 MLJ 705). The judgment in this case is the starting point to resolve cases involving elements of civil such as an injunction, estoppel and forth through the approach used by the judge whether a decision based on the approach of the case (subject matter) or the type of relief requested (remedy prayed for) , High Court judge has ruled that the Syariah Court has no jurisdiction to issue the injunction sought by the respondents and do not have the power to prosecute the will and the deed of settlement.

Then, an appeal made before the Court of Appeal, which was also dismissed and the subsequent appeal was made to the Federal Court and decided that the Syariah Court has jurisdiction in the matter concerning waqf despite relief sought by the respondents are of the injunction. According to the Federal Court, the approach taken by the High Court and Court of Appeal ruled that the Syariah Court has no jurisdiction to issue an injunction applied for and did not have the authority to judge the will and the deed of settlement is not appropriate because the approach "remedy prayed for "and not a" subject matter "(Siti Mashitoh, 2008).

Conflicts on waqf is still a prolonged jurisdictional conflict although there has been an amendment in Article 121 (1A) of the Federal Constitution. This goes to show that the amendment is inadequate to affect syariah court's judicial power. Although in principle the waqf is under the Ninth Schedule List The List State Constitution, but when it involved elements of civil in a waqf case such as an injunction, *estoppels*, *kaveat*[11]((Mohd Razali, 2001) and other remedies like him including those involved non-Muslims in the civil court jurisdiction. Indirectly, the court is more competent to talk about it is not the Syariah Court Civil Court. It becomes more unpleasant if it is decided by a judge who is not a Muslim[12].

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[8] to stand by that which is decided; to follow historical cases when making a ruling on a similar current or future case
[9] a matter adjudicated
[10] *Estoppel* is a legal doctrine that prevents a person from adopting a position, action, or attitude, asserting a fact or a right, or prevents one from denying a fact inconsistent with an earlier position if it would result in an injury to someone else.
[11] A caveat is a formal notice of unregistered interest in land; a creature of statute under National Land Code 1965 (Act 56).
[12] See the case of *Barkath Ali bin Abu Backer v. Anwar Kabir Bin Abu Backer & Ors* [1997] 4 *MLJ* 389 and *Shaik Zolkaffily Bin Shaik Natar & Ors v. Majlis Agama Islam Pulau Pinang and Seberang*

Professor Tan Sri Ahmad Ibrahim had raised his frustration against the judgment in Embong bin Haji Ibrahim & Anor vs Tengku Nik Maimunah bt the late of Sultan Zainal Abidin & Anor ([1980] 1 MLJ 286) that the Federal Court in this case has not considered the basic reference and text of Islamic law, which actually includes al-Quran and al-Hadith and insights legal scholars of Islam (Ahmad Ibrahim, 1980).

Eventhough the waqf matters are listed under Second List in the State List of the Federal Constitution, it does not automatically conclude that it is under the jurisdiction of the Syariah Court to try and hear the waqf cases . Siti Mashitoh, 2008).

Trustee laws in Malaysia are drafted basically according to English laws. Trusted properties refers to a property held by a trustee in the interest of other parties (Yong Nyee Fan & Sons Sdn Bhd. Vs Kim Guan & co. Sdn. Bhd. (1990) 3 MLJ 493).This definition includes all trusted properties and influences waqf properties too. Amanah Endowment is a trust created by contract. The trust may have in common with the trust created expressly (express trust) under the laws of Malaysia (Ahmad Hidayat, 2008). Next, the justification endowments are considered as a trust of English law (trust) which applies in cases of Muslim endowment is still valid after independence, especially before and after the amendment of Article 121 (1A) of the Federal Constitution. Section 2, the Trustee Act 1949 (Act 208) only recognizes the High Court in discussing and deciding cases on charitable trusts included. This means the Syariah Court has no jurisdiction in the matter of civil court jurisdiction.
Application of English law in property trusts in Malaysia through the "Rule Against perpetuities" can be seen in the case of In Re The Will of Yap Kwang Seng, Decd. ([1924] 4 FMSLR 313). Similarly in the case of Islamic Affairs Commissioner of Terengganu vs Tengku Mariam ([1970] 1 MLJ 222).

Some of the states in Malaysia through EPAIN already exclude property trusts established through waqf which are not included in the definition of trust by civil law. However, it is not meant to dispute the jurisdiction of the Syariah Court and the Civil Court in the cease endowment with such provisions. What's best is through the provision, then it can provide guidance to judges in deciding a dispute concerning the ownership, especially in providing the Syariah Court jurisdiction thereof. This is because the interpretation of waqf are out of the interpretation of the mandate contained in the civil law.

In addition, the judgment made by a judge also influence a case that was decided on the issue whether the Syariah Court or the Civil Court jurisdiction. An example can be seen in the case of the Islamic Religious Council of Penang Island and Seberang Perai vs Shaik Zolkaffily Shaik Natar & Ors ([2003] 3 MLJ 705) that shows how the approach used by the judges to give the Syariah Court jurisdiction even involve the application of civil remedies such as estopple, injunction and others. However, if the dispute involves parties who donated
non-Muslims, so now more competent Civil Court. This is because the Syariah Court jurisdiction only to Muslims only.

Waqf Limitations

Perai [1997] 3 *MLJ* 281 which both cases were decided by Jeffrey Tan J who ruled that the syariah court of Penang does not have the jurisdiction over both cases.

The issue on the extent of endowment[13], which had previously been expressed by the writers in the field of law is still in force in the MAIN endowment involved with this study. Implementation of the provisions in EPAIN is clearly in conflict with the laws of the Islamic waqf. Islamic waqf law empowers a whole endower to dispose of his property as waqf if it is made in the normal (healthy) endower. Restrictions are set only one-third of the way through the endowment made a will in the Legislature, known also as al-Islam al-Awqaf bi wasiyyyah (testamentary waqf) (Hilal, 1355H; al-Tarabulsi, 1981). One-third of this surplus will be used if approved by the other heirs (Hilal, 1355H; al-Tarabulsi, 1981). This is because, an endowment made in two circumstances take legal wills (Siti Mashitoh, 2008).

In reality, matters relating to a third endowment restrictions have already been mentioned in the case in Terengganu, which is the case Embong bin Haji Ibrahim & Ors vs Tengku Nik Maimunah bt the late Sultan Zainal Abidin & Anor ([1979] 1 MLJ 257; [1980] 1 MLJ 286). The respondent (Tengku Nik Maimunah) has donated his entire property in land concessions totaling Chenderong 5/8 part to his family and a few others to put the final vote on a number of religious and charitable purposes. After that, he wrote a letter to the Commissioner of Religious Affairs, Terengganu to cancel endowments and bring the claim to the civil High Court for a declaration that the waqf is not valid, but the legality of it only applies to the extent of one third of the waqf concerned ([1979] 1 MLJ 257).

Appeals are then made by three people from the beneficiary donated to the Federal Court by demanding that the waqf is valid overall, and restrictions of the third only applies when the endowment was made by way of a will (will) or giving during nearly to death (death illness) ([1980] 1 MLJ 286). On the other hand, the respondent filed a cross-appeal (cross-appeal) by asserting that the endowment made by Tengku Maimunah on 13 June 1961 was void in its entirety. In his judgment, Judge of the Federal Court when it was said:

"Since by the unwritten Islamic Law, the one-third limitation applies only to a waqf or vow made by way of will or during death illness, it can never have been the intention of the State Legislature that such one-third limitation also applies to endowments made inter vivos, such as the one of this appeal. Furthermore, a close reading of section 61 clearly shows that it merely deals with a waqf or vow made by will or death-bed gift. It made no mention of a waqf made inter vivos. The expression "whether or not made by way of will or death-bed gift" must be interpreted to mean what it says .... ".

> "Since by the unwritten Islamic Law, the one-third limitation applies only to a *wakaf* or *nazar* made by way of will or during death illness, it can never have been the intention of the Terengganu Legislature that such one-third limitation also applies to *wakaf* made *inter vivos*[14], such as the one of this appeal. Furthermore, a close reading of section 61 clearly shows that it merely deals with a *wakaf* or *nazar* made by will or death-bed gift. It made no mention of a

[13] See Administration of Islamic Religious Affairs Enactments e.g. Section 79 (1) Administration of the Religion of Islam (Malacca) Enactment 2002, (No.7/2002); Section 91(1) Administration of the Religion of Islam (State Of Penang) Enactment 2004 (No.4/2004); Section 63 (1) Administration of Islamic Law (Federal Territories) Act 1993 (Act 505); Section 65 (1) Administration of Islamic Affairs (Terengganu) Enactment 2001 (No.2/2001).
[14] transfer or gift made during one's lifetime

wakaf made *inter vivos.* The expression "whether or not made by way of will or death-bed gift" must be interpreted to mean what it says….".

In addition, according to the Judge, the application of the general principles of law *"expression unius exclusion alterius*[15](Nadzar, 1982) or *"expressum facit cessare tacitum"*[16] shall be applied to interpret the meaning of section 61. He then decided that the endowment in this case shall apply for all (not just one-third). It can be seen as follows:

"... .we Agree with the submission of the counsel for the appellants that the endowment in this case is wholly valid and that the one-third limitation contained in section 61 of the Enactment, being confined only to endowment or a vow made by way of will and death-bed gift, has no application to the endowment in the present case ".

The judge who decided the case at that time[17] thought that the Legislature of the State (Terengganu) it should realize that sanctions are only applicable to the endowment by way of will or during *marad al-maut*[18] (or marad al-mawt, the sick to die) (Md. Akhir, 2002) without reference to the current endowment of life found in this appeal. This decision was also agreed by the legal scholars who stated (Pawancheek, 2003).

In Malaysia, the restrictions on perwakafan have been enumerated in all state Islamic Religious Administration Enactment. The same restrictions also apply to the nazar[19]. Section 63 (1) of the Administration of Islamic Law (Federal Territories) Act 1993 (Act 505) for instance provides that:

Whether or not made by a will or death of al-death, no endowment or nazr made after the commencement of this Act and involve more than one-third of the estate of the person making it can be valid in respect of more than one-third.

In Malacca, in addition to the provision in EPAIN, it is also provided in Wakaf Enactment (Negeri Melaka), 2005, which has restricted the provision for a third sanctions as follows:
"A person in a state marad al-death can not endow more than one-third of his property to any person other than next of kin".

When examined the provisions enshrined in the Enactment of Wakaf Malacca, it is clear that sanctions donated one third only to the endowments made during marad-al-lethal and not disclosed in any of the sections of the extent perwakafan to a third in normal circumstances.

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[15] the expression of one thing is the exclusion of the other
[16] what is expressed makes what is implied silent
[17] restriction of not more than one-third of the decendant's estate has not yet been enacted in Terengganu administration of Islamic affairs enactment at that time
[18] illness which ordinarily causes death
[19] See Administration of Islamic Religious Affairs Enactments e.g. Section 79 (1) Administration of the Religion of Islam (Malacca) Enactment 2002, (No.7/2002); Section 91(1) Administration of the Religion of Islam (State Of Penang) Enactment 2004 (No.4/2004); Section 63 (1) Administration of Islamic Law (Federal Territories) Act 1993 (Act 505); Section 65 (1) Administration of Islamic Affairs (Terengganu) Enactment 2001 (No.2/2001)

Thus, it is understood that if perwakafan made in the ordinary or testamentary except during marad al-death, then there is no point of perwakafan issues highlighted in the State of Malacca Enactment of Wakaf this. However, it does not become so when the provisions in Melaka EPAIN has said about one-third perwakafan same restrictions as provided for in the other EPAIN.
Critical thoughts should be emphasized as to whether this issue laid bare contradictions between two different statutes drafted in state laws or the two complement each other. The fear is that waqf limitation shall give rise to conflicts when heard in syariah court. Due to the fact that Waqf Enactment of the state of Melaka adheres more closely to Islamic law, other states are encouraged to adopt them too.

Issue pertaining to one third limitation of waqf has been an ongoing study by scholars and experts of waqf laws. There is an urge by them that all states legislative bodies should amend its provision to be inlined with Islamic law. Such an amendment should limit the one third limitations to only two situations, namely waqf by wasiat or by marad al-maut. Apart from that, a new provision should also be added, a situation of *inter vivos*[20] (Kamus Undang-undang, 2008).

However, this suggestion has not been adopted by other states since they are still sticking to their rationalization and supported fully by their waqf officials in MAIN[21].

Obviously, apart from the issue of the extent perwakafan a third of which do not conform to Islamic law in Spain that is involved with this study, but also a kind of conflict of provisions that could pose a problem during the judges Sharia court in Melaka to make the interpretation of the legal reference. At the same time, it is expected that the Federal Territory and Terengganu which is in the process towards business has its own Wakaf Enactment could look into this matter.

Vesting provisions on Waqf Property Enactment

This provision is a barrier to the MAIN vesting of donated land that was not registered through the vesting provisions of the enactment Vesting provisions waqf, nazr and trust in the Council,namely[22]:

All property subject to section 77 shall without any conveyance, assignment or transfer, and, in the case of immovable property, upon registration under the written law relating to land, vested in the Council, for the purposes of endowments, nazr 'am or trust affecting the property.

[20] transfer or gift made during one's lifetime
[21] Based on observations and interpretations made from several interview sessions on waqf restrictions with the Waqf officers from MAIN at MAIM, MAINPP, MAIWP and MAIDAM.
[22] See e.g. Administration of the Religion of Islam (Malacca) Enactment 2002, (No.7/2002), Part VI – Section 78 – the Placement of property as Waqf, nazr and trust at Council**;** see also Administration of Islamic Law (Federal Territories) Act 1993 (Act 505), Part VI, Section 62 – the Placement of property as Waqf, nazr and trust at Council; Administration of the Religion of Islam (State Of Penang) Enactment 2004 (No.4/2004), Section 90 – The Placement of property as Waqf, nazr and trust at Council;) Administration of Islamic Affairs (Terengganu) Enactment 2001 (No.2/2001), Part V - Section 64 – The Placement of property as Waqf, nazr and trust at Council

This provision has prevented any waqf property that is not registered under the control of the MAIN as sole trustee. Historical factors management and administration as well as other factors involving donated land in Malaysia has caused a huge loss to the vesting provisions MAIN since this was only to limit the control of waqf land that is registered only. The fact is that many of waqf land that can not be identified under the control 'trustees' appointed by pewakaf, invaded and various other problems arise.
Prior to the recent amendments to the Administration of Islamic Religious Affairs was created, some states such as Penang, Malacca and Johor had the following provisions in their enactment by the previous judge's decision and the Privy Council:

"..... Then all properties, if located within the state, shall be owned up to the Council without any change, the grant or transfer anything for the purpose of treasury, trust, charitable or general vow to hit him."

This means that if on a piece of land there was a mosque or a tomb that has been around for a long time, although not known who the owner of the land and whether there has been endowed or not, it is a legal presumption that the land is waqf land, until proven otherwise.

Since the land is waqf land, in accordance to the provisions of Section 90 of Administrative Law Penang Islamic Religious Council in 1959 subject to, "without any conveyance, assignment or transfer what so ever". This provision means, "all waqf land", although it is not and has not been registered in the name of the Council automatically vested in the Council because it is building the mosque and tomb on the legal presumption of elements and features of waqf land. However, it has become a damage very significantly to the development of the property endowment when for example, in section 62 (1) of the Administration of Islamic Law (Federal Territories) Act 1993 which places emphasis on the aspect of registration of property rights stated that:

"All of the property subject to the provisions of section 61 and is located in the Federal Territories, shall, without any conveyance, assignment or transfer whatever, and, in immovable property, upon registration under the written law relevant relating to land, vested in the Council, for the purposes of the trust, endowment or nazr'am affecting the property ".

If all waqf land has been registered on behalf of the Council, the matter is no longer a problem. However, for the endowment lands that are not registered in the name of the Council, after the civil court decides everything automatically vested in the Council, it was handed back to the owners of registered, including those of non-Muslims. Although this issue has been frequently discussed the implications of the new provisions, it is still retained in the Act or State Act.

Conclusion

Treating this issue by using interpretive-descriptive approaches and inductive-deductive reasoning on primary and secondary data, a significant result has been found. Issues of non-uniformity between provisions in enactment, problems of definitions, and the conflicting issues pertaining to land laws and Islamic laws as evidenced in KTN 1965 and

APT 1960, proved the existence of weaknesses and hindrances in pursuing the development of waqf lands in Malaysia. In reality, not all MAIN have their own specific waqf enactment in

order to accord a sound development programme on waqf lands.Thus, MAIN's status as the sole trustee of waqf properties is challenged by other federal law provisions and procedures. Analysis of some legal issues to backup and reference to the development of waqf land itself is not a kind of go hand in hand with the theories of Islamic law. Similarly reality MAIN inability in carrying out the mandate of developing the potential of waqf land when faced with some PTD regulation or statute in the state and federal levels. This makes the development agenda of waqf land constantly confronted with the endless turmoil. Although these obstacles have been presented numerous times,but there seem to be an absence of concerted effort to polish the issues by people or bodies authorised to do so. However, all is not lost yet. One suggestion is that MAIN,legally, should react actively on this issue. MAIN shall challenged itself to prepare a concise and an innovative provisions to the present statutes and laws in order to improve and enhance the workings and management of waqf lands. In conclusion, in order to bring changes in the issue of waqf laws it is undeniable that all areas related to it must be clearly identified and thoroughly researched. Awareness and alertness among all bodies and individuals involved in pursuing this issue are called for in order to establish a synergized and comprehensive effort in relooking into laws and provisions about this issue so that the management and development of waqf land shall be maximized.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

KEY DRIVERS OF ISLAMC BANKING ACCEPTANCE AT SELANGOR

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Abstract: *In this globalization era, Islamic banking services are gaining popularity due to its wider coverage to transverse the global economic. It is constructed upon the principle of brotherhood and cooperation. However, having insufficient and low service quality, product benefit and less religion obligation lead to poor Islamic banking product acceptance. The objective of this study is to determine the key drivers that lead to the acceptance of Islamic banking among people in Selangor area. A simple random sampling technique was utilized in obtaining the data. 200 questionnaires were distributed cross over Selangor. However, only 160 questionnaires can be used due to sampling error. In order to determine the significance relationship between the selected variables, multiple regression analysis was deployed. The results from this univariate technique revealed that service quality and religion obligation has a significance effect on the acceptance of Islamic banking. It is also reported that the* R^2 *is 0.659, which implies 65.9% of acceptance level in Islamic banking is explained by the quality of service (QoS) and the religion obligation. This result may help the Islamic banking practitioner in refining their goals later in order to attract more users in future.*

Keywords: *Acceptance, Islamic Banking, service quality, religion obligation, product benefit.*

Introduction

Malaysian is among the most aggressive Islamic countries that focus on developing and enhancing Islamic Banking product and services (Cheng, Chuah, Bohari & Adam, 2011). The increasing number of Islamic Banking in Malaysia, make the market more colourful and attractive. Islamic banking covers finance companies, merchant banks and also commercial banks offering various products and services (Ahmad & Kazmi, 2010). Malaysian government aims to become Islamic Financial Hub in the world. To support the aim, the Malaysian governments has promoted education and research centres such as the formation of INCIEF and ISRA (Loo, 2010) to enhance the development of Islamic Banking.

The system is unique from the conventional banking side since the concept of Islamic Banking product and services is to provide fairness to parties involved. Basically Islamic Banking

System governs by Islamic Law known as Shariah Law. The basic rules basically come from the Holy Quran and the Sunnah from Prophet Muhamammad SAW. Moreover, the products of Islamic Banking and Finance can be sold to the Muslim as well as Non-Muslim. In the emergence market, Islamic products have to compete with the conventional ones. Consumer nowadays, tends to be more demanding due to the market competiveness. As a result, the customers' expectation is high and demands rapidly change. In the Malaysia, although the number of consumers is increasing but obviously the majorities still have not shifted to use the Islamic banking system as compared to the conventional system. Therefore, this paper aimed to study the key drivers of Islamic Banking acceptance in Malaysia, specifically in Selangor. By understanding the customers' attitude towards Islamic Banking, it is expected that customers' demands will be easily understood and predicted. For this reason, this study is to analyse the acceptance level towards Islamic Banking Products and services.

Literature review

According to Rehman and Shabbir (2010), products acceptance being influenced by the customer perception and experience. According to Neylor and Greco (2002), clear operational definitions from organization and customer will create acceptance at the end. Participation in anything about the product and services shows that the customer willing to accept the product and services (Norudin Mansur, A.Nurul, 2011). The more they are willing to participate the more valuable the company in the heart of the customer.

Further, Radiah, (2014) claims that the quality of bank service is highly related to the bank's reputation. Trust of customer towards bank services and products is a key attraction of Islamic Banking system in Malaysia (Omar, Sultan, Zaman & Bibi, 2011). According to Tan (2009), the fast and efficient services, and location of the bank will influence the customers' acceptance. Majority of customers are satisfied with the innovative products (Dusuki & Abdullah, 2007). However most study more focus on the quality services compared to product quality.

In addition, religion's obligation or Shariah may influence and individual's choice and motivation towards some issues (Hanudin Amin, 2011). According to Muhammad Ubaidullah (2008), microfinance attracts billions of Muslims to use Islamic Banking System because of religious obligation factor. A study has documented Sharia view is not the primary motivation of customer in accepting Islamic banks (Haron et. al. 1994). Religion is the main criteria of Islamic Banking adoption (Dusuki & Abdullah, 2007). This shows customers with religious profiles tend to choose Islamic banking product because of the obligation towards religion.

Proposed of Conceptual Framework

Methodology

This research was conducted in Selangor, Malaysia with the total number of 160 of respondents. The questionnaires were distributed to the respondents by using internet survey. Specifically, this research aimed to investigate the relationship between the predictors and the outcome variable. Hence, we used SPSS to compute and analyse the results. Regression and Independent *t-test analysis were performed and presented* in findings. Descriptive analysis also was performed and presented in Table 1 below.

Table 1: Descriptive analysis

	Characteristics	Frequency	Percentage
Age	18-25	88	55.0%
	26-35	64	40.0%
	36-45	8	5.0%
	Total	160	100.0%
Gender	Male	80	50.0%
	Female	80	50.0%
	Total	160	100.0%
Race	Malay	116	72.5%
	Chinese	24	15.0%
	Indian	18	11.3%
	Other	2	1.3%
	Total	160	100.0%
Religion	Muslim	127	79.4%
	Buddhist	11	6.9%
	Christian	6	3.8%
	Hindu	14	8.8%
	Other	2	1.3%
	Total	160	100.0%
Education	High School	8	5.0%
	Diploma	29	18.1%
	Bach. Degree	105	65.6%
	Masters Degree	16	10.0%
	Doctoral Degree	2	1.3%
	Total	160	100.0%

To ensure the reliability of the questionnaire distributed, reliability analysis was computed and presented in Table 2. All of the variables tested were reliable at the score of Cronbach's Alphas above .70.

Table 2: Reliability Analysis

Items	Cronbach's Alpha
Acceptance	0.893
Service Quality	0.946
Product Benefits	0.962
Religion Obligation	0.967

Result

To analysed the data, we performed multiple regression analysis to examine the relationship between the predictor variables and the outcome variable. Table 3 reported that service quality *(b = .466, p=< .001) and religion obligation (b = .305, p=< .001) were significant*. However, product benefits *(b = .142, p = .102) was reported to has no relationship* with the acceptance towards Islamic banking system.

Table 3: Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.358	.183		1.961	.052
	Service Quality	.418	.059	.466	7.094	.000*
	Product Benefits	.128	.078	.142	1.646	.102
	Religion Obligation	.272	.068	.305	3.973	.000*

a. Dependent Variable: Acceptable Mean

Table 4 below shows the value *of R^2 was .659 which represents 65.9% of variance* in Acceptance of Islamic banking system in Selangor, Malaysia. The large variance explained indicated that the two significant factors counted in this study were very strong predictors of customer's acceptance of Islamic Banking System.

Table 4: R^2 Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.812[a]	.659	.652	.37919

T-test analysis was performed and presented in Table 5. The results indicated that there was no significant difference in the scores for male (M=3.33, SD= .607) and female (M=3.52, SD= .667); t (160) = -1.859, *p*=.065. Hence, the female and male customers do not differ in their acceptance of Islamic Banking System.

Table 5: Independent t-test for gender

	Status	N	Mean	Std. Deviation	t	Sig. (2 tailed)
Acceptance	Male	80	3.3325	.60708	-1.859	.065
	Female	80	4.0603	.66721		

Discussion

This research examined consumer's acceptance of Islamic Banking products and services. There were two main factors that affect the consumer's acceptance: service quality and religion obligation. We also found that the product benefit was not significant factor for customers' acceptance. In addition, there were no differences found between male and female customers in their acceptance of Islamic Banking system.

The significant predictors for customers' acceptance revealed by our study were in line with Dusuki & Abdullah (2007)'s study, that religion is the main criteria that accounting for the acceptance of customers towards Islamic Banking. The non-significant relationship between product quality and customer's acceptance towards Islamic Banking system could be due to the lack of knowledge among customers on the basis concepts and the uniqueness of the Islamic Banking products and services. All the rules and regulations about the product comes from the National Bank of Malaysia, hence, customers generally are not aware about the specifics of the products. Consumers are more concern on the quality of services (front line staff) rather than the uniqueness of the product that Islamic Bank offered.

Therefore, Islamic Banking needs to facilitate better understanding of Islamic Banking product and services being offered to the public. Islamic Banking needs to provide awareness and knowledge about their uniqueness of product so those consumers more appreciate about Islamic Banking System. Then they will realize how much Islamic banking product rather than conventional. In order to compete in competitive market, Islamic Bank needs to increase the services quality. Increase the services quality will lead to increase the acceptance of Islamic Banking in Malaysia. From that the objective to become Islamic Financial Hub will be achieved.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

TEAM POTENCY AND TEAM EFFECTIVENESS: A STUDY OF MALAYSIAN PUBLIC HOSPITAL NURSES

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Abstract: *Nurses play a major part to represent the hospital's competency since they spend most of their time directly with patient. In order to deliver the quality care, nurses must often work together such that teamwork is an important aspect of healthcare delivery. Therefore, this study aims to investigate whether team potency could contribute to team effectiveness among Malaysian public hospital nurses. The sample comprised of 475 staff nurses and 92 sisters represented 92 wards in four general hospitals in Peninsular Malaysia. Findings showed that team potency was positively related to team effectiveness. Implications and discussion of future research directions are also addressed in this study.*

Keywords: *Team potency, team effectiveness, nurses*

Introduction

The increased stressing on patient safety in hospitals has led to enhance understanding of the importance of teamwork in healthcare especially the public hospital. Numerous research studies have confirmed that group teamwork among healthcare professionals leads to higher staff job satisfaction, increased patient safety, and greater patient satisfaction (Ajeigbe et al., 2014; Gausvik et al., 2015; Kalisch, Lee, & Rochman, 2010; Valentine, Nembhard, & Edmondson, 2015). Unfortunately, many nursing teams are still working independently who do not engage in effective teamwork behaviours such as supervising other team members' performance, backing and support each other up, and involving in communication and conflict resolution (Castner et al., 2012; Clancy & Tornberg, 2007; Gravlin, & Bittner, 2010; Kalisch, Weaver, & Salas, 2009). The effective team between nurses is an important aspect of healthcare delivery because they spend most of their time with patient. Lack of teamwork will significantly increase the probability of medical errors (Baker, Day, & Salas, 2006; Lee et al., 2013; Nabilah et al., 2014; Rho, Suh, & Kwon, 2013).

In the 11th Malaysian Plan, the government has given higher priority to improving health status of Malaysians and several measures were implemented to enhance the delivery system and improve the scope of quality healthcare in both public and private sectors (Economic Planning Unit, 2015). Accordingly, public hospitals particularly need to find work processes that are efficient and effective for both patients and staff needs. Even though research on team effectiveness across industries is extensive, but little has been done on nursing workforce especially in Malaysian healthcare industry (Hameed, & Rasiah, 2014). Likewise, Kalisch and Lee (2010) noted that although multidisciplinary teamwork has been well studied, there are few studies on the teamwork among nursing staff on a patient care unit.

Therefore, the purpose of this study is to investigate the relationship between team potency and team effectiveness among Malaysian public hospital nurses. Team potency referred as shared confidence in a team's general capabilities (Campion, Medsker, & Higgs, 1993; Guzzo et al., 1993) and one of the most important ingredients of team motivation and team effectiveness (Hu, & Liden, 2011). Team potency differs from collective efficacy (Bandura, 1997) in that the belief refers to the team's overall performance in different areas rather than its capacity to carry out a specific task (Mathieu et al., 2008; Ortega et al., 2013). We focused on team potency in this study because nursing teams perform different types of tasks and are often engaged in multiple team processes at the same time.

Literature Review

Team effectiveness

Team effectiveness refers to the attainment of common goals or objectives through the coordination of team members' work activities (Irving, & Longbotham, 2007). In this study, team effectiveness is divided on two categories; team satisfaction and team performance based on model developed by Hackman (1987). Satisfaction with the team refers to how positively members feel about the rest of the team. As stated by Hackman (1987), team members should like other members or else the emotional cost to frustrated members likely outweighs the benefits of being in a team.

Performance comprises the degree to which the output meets the patients' standards of quality of healthcare delivery outcomes. In order to enhance team performance, team members should be guided by a compelling vision which translates into clear, challenging and specific relevant goals to be accomplished (Hackman, 2002; Ross, Jones, & Adams, 2008).

Team potency

The concept of team potency was proposed by Shea and Guzzo (1987) to be a key determinant of team effectiveness. Although there are many parallels between potency and team-efficacy, a critical point of departure is that potency refers to a broader sense of the group or team (Guzzo et al., 1993). Potency refers to generalized beliefs about the capabilities of the team across tasks and contexts (i.e., our team will be successful no matter what the task). Shea and Guzzo (1987) proposed that potency leads to high levels of team effectiveness. Previous studies have shown that teams high in potency perform better than teams low in potency (Duffy, & Shaw, 2000; Guzzo et al., 1993; Shelton, Waite, & Makela, 2010; Troster, Mehra, & van Knippenberg, 2014). Furthermore, several studies (eg. Campion et al., 1993, 1996; Monteiro, & Vieira, 2016; Shelton et al., 2010) has found significant positive associations between potency and productivity, employee satisfaction, and managerial ratings of performance.

In general, the higher the potency, the more positive team outcomes. Consistent with the Social Cognitive Theory developed by Bandura (1997), we hypothesized that potency would be positively related to team effectiveness. Social cognitive theory suggest team potency influences what people choose to do as a team, how much effort they put into it, and their staying power when collective efforts fail to produce results. Furthermore, based on this theory, people with high potency perceive troubles as challenges, and they will highly committed to the activities they carry out and invest more time and effort in their daily activities (Bandura,

2001). However, Ahearne et al. (2010) did not find any relationship between team potency and team effectiveness. In the specific context of healthcare workers, such as nurses, team potency proved to be a powerful motivational predictor of welfare (Munir, & Nielsen, 2009) and future collaborative practices (LeBlanc et al. 2010). For these reasons, we strongly believe that team potency will influence team effectiveness.

Hypothesis 1: Team potency positively relates to (a) team satisfaction and (b) team performance

Figure 1: Proposed model

Methodology

Sample and procedure

Respondents in this study comprise of 475 staff nurses and 92 sisters (immediate supervisor) representing 92 teams. This study was conducted in four general hospitals in Peninsular Malaysia. Normally, work nature for any ward in Malaysian hospitals consists of team lead by sister and staff nurse as a member. Therefore, unit of analysis of this study is a team which is involve of hospital ward. The sample included nurses who work in a variety of specialized units including cardiology, surgery, paediatrics, neurology, and emergency medicine. To ensure full team membership, we limited participation in the study to staff nurses and sisters with a minimum of 6 months tenure in a team. This ensured that both were sufficiently familiar with each other and had developed exchange relationships (Graen & Uhl-Bien, 1995).

Team performance was rated by sisters, whereas team potency and team satisfaction were self-rated by staff nurses. Each questionnaire was coded with a researcher-assigned identification number to match staff nurses' and sisters' questionnaires. To ensure confidentially, the participants were asked to seal the completed questionnaires in the return envelopes and return them directly to the researchers.

The usable sample was composed of 413 staff nurses belonging to 86 wards and 86 sisters, giving a response rate of 87 per cent to staff nurses and 91 per cent to sisters, respectively. The number of respondents per team ranged from three to five, with an average of four respondents per team. To examine possible sampling bias, we compared sample means for the usable cases and those cases dropped due to unmatched questionnaires for study variables. Our analysis of variance procedures did not yield any significant different means for the two groups, indicating little sample bias.

Measures

All scales were measured with a 5-point Likert-type scale (1 = strongly disagree, 5 = strongly agree).

*Team potency***.** Team potency was rated by team members with Campion's et al. (1993) three-item scale. An example item is "members of my ward have great confidence that the ward can perform effectively".

*Team satisfaction***.** Team members rated **t**eam satisfaction with seven items developed by Doolen (2001) and Van der Vegt, Emans and Van De Vliert (2000). A sample item is "I am satisfied with working in this ward".

*Team performance***.** Team performance was rated by immediate supervisor by using twelve items scale originally developed by Doolen (2001) and Schaubroeck, Lam and Cha (2007). An example item is "this ward gets its work done very effectively".

*Control variables***.** Following Spector and Brannick's (2011) suggestion, we controlled for the following variables to test the hypotheses. First, group size and team tenures (in years) were controlled because these variables are potentially related to team effectiveness (Liden et al., 2006; Sin, Nahrgang, & Morgeson, 2009; Tse, Dasborough, Ashkanasy, 2008). We controlled these two variables for the effect of team membership on dependent variable.

Level of analysis and aggregation

As we operationalized the constructs at the team level, we aggregated nurses' responses on the scales to compute single score for each team. We used within-group interrater reliability ($r_{wg(j)}$, James, Demaree, & Wolf, 1984), and intraclass correlation coefficient (ICC (1) and ICC (2); Bliese, 2000) to examine the appropriateness of aggregation.

Estimated $r_{wg(j)}$ values for all study variables were acceptable: .96 for team potency, .95 for team performance and .91 for team satisfaction. Intraclass correlations, ICC1 (reliability of the team means) and ICC2 (to determine whether it was appropriate to create an average rating for team), were generally acceptable: respectively, team potency [.51, .72], team performance [.64, .78] and team satisfaction [.16, .69]. Accordingly, these indices support the aggregation of individual ratings to create group scores (Bliese, 2000).

Results

Descriptive statistics and correlations

Table 1 provides the means, standard deviations and correlations for the study variables. As shown in Table 1, on average level of team performance (mean= 4.31, S.D = .46) was slightly high, whereas team potency (mean = 3.94, S.D = .32) and team satisfaction (mean = 3.90, S.D. = .33) was found to be moderate. Meanwhile, correlations between study variables were found to be significant ($p<.05$).

Table 1: Descriptive statistics, correlations

Variables	Mean	SD	Team potency	Team satisfaction	Team performance
Team potency	3.94	.32	1		
Team satisfaction	3.90	.33	.58**	1	
Team performance	4.31	.46	.14*	.18**	1

Notes: N=86, *p<.05; **p<.01

Regression results

Hierarchical regression analysis was conducted to test the two hypotheses of this study.

Demographic variable such as team size and team tenure were statistically controlled. As shown in Table 2, based on model 1 and model 2 showed that team potency was positively and significantly related to team satisfaction (β = .62, p< .01) and team performance (β = .16, p<.05). In the model 1, the results show that predictor variables were able to explain 35% of the variance related to team satisfaction (r^2change = .35, *F*-change = 150.06, p<.01). Meanwhile in the model 2, the results show that predictor variables were able to explain 2% of the variance related to team performance (r^2change = .02, *F*-change = 6.57, p<.05). This study demonstrated that acceptable values of r^2 for psychological studies. However, Hair et al. (2006) recommended that the greater r^2 value, the stronger would be the predictor in explaining the variations of the dependent variable.

Table 2: Hierarchical regression analysis results

Step	Dependent variable (Team effectiveness)	
	Model 1 (Team satisfaction) ***Std. β***	**Model 2 (Team performance)** ***Std. β***
Step 1: Control variables		
Team size	-.11*	.04
Team tenure	.16**	.07
Step 2: Independent variable		
Team potency	.62**	.16*
F-value	54.45	2.57
R^2	.38	.02
Adjusted r^2	.37	.01
R^2 change	.35	.02
F-change	150.06**	6.57*

Notes: N=86, *p<.05; **p<.01, *Std. β* = standardized coefficient beta

Discussion

The purpose of this study was to investigate the effect of team potency on team effectiveness among Malaysian public hospital nurses. The findings of this study support the expectation that team potency and team effectiveness (team satisfaction and team performance) are positively related and influence each other. This finding is consistent with those previous researchers (Monteiro, & Vieira, 2016; Troster et al., 2014). In healthcare setting, hospitals are moving toward team-based work structures (Kalisch, & Lee, 2010). Understanding how to create and manage work groups that are high-functioning can help nurses to perform better and increase their satisfaction working in teamwork as well as increase nursing quality care. One of the main reasons for the existence of teams is peer support offered through long-term relationships and developed during the experience (Rego, Junior, & e Cunha, 2015; Shelton et al., 2010). Thus, increasing a team's potency can increase their output. This study will contribute to team literature by examining team potency as a critical motivational state in teams (Chen, & Kanfer, 2000) and enhance theory by shedding light on significance of team potency in building team effectiveness (Bandura, 1997; 2001).

Implications for nursing management

This study provides evidence as to the importance of nursing teamwork among staff nurse who work together to provide nursing care to patients. Delivery of high quality health services depends on the competence of health workers and a work environment that supports teamwork activities. Nurses who have strong teamwork between each other, they are believed to present better their works and provide quality of care to the patients and will reduce medical error as well. Our results can be applied to strengthen nursing staff by developing, monitoring and disseminating programmes and policy tools on nursing human resources, management, research and practice. We could apply these results to hospital staff to improve nurses' potency beliefs and, in turn, can be an effective team. This study also suggests that such teamwork training and mentoring staff on methods of dealing with teamwork problems are initiatives that related to increased levels of motivation, satisfaction and performance among nurses (Manser, 2009; Morey et al., 2002; Salanova, et al., 2011).

Limitations and future directions

Related to other studies, this study also has some limitations. First, variables other than team potency such as cooperative communication, team coordination, team conflict, and organizational context may play an important role in predicting team effectiveness in healthcare setting. Future researchers may wish to expand the scope of this study by focusing on these variables. In addition, this study is limited to staff nurses working in public hospitals in Peninsular Malaysia. The same research could expand and replicated among other healthcare personnel from public to private hospitals. A larger sample in the same industry would improve the generalization of the findings.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

INTEGRATING TECHNOLOGY INTO ART CLASSROOMS: DOES THE MALAYSIA VISUAL ART EDUCATION TEACHERS READY?

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Abstract : *Today's students are the generation who grow up with technologies. It is believed that the new environment brought by technologies have changed the education atmosphere. The restructuring of teachers' pedagogical processes to suit the new environment has brought new challenges to their roles. In response to the need for teachers to make a paradigm shift to ensure successful integration of technology, this study set out to examine the current uptake of technology among Malaysian Visual Art Education (VAE) teachers. In light of this consideration, it also sought to determine factors that might influence the effective integration of technology, particularly by the Malaysian VAE teachers. Self-reported data were gathered from 296 VAE teachers in Selangor, Malaysia. Findings revealed that Malaysian VAE teachers' uptake of technology was limited to its basic applications, thus indicates their moderate level of technology integration. Findings from the study also demonstrate that social supports and facilities provided for teachers have significantly influence their technology integration. On the basis of these findings, the implication for theory development, practices and policymaking are discussed in the paper.*

Keywords: *Technology integration, Visual Art Education*

Introduction

Since the emergence of computer, the Internet and the World Wide Web, there have been endeavors to integrate technology into teaching and learning. The increasing affordability of computing in general, the availability of the Internet access, mobile computing, and tablet technology, has made such integration more commonplace and compelling. This scenario has undoubtedly influence students' daily life, and most importantly their thinking and learning styles (Lekawael, 2017). As a digital generation, students nowadays prefer to learn with technology. Sanders (2015) have outline five primary reasons that influence students' decision to deal with technology for learning. The reasons are: (1) students want to learn at a comfortable speed; (2) students want to interact with more than their classmates; (3) students used to having technology at their fingertips; (4) students feel empowered working with technology and (5) students already have technological gadgets with them.

In order to ensure the success of technology implementation in classrooms, teachers need to be the key players in integrating technology into the teaching and learning process. As an agent of educational change, teachers must be ready to accept the paradigm shift in learning and teaching as a result of technology integration (Avidov-Ungar & Shamir-Inbal, 2017). Through the expansion of technology integration, teachers are required to make complex adjustments and to substantially rethink new possibilities for teaching (Pynoo et al., 2012). Further, Chaudhary et al. (2012) contend that teachers need to accept and be familiar with the paradigm shift of teaching and learning with technology. These efforts were structured to equip teachers with a pool of technological skills, knowledge and positive attitudes, thus ensure a high and successful level of technology integration.

Given the important of teacher's successful integration of technology, it is extremely important to undergo this study. Through examine the teachers' current uptake of technology into classrooms, it is hoped that this teachers will have instilled degree of innovation practice of integrating technology. Further, by determine factors that might influence teacher's decision to integrate technology into classroom, this study will hope to act as a guide to school administrator and the Ministry of Education regarding teachers' concern in integrating technology effectively in the classroom. The gaps in past studies and the lack of current data about the current uptake of technology among the Malaysian teachers provided a clearer rationale for this present study.

Literature review

Integration of Technology into Education

Technology has gained a foothold at every level of education. Technology also has been identified as a tool for knowledge acquisition, dissemination and sharing, which are essential in improving the quality of teaching and learning. The potential of integrating technology into classroom not only can be seen through opportunities for individualized instruction. It also has enhanced classroom teaching and learning via dynamic, interactive and engaging content that can promote experimentation and innovation practices (Newhouse, 2002). Moreover, ample evidences from previous studies have indicate the positive effects of technology as time saving device (Foote, 2012), versatile and powerful source of information (Pearson & Naylor, 2006), tools that promoting deeper learning environment (Parkay, Stanford & Gougeon, 2010), and mediums that catering the varying needs of students (Sitzmann et al., 2006).

In similar vein, Demirbilek (2009) argues that technology may enhance the quality of education in several ways, namely by increasing student's motivation and engagement, facilitating the acquisition of basic skills, and enhancing teacher training. In particular, technology would also be helpful in enhancement in thinking and problem solving skills, collaboration and communication, together with the impact on curriculum and schools in general. Lux et., al (2017) also claim that the introduction of new curricula based on real world problems brought by technology has provided scaffolding and tools to enhance learning, thus resulted in the unprecedented transformation of schools and classrooms. Underpinned by constructivist theories, this shift in learning approach has helped to expend learners' responsibilities as they sought to construct their own knowledge within a meaningful context.

With the above-mentioned benefits of technology in education, emphasis should also be given to teachers' role promoting technology integration. Undoubtedly, the new environment brought by technology has changed the role from knowledge transmitter to learning facilitator, knowledge guide, and knowledge navigator. This new role does not reduce the important of teachers, but requires a new paradigm shift in teaching and learning. Teachers themselves need to restructure their pedagogical processes to suit the new technological environment. In response to the previously mentioned benefits of technology, and the need for teachers to make a paradigm shift to ensure the successful integration of technology, the present study set out to examine the current uptake of technology among the Visual Art Education (VAE) teachers. It also sought to determine factors that may be influencing the effective integration of technology in the art classroom.

Technology Integration in Visual Art Education

The substantial integration of technology into Visual Art Education (VAE) over the past decades has generated a raft of important discussion. Such integration has given rise to a new vision of technology as a global, interactive and dynamic learning tool by which students develop new learning experiences (Rahmat & Au, 2012). In Bajardi and Rodriguez's (2012) view, technologies does not lead to improvement in art learning but rather as a catalyst that provides new ways to enhance and transform art learning. Similarly, Rahmat and Au (2011) has established that the use of teaching strategies through the integration of technology extends the VAE pedagogy, thus promoting a new way of perceiving and practicing art.

The potential usage of technology in conducting successful art instructions can also be seen through a shift from conventional art classroom approaches to more contextual approaches (Hickman, 2006). For instance, the integration of technology in the art classroom will provide opportunities for students to construct their own knowledge, and improve problem-solving skill (Gregory, 2012) through a simulation, manipulation and creative expression. In highlighting the purposeful used of technology, Bates (2000) has outlined four main functions of technology in art classroom, namely (1) technology for planning and administration tool; (2) technology for teaching tool; (3) technology as an art making tool, and (4) technology as research tool. It is expected that the VAE teachers to expand both their curriculum content and teaching strategies through the full potential of technology.

Despite all the advantages of technology in the VAE, many researchers have indicated that technology integration in art classrooms is far from reaching its target (i.e. Mohd Khairezan, 2011; Rahmat & Au, 2011; Roland, 2010). A study by Mohd Khairezan and Au (2012) has indicated that the majority of art teachers are integrating technology without knowing its value and necessity towards successful art instruction. Moreover, research by Roland (2010) have concluded that many art teachers are reluctant to embrace technology into the art classroom owing to their misconception that technology will actually decrease student's creativity, artistic expression and understanding of art form. In addition, previous researchers were also reported that art teachers were not fully utilizing technology into their instruction (Black & Smith, 2008). Research finding from Delacruz (2004) also indicated that many art teachers are not utilizing technology as what its' supposed to be. Instead of using it for supporting creativity, most art teachers were reported using it for administrative works, thus does not reflect the full potential of technology usage in the art classroom.

Integrating technology into the art classroom has brought a big challenge among the VAE teachers. Research findings have indicated that time consuming (Delacruz, 2004), inadequate support, insufficient feedback, poor working conditions (Black, 2009), and uncompensated work (Roland, 2007) has decreased teacher motivation toward integrating technology into art classroom (Phelps & Maddison, 2008). On the other hand, previous studies also have identified heavy workload, time consuming, and lack of professional development (Black & Smith, 2008) as key factors that block art teachers' interest towards integrating technology into the art classroom. Some of these contributing factors of technology acceptance have been outlined in several theories. These factors that might influence the VAE teachers' technology integration can be classified into particular categories, as shown in Table 1.

Table 1: Category of Factors Contributing to Teachers' Technology Integration

Category	Description	Previous Theories
Perceived Usefulness (PU)	Teachers' acceptance	Technology Acceptance Model (TAM)
Perceived Ease of Use (PEOU)	Teachers' confidence	Technology Acceptance Model (TAM)
Social Influences (SI)	School administration, government and friends support	Unified Theory of Acceptance and Use of Technology (UTAUT)
Facilitating Conditions (FC)	Resources, technical support, access, professional development	Unified Theory of Acceptance and Use of Technology (UTAUT)

Realizing the important of technology toward enriching the VAE subject, this study will determined how technology has been used in Malaysian art classrooms. The present study also set out to determine the factors affecting technology integration by the Malaysia VAE teachers. Identifying the stumbling blocks that impinge on the effective integration and use of technology by teachers with the conditions that would assist teachers to overcome this situation was seen to be a critical and important outcome of this study. Further, by answering these questions, especially in the Malaysian context, this study will provide clear information to all Malaysian VAE teachers regarding the appropriate ways to integrate technology in art classroom. In addition, with a limited published research in determining technology uptake especially in VAE context will indicate the important of this study.

Research Methodology

This study employed a quantitative research method. The study has identified secondary VAE teachers as a population of this study. Based on data from the Selangor State Education Department (2015), a total of 885 VAE secondary school teachers are serving in the public schools throughout Selangor. However out of this numbers, only 296 teachers were responded, thus become the respondent of this study. In determining VAE teachers' current uptake of technology in the art classroom, a four basic technology applications as suggested by Bates (2000) was adopted. Respondents will indicate their agreement on each 24 item of four categories through numerical scales of five-point Likert-scale. Through a Cronbach's alpha reliability procedure, the reliability value of all items was 0.80. The reliability of every category was also tested as shown in Table 2. The data collected were analysed through descriptive statistic based on frequency and percentage using SPSS.

Table 2: Reliability of Instrument

Categories	No. of Items	Cronbach's Alpha
Planning and Administrating Tools	5	0.84
Teaching Tool	7	0.86
Art Making Tools	7	0.78
Research Tools	5	0.76

In addressing factors that might influence the VAE teachers' decision to integrate technology in art classroom, four sub-scales, namely Perceived Usefulness (PU), Perceived Ease of Use (PEoU), Social Influences (SI), and Facilitating Conditions (FC) were tested. Both PU and PEoU questions were adopted from the Technology Acceptance Model (TAM) questionnaire (Davis, 1989), while questions measuring SI and FC were based on questions from the Unified Theory of Acceptance and Use of Technology (UTAUT) (Venkatesh et al., 2003). The internal reliability (alpha) coefficients were reported as 0.97, 0.91, 0.92, and 0.88 for PU, PEoU, SI and FC subscales respectively. A five point Likert-type scale was also used to seek responses to question items. The Structural Equation Modelling (SEM) was employed in examining cause-effect relationships between these determine factors towards the VAE teachers' technology integration.

The advancement of technology has highlighted the birth of a new digital generation. Their entire lives are now surrounded with computers, videogames, mobile phones, and all the other technological devices. This scenario has undoubtedly influenced students' daily life, and most importantly their thinking (Nagel, 2013). The impetus to deal with technology has also influenced student time spent with technological devices. A study by Wallace (2015) has found that students spent most of their time with technological devices than books. Her study informed that student under the age of 8 to 12 years old spend six hours on average consuming technological devices daily, while 13 to 18 years old students spend three hours more (Wallace, 2015). She then concludes that students dependent with technological devices are increased base on their age.

Research Findings and Results

The result concerning the purposeful used of technology among the VAE teachers were reported based on the average score of each of four categories (planning and administrating tool, teaching tool, art making tool, and research tool). Table 4 shows the mean score and standard deviation for all items in each category. Based on the result, teaching tool (90.5%) was found as the most purposeful used of technology among the VAE teachers. This purposeful used of technology was followed with planning and administrating tool (88.5%), and research tool (83.1%). Further, the usage of technology as art making tool was reported as the lowest (80.7%) among the VAE teachers.

Table 3: Mean Score and Standard Deviation for All Items in Each Category

Categories	Frequency (*n*)	Percentage (%)
Planning and administrating tools	262	88.5
Teaching tools	268	90.5

Art Making Tool	239	80.7
Research Tool	246	83.1

Note. n = 296

Conversely, the Structural Equation Modelling (SEM) was employed in examining factors that influence the VAE teachers' decision to integrate technology. It was decided to use the Partial Least Square (PLS) method. As Table 5 shows, the relationship between facilitating conditions (FC) (B = 0.523, p<0.001) and social influences (SI) (B = 0.241, p<0.01) were found to be significant toward the VAE teachers' decision to integrate technology (TechInt) in art classroom. However, the relationship between VAE teachers' perceived usefulness (PU) and perceived ease of use (PEoU) were not found to be significant toward their decision to integrate technology. The findings also revealed that the strongest direct impact was between facilitating conditions (FC) toward teachers' decision to integrate technology (TechInt).

Table 3: Relationship between Variables

Relationship between Variables	t-statistic	Path Coefficient
Perceived Usefulness (PU) – Technology Integration (TechInt)	0.62	-0.02
Perceived Ease of Use (PEoU) – Technology Integration (TechInt)	1.08	0.05
Facilitating Conditions (FC) – Technology Integration (TechInt)	16.18***	0.52
Social Influences (SI) – Technology Integration (TechInt)	5.34**	0.24

Note. $^{**}p < 0.01$ level, $^{***}p < 0.001$ level

Research Discussion

The present study is aimed to determine the VAE teachers' readiness of integrating technology in the art classroom. In addressing this issue, teachers purposeful used of technology were determined. The study found that majority of the VAE teachers used technology as a teaching tool. Such finding, which was categorized as being a basic use of technology in a classroom context, is consistent with those from a study by Delacruz (2004), which reposted that instead of using technology to support creativity, many art teachers were using technology for basic tasks, such as teaching aids and administrative work. As suggested by Phelps and Maddison (2008), the use of technology in the context of VAE subject should enhance students' creativity and thinking skills. They added that technology should also be able to develop the capacity of students to construct their own knowledge, meaning and solutions. A possible explanation for this present finding is that most Malaysia VAE teachers are integrating technology without knowing the valuable contribution it can make in ensuring successful and quality art instruction happens.

With respect to the factors that may influence the Malaysian VAE teachers' decision to integrate technology, the direct relationship of Perceived Usefulness (PU), Perceived Ease of Use (PEoU), Social Influences (SI), and Facilitating Conditions (FC) toward their decision to integrate technology (TechInt) were examined. Based on the PLS analysis, the present study showed that both teachers' FC and SI have a positive significant impact on their TechInt in art classroom. The study also indicated that the VAE teachers' FC has contributed the highest effect on their TechInt. This result implies that the VAE teachers who agreed with the adequacy of facilitating conditions for their technology usage were more likely to integrate it in art classroom. Without sufficient quantity and quality of technological equipment, it would be demanding for the Malaysia VAE teachers to integrate technology in art classrooms. Conversely, the significant effect of teachers' SI toward their TechInt suggests that opinion

from colleagues and senior teachers may influence the VAE teachers' decision to integrate technology in art classrooms. It is believed that if a superior and peer suggest that technology might be useful, a person tends to believe that it will be so.

Conclusion

Undoubtedly, technology has promoted global, interactive and dynamic learning environment in enriching teachers' instruction and students' learning process. As a foothold at every levels and areas of education, technology integration into classroom is essential. Teachers as a key successful integration factors must take full responsibility. Their willingness and positive attitude toward integrating technology into art classroom are vital. Hence, a continuous and relevant technology integration professional development courses is also essential in addressing this issue. Moreover, a widespread technical training that includes a comprehensive pedagogical content is necessary in ensuring the Malaysian VAE teachers are integrating technology as expected.

In addition, full support from the school administrators and the Ministry of Education were also crucial in addressing school infrastructure issues, sufficient technological tools for both teachers and students are necessary to conduct a meaningful technology mediated instruction. As a form of encouragement, the readiness of technology-mediated tools will generate interest and willingness among the Malaysian VAE teachers to integrate it into their instruction process. Further, as a power controller, school administrator should pose an instilled mind set toward integrating technology into art classroom. Encouragement, technical support, in-house training and time for teachers' self-directed exploration were among recommendation that can generate interest among Malaysian VAE teachers to successful integrating technology into art classroom. Specific policies and guidelines for school leaders and teachers therefore need to be provided by the authorities to ensure the success and effectiveness of technology integration. Such policies and guidelines also need to be supported through an increase in the availability and accessibility of technology tools and facilities.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

PERLINDUNGAN DAN KESEJAHTERAAN KANAK-KANAK DARIPADA GANGGUAN SEKSUAL: TINJAUAN PERUNDANGAN DI MALAYSIA

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Abstrak: *Rentetan daripada perbuatan gangguan seksual kanak-kanak ini boleh menjurus kepada berlakunya penderaan seksual terhadap kanak-kanak. Walau bagaimanapun, masih terdapat kekaburan mengenai perbezaan di antara interpretasi penderaan seksual dan gangguan seksual. Seringkali, definisi gangguan seksual dianggap sama dan tiada perbezaan dengan penderaan seksual. Oleh itu, peruntukan mengenai kesalahan gangguan seksual terhadap kanak-kanak perlu dibuat secara khusus dalam memberi takrifan dan kawalan ke atas perilaku gangguan seksual kanak-kanak di Malaysia untuk menunjukkan keseriusan dalam menangani isu ini. Kajian ini berbentuk sosio-perundangan iaitu satu kaedah penyelidikan yang menyatukan dua bidang utama dalam penyelidikan iaitu sains sosial dan undang-undang khusus polisi dan peraturan. Oleh kerana undang-undang dibentuk sebagai mekanisme untuk mengurus hal ehwal dan konflik yang timbul dalam masyarakat sosial. Kajian turut menggarap bentuk analisis kandungan (Content analysis). Penyelidik telah berusaha menganalisis dokumen untuk diketahui isi dan makna yang terkandung dalam dokumen tersebut Akta Kanak-Kanak 2001 hanya memperuntukkan penderaan seksual kanak-kanak akan tetapi tidak memperuntukkan suatu peruntukan khusus berhubung kesalahan gangguan seksual terhadap kanak-kanak di Malaysia. Akta Kanak-Kanak 2001 dilihat tidak memadai dalam memberikan perlindungan kepada kanak-kanak yang seringkali menjadi mangsa kepada perbuatan gangguan seksual. Peruntukan ini memperuntukkan suatu interpretasi yang terhad iaitu hanya memberikan interpretasi tentang penderaan seksual dan eksploitasi kanak-kanak tanpa memasukkan peruntukan khusus dan terperinci tentang perbuatan yang termasuk di dalam kesalahan gangguan seksual terhadap kanak-kanak berserta hukuman yang setimpal terhadap pesalah.*

Kata Kunci: *Kanak-kanak, Perlindungan, Penderaan, Eksploitasi, Pedofilia*

Pendahuluan

Kanak-kanak adalah golongan yang perlu diberi perlindungan kerana mereka terdedah kepada pelbagai bahaya sama ada mereka menjadi mangsa atau terlibat dengan perlakuan jenayah. Tambahan lagi di dalam era teknologi komunikasi dan maklumat yang serba canggih pada hari ini kanak-kanak kini lebih terdedah kepada ancaman pedofilia apabila pelaku mudah mendampingi untuk memperoleh imej mereka menerusi rangkaian laman sosial. Isu pedofilia menjadi perbincangan hangat apabila masyarakat di negara ini dikejutkan dengan berita seorang penuntut Malaysia dijatuhi hukuman penjara lima tahun oleh sebuah mahkamah di London apabila mengaku bersalah atas 17 kesalahan memiliki 30,000 imej dan video

pornografi kanak-kanak (http://www.beritaharian.sg/dunia/pedofil-britain). Maka, perlunya kepada penguatkuasaan undang-undang yang lebih efisien terhadap pesalah jenayah seksual kanak-kanak seperti pedofilia daripada berleluasa.

Selain itu, Kanun Keseksaan juga masih terdapat kekeliruan dan kesamaran berhubung seksyen 509 dan seksyen 354 berhubung perlindungan kanak-kanak daripada gangguan seksual. Kanak-kanak merupakan aset negara yang sangat penting kerana kepada merekalah segala harapan dan cita-cita negara disandarkan selaku pemimpin di masa hadapan. Kanak-kanak juga adalah golongan yang perlu diberi perlindungan kerana di dalam keadaan-keadaan tertentu, mereka mungkin terdedah kepada pelbagai bahaya sama ada mereka menjadi mangsa atau terlibat dengan perlakuan jenayah.

Menyedari hakikat ini, maka pertimbangan utama di dalam segala tindakan yang menyentuh hal ehwal kanak-kanak adalah kebajikan dan kesejahteraan kanak-kanak berkenaan. Ini boleh dilihat di dalam pelbagai undang-undang yang terdapat di negara ini. Walau bagaimanapun, permasalahan mengenai kanak-kanak masih terus berlaku di merata tempat sama ada di dalam atau luar negara. Tambahan lagi di dalam era teknologi komunikasi dan maklumat yang serba canggih pada hari ini kanak-kanak kini lebih terdedah kepada ancaman pedofilia apabila pelaku mudah mendampingi untuk memperoleh imej mereka menerusi rangkaian laman sosial. Oleh yang demikian, adalah amat penting bagi ibu bapa untuk melindungi dan mendidik anak-anak mereka mengenai ancaman tersebut. Berbanding dengan negara-negara barat yang sudah lama mengenal pasti gejala ini dan mempunyai pangkalan data pesalah laku pedofilia.

Kerajaan Malaysia begitu komited untuk membawa proses transformasi agar menjadi sebuah negara berpendapatan tinggi menjelang 2020 melalui pembangunan sosio-ekonomi yang pesat pertumbuhannya. Selain itu, negara ini telah mengambil pelbagai langkah dalam menyelaraskan mengenai hak asasi manusia dan hak-hak kanak-kanak di peringkat antarabangsa bagi menyediakan persekitaran yang kondusif untuk pelaburan dalam pembangunan sosial. Kajian ini memberikan penekanan mengenai pelaksanaan hak dan perlindungan kanak-kanak berhubung perbuatan gangguan seksual dan sama ada Malaysia mempunyai peruntukan khusus untuk kesalahan tersebut yang perlu diteliti dan dilaksanakan.

Metodologi Kajian

Kajian ini berbentuk sosio-perundangan iaitu satu kaedah penyelidikan yang menyatukan dua bidang utama dalam penyelidikan iaitu sains sosial dan undang-undang khusus polisi dan peraturan. Oleh kerana undang-undang dibentuk sebagai mekanisme untuk mengurus hal ehwal dan konflik yang timbul dalam masyarakat sosial, undang-undang mempunyai hubungan yang rapat dan sukar dipisahkan dengan masyarakat (Rohani Abdul Rahim, 2002).

Kajian ini akan turut melibatkan penyelidikan secara sistematik ke atas isu-isu perundangan yang baru dan terkini dengan menggunakan keaslian dan kreativiti yang tinggi melalui kaedah perundangan tradisional atau konvensional melibatkan proses menyatakan (stating), menginterpretasi (interpreting) dan menerangkan undang-undang sedia ada (clarifying the existing law) di dalam sesuatu bidang perundangan (Mahdi Zahraa, 1998). Kajian seumpama ini melibatkan perancangan yang sistematik, penyiasatan, pemerhatian, analisis dan teknik yang kritikal. Secara khususnya, kaedah perundangan tradisional ini boleh dibahagikan kepada

empat kaedah pula iaitu kaedah falsafah, sejarah, analitis dan kritis serta metod perbandingan (Walker, 1969).

Kajian yang telah dijalankan adalah berdasarkan dua bentuk utama yang digarapkan bersama iaitu kualitatif dan kajian lapangan. Metode kualitatif boleh definisikan sebagai kaedah ini memberatkan usaha untuk mencari dan memberikan keterangan serta pemerhatian bukan numerikal walaupun terdapat keterangan yang merujuk kepada statistik. Kebanyakan kajian dalam bidang ini memberikan keterangan, interpretasi, atau makna dalam sesuatu proses komunikasi. Kaedah ini juga lebih merupakan usaha untuk memberikan keterangan tentang sifat dan keadaan manusia dengan menggunakan pandangan umum tentang apa-apa saja tindakan sosial. Justeru, penyelidikan kualitatif tidak tertumpu ke arah pengutipan maklumat yang banyak. Sebaliknya, kaedah ini berusaha untuk memperoleh maklumat berkualiti dengan memberikan tumpuan terhadap sampel yang kecil (Azizah Hamzah, 2010).

Melalui kajian berbentuk kualitatif, penulis mengutamakan usaha untuk mencari dan memberikan keterangan serta data yang telah dikumpulkan dalam bentuk ayat atau kenyataan serta bukan berbentuk nombor atau numerik walaupun terdapat keterangan yang merujuk kepada statistik. Dapatan yang terhasil daripada rekabentuk ini telah dipaparkan melalui kenyataan-kenyataan atau jadual-jadual bersesuaian yang dapat mengukuhkan pemerihalan penulis terhadap fenomena yang telah dikaji.

Kajian turut menggarap bentuk analisis kandungan (Content analysis). Penyelidik telah berusaha menganalisis dokumen untuk diketahui isi dan makna yang terkandung dalam dokumen tersebut (Nazir,1985; Ratna,2004; dan Muhadjir,2003). Antara dokumen yang dijadikan data penyelidikan ialah website pihak responden, gambar, grafik, laporan, buku teks, surat khabar dan majalah berkaitan.

Di sini penulis menggariskan metodologi kajian yang diaplikasikan bagi memperoleh maklumat dan data yang dapat menjamin kredibiliti kajian yang akan dijalankan. Metodologi kajian yang dijalankan adalah berkait rapat dengan peringkat dan aras kajian seperti berikut:
Peringkat asas membabitkan konsep perlindungan dan keselamatan kanak-kanak. Kajian ini akan menggunakan pelbagai kaedah tertentu seperti:

1- Kaedah analisis kandungan yang meneliti kerangka epistemologi kedudukan kanak-kanak dalam perundangan Negara (persoalan sumber, sifat sesuatu ilmu dan neraca penilaian);
2- Kaedah pensejarahan dan perbandingan yang meneliti asal usul perundangan perlindungan kanak-kanak berteraskan isu-isu semasa serta perkaitannya;
3- Kaedah penelitian sosiologi yang meneliti latar belakang masyarakat seperti aspek sosio-politik, struktur, ekonomi dan institusi tertentu (seperti institusi penguatkuasaan dan agensi) yang mempengaruhi penghasilan peraturan.
4- Kaedah penelitian pendidikan yang meneliti secara mendalam tentang peranan, sifat dan kaedah institusi yang bertanggungjawab menguatkuasa undang-undang dan agensi terbabit.

Ulasan Literatur

Hak Kanak-kanak

Malaysia telah meratifikasi Konvensyen Mengenai Hak Kanak-Kanak atau Convention on the Rights of the Child (CRC) pada 17 Februari 1995. Konvensyen ini memberi tumpuan terhadap kebajikan dan kehidupan kanak-kanak yang menjurus kepada aspek kelangsungan hidup (survival), perlindungan (protection), perkembangan (development) dan penyertaan (participation). Sebagai sebuah Negara Pihak (State Party) kepada CRC, Malaysia amat prihatin dan komited terhadap tanggungjawab untuk memastikan keselamatan dan kesejahteraan kanak-kanak yang merupakan generasi pewaris negara masa hadapan.

Berdasarkan artikel 19 di dalam The Convention on the Rights of the Child (CRC), " kanak-kanak mempunyai hak untuk dilindungi daripada diseksa dan dilayan dengan tidak adil secara fizikal atau emosi. Berkenaan penderaan atau gangguan secara emosi berkait rapat dengan gangguan seksual di mana kanak-kanak akan menyendiri disebabkan gangguan yang menyebabkan tekanan emosi dan mental. Kerajaan haruslah mengambil tindakan yang sewajarnya untuk melindungi kanak-kanak daripada keganasan, penderaan dan pengabaian oleh ibu bapa atau sesiapa sahaja yang menjaga mereka.

Pada tahun 1948 Pertubuhan Bangsa-Bangsa Bersatu telah menerima Universal Declaration of Human Rights. Ini diikuti dengan Pengisytiharan Hak Kanak-Kanak pada tahun 1959 yang hanya mempunyai hak yang tidak pun mengikat negara-negara yang menandatanganinya. Pada tahun 1978 Kerajaan Poland telah menghantar satu deraf konvensyen kepada Suruhanjaya Hak Asasi Manusia Bangsa-Bangsa Bersatu. Pada 20 November 1989 KHKK telah diterima oleh Perhimpunan Agung Bangsa-Bangsa Bersatu.

Dengan mengekalkan semangat yang ada dalam Pengisytiharan Hak Kanak-kanak 1959, Konvensyen ini mencerminkan isu dan kegusaran semasa seperti perlindungan alam sekitar, penyalahgunaan dadah dan eksploitasi seks. Konvensyen ini telah berkuat kuasa pada tahun 1990 selepas 20 buah negara meratifikasinya. Menurut Amnesty International, 193 buah negara termasuk Malaysia telah menjadi ahli kepada konvensyen ini dan hanya Amerika Syarikat dan Somalia sahaja yang masih belum menerimanya. KHKK adalah konvensyen antarabangsa yang menggariskan hak-hak kanak-kanak dalam hal-hal sivil, politik, ekonomi, sosial dan kebudayaan.
Seperti yang dilihat dalam KHKK konsep "eksploitasi seks digunapakai dan berdasarkan konsep ini lebih relevan dengan penderaan seksual berbanding gangguan seksual.

Dasar Perlindungan Kanak-kanak

Dasar Perlindungan Kanak-Kanak ini merupakan satu dasar yang mengandungi pernyataan mengenai prinsip perlindungan kanak-kanak selaras dengan Konvensyen Mengenai Hak Kanak-kanak (CRC) dan Akta Kanak-Kanak 2001. Dasar ini memberi tumpuan kepada aspek advokasi, pencegahan, khidmat sokongan dan penyelidikan dan pembangunan bagi melindungi kanak-kanak. Bagi mencapai objektif-objektif di atas, 11 strategi dirangka berasaskan 4 aspek utama iaitu advokasi, pencegahan, khidmat sokongan dan penyelidikan dan pembangunan.

i. Advokasi

1) Menerap dan memupuk kesedaran tentang pentingnya tanggungjawab melindungi kanak-kanak kepada semua lapisan masyarakat termasuk mewujudkan perkongsian pintar (smart partnership) dengan pihak media dan pertubuhan bukan kerajaan (NGO) termasuk sektor swasta dan organisasi masyarakat.
2) Memastikan mereka yang berurusan secara langsung dengan kanak-kanak berupaya mengenal pasti dan seterusnya melaporkan kes-kes pengabaian, penderaan, keganasan dan eksploitasi.
3) Memastikan kanak-kanak dan anggota masyarakat termasuk pengamal undang-undang, penuntut jurusan undang-undang, pendidik, pekerja sosial, doktor, anggota penguat kuasa (seperti pegawai polis dan imigresen), pemandu pengangkutan awam (seperti bas dan teksi) dan pengawal keselamatan diberi kefahaman mengenai hak kanak-kanak di bawah Konvensyen Mengenai Hak Kanak-Kanak (CRC) dengan fokus kepada aspek perlindungan.
4) Menggalakkan penyediaan persekitaran yang sihat dan selamat untuk kanak-kanak.
5) Menggalakkan setiap organisasi mewujudkan dasar dan peraturan mengenai perlindungan kanak-kanak.

ii. Pencegahan

1) Mewujudkan mekanisme amaran awal dan mengukuhkan mekanisme perlindungan kanak-kanak di peringkat nasional dan antarabangsa.
2) Menyediakan pengetahuan asas kepada kanak-kanak untuk membolehkan mereka melindungi diri daripada pengabaian, penderaan, keganasan dan eksploitasi serta mengenal pasti keadaan yang berisiko kepada mereka.
3) Mewujudkan sistem saringan, pengiktirafan dan latihan bagi mereka yang bekerja secara langsung dengan kanak-kanak.

iii. Khidmat Sokongan

1) Memperluas dan meningkatkan perkhidmatan kaunseling kepada mangsa, keluarga, pesalah dewasa, pesalah kanak-kanak dan komuniti setempat.
2) Meningkat dan memperluaskan perkhidmatan perlindungan dan kesihatan kepada mangsa dan keluarga.

iv. Penyelidikan dan Pembangunan

1) Menggalakkan penyelidikan dan pembangunan mengenai perlindungan kanak-kanak serta menyebar luas hasil penyelidikan untuk tindakan penambahbaikan.
2) Dasar Kanak-kanak Negara dengan objektif utama Dasar Kanak-Kanak Negara ialah untuk memastikan:
   i. setiap kanak-kanak mempunyai hak untuk hidup dengan diberi jagaan, pemeliharaan, kasih sayang, perkhidmatan kesihatan, sokongan dan bantuan sosial;
   ii. setiap kanak-kanak termasuk kanak-kanak kurang upaya mempunyai hak untuk dilindungi daripada sebarang bentuk pengabaian, penderaan, keganasan dan eksploitasi; dan seterusnya diberi habilitasi, rehabilitasi dan diintegrasi ke dalam keluarga dan masyarakat;

iii. setiap kanak-kanak mempunyai hak untuk perkembangan holistik dari segi fizikal, kognitif, bahasa, sosio-emosi, sahsiah dan kerohanian;
iv. setiap kanak-kanak mempunyai hak untuk bersuara, menyertai (turut serta) dan melibatkan diri mengikut tahap keupayaan dalam perkara-perkara yang berkaitan dengan kepentingan terbaik dan kesejahteraan mereka;
v. kanak-kanak, ibu bapa, penjaga, komuniti dan masyarakat sedar akan hak kanak-kanak untuk kelangsungan hidup, perlindungan, perkembangan dan penyertaan; dan
vi. penyelidikan dan pembangunan mengenai kelangsungan hidup, perlindungan, perkembangan dan penyertaan kanak-kanak dilaksanakan dari semasa ke semasa.

Peruntukan Undang-undang Perlindungan Kanak-kanak

Kanak-kanak didefinisikan sebagai seseorang yang di bawah umur 18 tahun seperti yang termaktub dalam Konvensyen Mengenai Hak Kanak-Kanak dan Akta Kanak-Kanak, 2001.Kanak-kanak merupakan modal insan penting kepada negara. Modal insan ini dapat dibangunkan kepada tahap optimum melalui penyediaan persekitaran yang selamat dan kondusif. Sehubungan itu, perlindungan terhadap kanak-kanak daripada pengabaian, penderaan, keganasan dan eksploitasi adalah satu aspek penting dan hendaklah diberi keutamaan.

Seksyen Akta Kanak-kanak 2001 tidak menyatakan secara khusus berkenaan gangguan seksual dan hanya menyatakan penderaan seksual di bawah seksyen 31(1) (b). Berdasarkan seksyen 31 (1) (b) Akta Kanak-kanak 2001 yang menyatakan bahawa “mana-mana orang, yang merupakan orang yang mempunyai pemeliharaan seseorang kanak-kanak (b) yang menganiayai dari segi seks kanak-kanak itu atau yang menyebabkan atau membenarkannya dianiayai sedemikian, suatu kesalahan dan apabila disabitkan boleh didenda tidak melebihi dua puluh ribu ringgit atau dipenjarakan selama tidak melebihi sepuluh tahun atau kedua-duanya(Baljit Singh Sindhu, 2003).

Maksud gangguan seksual kanak-kanak ialah perlakuan individu iaitu pemangsa memaksa atau cuba mempengaruhi serta mengugut mangsa sama ada melakukan hubungan seksual atau gangguan seksual banyak cara termasuk memasukkan objek dalam mulut, tubuh, dubur dan kesakitan fizikal. Selain itu, perbuatan mengusap-usap kadang-kadang mengelirukan kanak-kanak kerana mereka menganggap itu sentuhan sayang(Mariani Mohd. Nor, 2009).

Jika kita dapat lihat bahawa gangguan seksual diberi kepentingan dalam konteks undang-undang pekerjaan di mana interpretasi dalam Code of Practice on the Prevention and Eradication of Sexual Harassment in the Workplace 1999. Artikel 8 Code of Practice juga telah menyatakan lima jenis gangguan seksual yang boleh dipraktikkan untuk tujuan Akta Kanak Kanak 2001 berkenaan peruntukan yang tiada untuk gangguan seksual.

Justeru, dasar perlindungan kanak-kanak amat perlu pada masa ini bagi menggalakkan setiap agensi, organisasi dan anggota masyarakat memberi keutamaan kepada perlindungan kanak-kanak sebagai tanggungjawab bersama. Dasar ini adalah selaras dengan falsafah Konvensyen Mengenai Hak Kanak-kanak (CRC) dan Akta Kanak-Kanak 2001 yang juga menekankan prinsip perlindungan kepada kanak-kanak demi kepentingan terbaik mereka.

Perbuatan gangguan seksual boleh menjadi suatu masalah dan dilemma bagi kanak-kanak dan remaja terutamanya dalam penggunaan teknologi dan multimedia serta media massa yang semakin berleluasa di masa kini. Perbuatan gangguan seksual adalah melibatkan sebarang tingkah laku berunsur seksual yang tidak diingini dan memberi kesan sebagai satu gangguan sama ada secara lisan, bukan lisan, visual, psikologi atau fizikal. Ia termasuklah gangguan secara lisan merangkumi kata-kata, komen, gurauan, usikan bunyi dan soalan-soalan yang berbentuk ancaman atau gangguan seksual.

Gangguan seksual secara visual pula adalah seperti menunjukkan bahan-bahan lucah, melukis gambar lucah, menghantar nota, surat, mel elektronik, foto melalui penggunaan peralatan media, peralatan elektronik atau komunikasi kepada pengadu. Sementara gangguan secara fizikal melibatkan sentuhan yang tidak diingini, menepuk, mencubit, mengusap, menggesel badan, memeluk, mencium, serangan seksual. Manakala gangguan secara psikologi termasuk perbuatan mengulangi jemputan sosial yang telah tidak diterima, memujuk rayu berterusan atau mendesak untuk keluar bersama atau bagi memenuhi keinginan seksual.

Menurut Tan Sri Ghani Patail (2015) di Jabatan Peguam Negara menyatakan bahawa perlunya kepada peruntukan khusus bagi jenayah gangguan seksual terutamanya terhadap kanak-kanak. Berhubung definisi gangguan seksual berkenaan tingkah laku yang khusus atau kelakuan yang termasuk di dalam gangguan seksual adalah sukar untuk diukur. Secara amnya, seseorang itu harus dilihat dalam konteks persekitaran dan keadaan sekelilingnya yang melibatkan mangsa iaitu seperti budaya, kepercayaan agama dan lain-lain. Kelakuan gangguan seksual tersebut haruslah dibuktikan bahawasanya perbuatan oleh pelaku itu merupakan suatu kesalahan gangguan seksual terhadap kanak-kanak. Misalnya jika dua orang itu melawak tentang perkara-perkara yang berbaur seksual, maka perbuatan sebegitu tidak dianggap sebagai gangguan seksual.

Walau bagaimanapun, jika seseorang itu masih meneruskan perbuatan lawak tersebut yang berbaur seksual dan pihak yang satu lagi merasakan bahawa perbuatan tersebut adalah merupakan kesalahan, maka perbuatan tersebut akan dianggap sebagai gangguan seksual. Namun demikian, seseorang kanak-kanak yang tidak mempunyai keupayaan dari segi tahap kematangan, pengetahuan dan kesedaran mengenai gangguan seksual adalah sukar menentukan bahawa mereka sebenarnya telah diganggu secara seksual. Oleh yang demikian, perlunya kepada penguatkuasaan undang-undang yang lebih efisien dan undang-undang khas terhadap pesalah jenayah seksual kanak-kanak seperti pedofilia bagi mengekang masalah ini daripada berleluasa. Justeru, ia memerlukan kawalan dan seliaan yang rapi.

Kesan daripada perbuatan tersebut menyebabkan kanak-kanak akan mengalami tekanan dan trauma di dalam kehidupan mereka. Akta Kanak-Kanak 2001 hanya memperuntukkan Seksyen 17(2)(c) berhubung penderaan seksual kanak-kanak akan tetapi tidak memperuntukkan suatu peruntukan khusus berhubung kesalahan gangguan seksual terhadap kanak-kanak di Malaysia. Jika dilihat di negara India, contohnya telah dikuatkuasakan Akta Kesalahan Seksual 2012 yang telah memberikan satu definisi khusus bahawa kanak-kanak yang berumur di bawah 18 tahun adalah diberikan perlindungan dari segi kesalahan yang berbentuk ‘assault, gangguan seksual dan pornografi. Ini adalah akta yang pertama yang menyentuh tentang aspek perbuatan menyentuh dan tidak menyentuh. Misalnya mengambil gambar kanak-kanak untuk dijadikan bahan lucah. Oleh yang demikian, Akta Kanak-Kanak 2001 dilihat tidak memadai dalam

memberikan perlindungan kepada kanak-kanak yang seringkali menjadi mangsa kepada perbuatan gangguan seksual.

Selain itu, Akta ini tidak memasukkan bentuk perbuatan yang terkandung sebagai gangguan seksual berserta kesan gangguan seksual terhadap kanak-kanak. Peruntukan di dalam seksyen 17 Akta ini memperuntukkan suatu interpretasi yang terhad iaitu hanya memberikan interpretasi tentang penderaan seksual dan eksploitasi kanak-kanak tanpa memasukkan peruntukan khusus dan terperinci tentang perbuatan yang termasuk di dalam kesalahan gangguan seksual terhadap kanak-kanak berserta hukuman yang setimpal bagi pesalah yang melakukan kesalahan tersebut jika disabitkan. Selain itu, Kanun Keseksaan juga masih terdapat kekeliruan dan kesamaran berhubung seksyen 509 dan seksyen 354 berhubung perlindungan kanak-kanak daripada gangguan seksual. Di dalam hal ini kerajaan seharusnya memainkan peranannya dengan menggubal undang-undang yang mengenakan kewajipan tertentu ke atas ibu bapa atau penjaga bagi menjaga kebajikan, kepentingan atau kesejahteraan kanak-kanak yang berada di bawah jagaan mereka.

Perundangan utama yang membincangkan atas hak dan perlindungan kanak-kanak adalah Akta Kanak-kanak (2001). Namun demikian, jika diteliti tiada peruntukan khusus dan terperinci mengenai kesalahan gangguan seksual terhadap kanak-kanak berserta hukumannya jika disabitkan. Jika dilihat di dalam Akta Kanak-Kanak 2001 hanya memperuntukkan Seksyen 17(2)(c) berhubung penderaan seksual kanak-kanak akan tetapi tidak memperuntukkan suatu peruntukan khusus berhubung perbuatan gangguan seksual terhadap kanak-kanak di Malaysia. Merujuk seksyen 17(2)(c) memperuntukkan bahawa kanak-kanak itu teraniaya dari segi seks jika dia telah mengambil bahagian, sama ada sebagai peserta atau pemerhati, dalam apa-apa aktiviti yang berunsur seks bagi maksud (i) apa-apa bahan, fotograf, rakaman, filem, pita video atau persembahan yang berunsur pornografi, lucah atau sumbang; atau (ii) eksploitasi seks oleh mana-mana orang bagi memuaskan nafsu seks orang itu atau orang lain.

Masih terdapat kekaburan mengenai perbezaan di antara interpretasi penderaan seksual dan gangguan seksual. Seringkali, definisi gangguan seksual dianggap sama dan tiada perbezaan dengan penderaan seksual. Namun demikian, konsep dan kepentingan gangguan seksual hanya dilihat dalam konteks pekerjaan sahaja. Merujuk kepada Rang Undang-undang Kanak-Kanak (Pindaan) 2015, hanya membincangkan tentang seksyen 17(1) berhubung kecuaian dan pengabaian ibu bapa atau penjaga kanak-kanak dalam melakukan pengawasan dan kawalan ke atas kanak-kanak.

Manakala di dalam seksyen 29 Rang Undang-Undang Kanak-Kanak (Pindaan) 2015 itu pula menyatakan sekiranya seseorang itu selain daripada orang yang dirujuk di bawah seksyen 27,28 dan 29, mempunyai alasan untuk mempercayai bahawa kanak-kanak itu secara fizikal atau emosinya dicederakan disebabkan kelakuan zalim, diabaikan, dibiarkan atau penderaan seksual, maka seseorang itu boleh memberikan maklumat tersebut kepada Pegawai Kebajikan Sosial. Oleh yang demikian, peruntukan mengenai kesalahan gangguan seksual terhadap kanak-kanak perlu dibuat secara khusus yang memberi takrif dan kawalan ke atas perilaku gangguan seksual kanak-kanak di Malaysia untuk menunjukkan keseriusan dalam menangani isu ini.

Secara umumnya, terdapat beberapa peruntukan yang berkaitan di dalam Kanun Keseksaan yang boleh digunakan oleh mangsa gangguan seksual bagi membela diri mereka dan supaya

pelaku jenayah gangguan seksual ini didakwa atas kesalahan tersebut. Antaranya adalah seksyen 354 yang memperuntukkan berhubung serangan atau penggunaan kekerasan jenayah dengan niat untuk mencabul kehormatan mangsa. Jika disabitkan kesalahan, pelaku jenayah boleh dikenakan hukuman penjara sehingga 10 tahun atau denda atau sebatan atau man-mana dua daripada hukuman tersebut.

Manakala seksyen 355 memperuntukkan kesalahan yang melibatkan kekerasan jenayah ke atas mangsa bagi tujuan menjatuhkan maruah mangsa. Jika disabitkan kesalahan, pelaku jenayah boleh dikenakan hukuman penjara sehingga 2 tahun atau denda atau kedua-duanya sekali. Selain itu, seksyen 377D berhubung penghinaan terhadap kesopanan. Jika disabitkan kesalahan, pelaku boleh dikenakan hukuman penjara sehingga 2 tahun dan seksyen 509 adalah mengenai perkataan atau isyarat yang bertujuan menghina maruah seseorang. Jika disabitkan kesalahan, pelaku boleh dikenakan hukuman penjara sehingga 5 tahun atau denda atau kedua-duanya sekali.

Bagi tujuan perlindungan kanak-kanak terhadap kesalahan seksual 2012, Parlimen di India telah menggubal "Protection of Children from the Sexual Offences Act'. Ini adalah peruntukan yang pertama kalinya merangkumi aspek dari segi jenis-jenis kesalahan seksual seperti gangguan seksual, kesalahan seksual dan 'sexual assault' yang boleh dijadikan rujukan sebagai penambahbaikan perundangan sedia ada di Malaysia.

Penutup

Merujuk peruntukan undang-undang yang sedia ada, gangguan seksual dianggap sebagai penderaan seksual di mana tiada penjelasan atau peruntukan spesifik tentang gangguan seksual. Persoalannya, sejauh manakah masalah gangguan seksual terhadap kanak-kanak dititikberatkan di Malaysia, di mana isu pedofilia yang wujud di kalangan golongan muda di Malaysia yang tidak semestinya melibatkan penderaan seksual tapi gangguan seksual. Contohnya A menunjukkan gambar pornografi kepada budak yang hanya berusia 5 tahun atau 13 tahun yang mungkin terpedaya akibat umur yang naif atau atas alasan tujuan pendidikan seks. Selain itu, sejak 2011, Jabatan Peguam Negara Bahagian Pendakwaan telah mendakwa sebanyak 4730 kes-kes di bawah Akta Kanak-Kanak 2001 antara tahun 2011 sehingga September 2015. Namun demikian, kes-kes yang dilaporkan ini tidak dikategorikan mengikut jenis-jenis kesalahan seksual.

Berdasarkan peruntukan di dalam seksyen 509 dan seksyen 354 di atas, ia menunjukkan tidak terdapat suatu tafsiran yang jelas sama ada gangguan seksual ini termasuk di dalam bentuk kesalahan seksual di dalam Kanun Keseksaan. Jika diteliti, tiada perkataan yang digunakan di dalam kedua-dua peruntukan itu yang menyebut 'gangguan seksual'. Begitu juga tiada satu definisi tepat mengenai gangguan seksual di dalam peruntukan tersebut yang walaupun terdapat perkataan seperti 'menjatuhkan maruah mangsa' dan 'menghina maruah mangsa', ianya masih terlalu umum untuk ditafsirkan sebagai gangguan seksual.

Kanak-kanak sama ada yang tinggal di bandar-bandar, kampung-kampung, ladang, pantai atau di kawasan pedalaman, adalah sebahagian daripada masyarakat Malaysia dan merupakan faktor utama yang didorong oleh aspirasi negara untuk mencapai status negara maju menjelang tahun 2020. Sebanyak 9.5 juta kanak-kanak di negara ini yang dilahirkan mempunyai hak dan perlindungan supaya mereka boleh berkembang maju dalam merealisasikan potensi mereka

dan menyumbang kepada masyarakat seterusnya kepada pembangunan negara. Sehubungan itu, dalam usaha untuk menyumbang kepada masyarakat dan negara, kebajikan mereka seharusnya dititikberatkan dan diberi perhatian.

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(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

HUBUNGAN SIKAP, NIAT DAN TINGKAH LAKU PEMBELIAN PRODUK TIRUAN DALAM KALANGAN PENGGUNA DI MALAYSIA

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Abstrak: *Walaupun pelbagai langkah diambil untuk menyedarkan pengguna kepada perkara-perkara yang berkaitan produk tiruan, adalah tidak diketahui sejauh mana kumpulan pengguna ini melihat isu-isu tersebut. Apakah faktor-faktor yang sebenarnya menjadi pendorong untuk membuat pembelian produk tiruan? Berlandaskan kepada Teori Tingkah laku Terancang, kajian ini memfokus kepada faktor-faktor yang mempengaruhi niat dan tingkah laku pembelian produk tiruan dalam kalangan pengguna di Malaysia. Kajian ini mengkaji perhubungan di antara sikap, terhadap niat dan tingkah laku pembelian produk tiruan. Kajian ini melibatkan seramai 392 responden di sekitar Kuala Lumpur, Pulau Pinang dan Johor Baharu yang mempunyai pengalaman membeli produk tiruan. Tiga hipotesis telah diuji dan didapati ketiga-tiga hipotesis tersebut disokong. Analisis menunjukkan kewujudan hubungan positif di antara niat dan tingkah laku pembelian produk tiruan. Sikap didapati mempengaruhi niat pembelian produk tiruan Kajian ini juga menekankan implikasi penyelidikan, limitasi dan cadangan penyelidikan pada masa hadapan.*

Kata kunci: *produk tiruan, niat pembelian, sikap pengguna, teori tingkah laku terancang,*

Pengenalan

Perniagaan produk tiruan dianggarkan kira-kira 10 peratus daripada perdagangan dunia atau bernilai $500 bilion (Pham & Nasir, 2016; Khaled & Rahman, 2015). Gabungan Anti-Cetak Rompak Antarabangsa menganggarkan bahawa cetak rompak telah menyebabkan kerugian sebanyak $200 bilion setahun dalam bentuk kehilangan pekerjaan, cukai dan jualan (Agarwal & Panwar, 2016; Phau, Sequeira & Diz, 2009). Walaupun penguasaan undang-undang di seluruh dunia dijalankan terhadap pengeluaran dan penggunaan produk tiruan, namun peningkatan yang ditunjukkan adalah pada tahap yang membimbangkan dan di luar jangkaan (Khaled & Rahman, 2015; Hendriana et al, 2013). Isu peniruan produk atau lambakan produk tiruan bukan merupakan satu fenomena baru di Malaysia malah pasaran produk ini meliputi sekurang-kurangnya lima peratus daripada perdagangan dunia (Carpenter & Lear, 2011). Walaupun kerajaan Malaysia telah mengambil pelbagai langkah untuk menyedarkan pengguna bahawa kemunculan produk tiruan telah memberi kesan negatif kepada ekonomi dunia malah, menurut Agarwal dan Panwar (2016), aktiviti peniruan telah memberi impak yang besar kepada ekonomi dan kutipan cukai kepada negara yang terlibat tetapi adalah tidak diketahui sejauh mana kumpulan pengguna ini melihat isu-isu tersebut.

Penyelidikan terdahulu mengenai produk tiruan (Frances & Lede, 2015; Norum & Cuno, 2011; Pascu, Nedea & Milea, 2012) lebih memberi tumpuan kepada pengawalan bekalan produk tiruan, kesan ekonomi akibat penjualan produk tiruan (Norum & Cuno, 2010) dan implikasi undang-undang terhadap penghasilan produk tiruan (Cabezas & Piqueras, 2011; Pogosyan, 2012). Walau bagaimanapun, usaha untuk mengawal bekalan produk tiruan tidak berjaya. Disebabkan pengguna membeli dan menggunakan produk tiruan, apa yang lebih penting adalah untuk mengkaji faktor-faktor yang menyumbang kepada keputusan pengguna untuk membeli produk tiruan. Tambahan lagi, teori asas ekonomi telah menyatakan bahawa jika tiada permintaan, maka tiadalah penawaran (Schiller, Hill & Wall, 2013). Memandangkan pengguna memainkan peranan utama dalam mengembangkan perdagangan produk tiruan (Bian, Haque & Smith, 2015; Yoo & Lee, 2009), adalah relevan untuk mendapatkan gambaran yang lebih jelas mengenai penyebab utama pengguna secara sedar membeli produk tiruan

Ulasan Karya

Dalam konteks yang sama, penyelidikan yang berkaitan dengan tingkah laku yang tidak beretika seperti tingkah laku pembelian produk tiruan seperti Riemenschneider, Leonard and Manly (2013) telah mengandaikan bahawa niat adalah proksi yang tepat bagi tingkah laku dan telah mengabaikan pengukuran terhadap tingkah laku. Armitage dan Conner (2010) menyatakan dalam kajian meta-analisis mereka bahawa kebanyakan kajian tidak mengukur tingkah laku itu sendiri. Setakat pembacaan penyelidik, amat kurang kajian mengenai produk tiruan yang melihat kepada tingkah laku sebenar. Kebanyakan pengkaji lepas hanya melihat kepada niat untuk membuat pembelian produk tiruan dan mengandaikan niat mampu menggambarkan perlakuan sebenar (Yoo & Lee, 2009; Ha & Lennon, 2006; Bian, & Moutinho, 2011). Ini adalah satu kepincangan kerana ramai pengkaji telah berjaya membuktikan bahawa niat tidak selalu menggambarkan tindakan sebenar (Aldhmour & Sarayrah, 2016; Grimmer & Miles, 2017). Oleh itu, penyelidikan empirikal lebih lanjut diperlukan untuk mengkaji sejauhmana niat berupaya menjadi peramal kepada tingkah laku pembelian produk tiruan di Malaysia.

Sikap terhadap produk tiruan adalah konstruk yang penting dalam kajian tingkah laku pembelian produk tiruan (Sharma & Chan, 2011; Marcketti & Shelley, 2009) dan banyak kajian telah mendapati bahawa membuat keputusan yang tidak beretika seperti pembelian produk tiruan dijelaskan terutamanya oleh sikap, tanpa mengira kategori produk (Phau & Teach, 2009; Koklic, 2011; Vida, 2007). Ini bermakna, jika sikap pengguna terhadap produk tiruan adalah lebih baik, maka pengguna lebih cenderung mempertimbangkan untuk membeli produk tiruan (Hidayat & Pau, 2003; Wilcox et al., 2009). Begitu juga dengan sikap tidak baik terhadap produk tiruan, kecenderungan untuk membeli produk tiruan semakin berkurangan (Riquelme, Abbas & Rios, 2012).

Metodologi

Kajian ini merupakan kajian rentas (*cross-sectional)* di mana data dikumpulkan sekali sahaja untuk menjawab soalan-soalan kajian. Unit analisis kajian ini ialah individu pengguna di Malaysia yang berumur 18 tahun ke atas. Dalam kajian ini, soal selidik dijawab dengan memintas *(intercepting)* pengguna di lokasi yang dikenali sebagai kawasan tumpuan yang

menjual barangan tiruan seperti di Petaling Street (Kuala Lumpur), Holiday Plaza (Johor Bharu)dan Batu Feringgi (Pulau Pinang) **(**http://deconsumer.blogspot.com/2013/07/barangan-tiruan-bermaharajalela-di.html; dan http://kpdnkk.bernama). Kaedah yang sama yang digunakan oleh Sahin dan Atilgan (2011) di Turki dan Amran et al. (2012) di Malaysia. Untuk mengelak kemungkinan berlakunya *bias* dalam pemilihan responden, kajian ini dijalankan serentak dalam tempoh empat hari yang termasuk dua hari hujung minggu dan dua hari bekerja iaitu selama satu bulan mengikut waktu beroperasi di kawasan tumpuan menjual produk tiruan yang di kenal pasti (Petaling Street, Batu Feringgi dan Holiday Plaza) dan melibatkan enam orang pembantu penyelidik. Kajian ini menggunakan rekabentuk persampelan strata tidak berkadaran *(disproportionate stratified sampling)*. Kadar maklum balas sebanyak 69 peratus(480) dari jumlah keseluruhan soal selidik yang diedarkan(700) dan dari jumlah maklum balas hanya 392 maklumbalas yang boleh digunakan untuk analisis seterusnya.

Semua item bagi dimensi sikap, niat dan tingkah laku diukur dengan menggunakan lima mata skala *Likert* dari 1 = sangat tidak setuju kepada 5 = sangat setuju. Secara umumnya tingkah laku pembelian produk tiruan ditanya secara umum berkaitan dengan pembelian produk tiruan tanpa ada pengkhususan berkaitan kategori produk, keadaan dan jenis produk tiruan. Pengukur tingkah laku pembelian dalam kajian ini adalah berdasarkan kajian Wang et al. (2005), yang mengkaji tingkah laku pembelian produk tiruan dalam pembelian perisian cetak rompak dalam kalangan orang-orang Cina di Negara China dengan mengubah-suai istilah untuk disesuaikan dalam konteks kajian ini. Empat item yang berkaitan dengan tingkah laku pembelian produk tiruan yang digunakan dalam kajian ini.

Armitage dan Conner (2010) menyatakan bahawa niat diukur dari segi jangkaan dan dinilai dari segi apa yang dihasratkan, dijangka dan dikehendaki. Niat pengguna diukur dengan menggunakan skala yang dibangunkan oleh Riquelme dan Abbas (2012) dan Kim dan Karpova (2010). Niat diukur menggunakan lima item yang dinilai dari segi hasrat, keinginan dan jangkaan untuk membeli produk tiruan pada masa akan dating.

Sikap menurut Phau dan Teah (2009) dan De Matos et al. (2007) ditakrifkan sebagai penilaian individu terhadap produk tiruan. Sikap terhadap produk tiruan dalam kajian ini dioperasikan sebagai penilaian keseluruhan pengguna terhadap produk tiruan dan ia adalah *uni-dimensi*. Soalan-soalan berstruktur mengenai sikap pengguna terhadap produk tiruan adalah berdasarkan pada kajian Riquelme dan Abbas (2012). Lima item penyataan berkaitan sikap yang digunakan dalam kajian ini.

Analisa dan Dapatan Kajian

Daripada 392 maklumbalas, bilangan lelaki 204 (52%) dan responden yang berumur di antara 20 hingga 30 tahun (43.4%), 31-40 (25.3%), 41-50 (17.9%) dan 51 dan keatas(1.5%), lebig daripada separuh responden masih belum berkahwin(50.8%). Dari segi pencapaian akademik pula, responden yang mempunyai Sijil/Diploma mendominasikan dapatan kajian ini secara majoritinya iaitu 44.1 peratus. Pendapatan di bawah RM 3000 merupakan kumpulan responden yang paling ramai iaitu menguasai 65.8 peratus dari keseluruhan responden. Ini adalah selari dengan data yang dikeluarkan oleh Unit Perancangan Ekonomi (1970-2014), menyatakan 40 peratus (40%) pendapatan kasar bulanan isi rumah di bawah RM 3000 (http://www.epu.gov.my/household-income-poverty).

Dari aspek pekerjaan, majoriti responden bekerja di sektor swasta iaitu 129 orang (32.9%), pelajar 111 orang (28%), bekerja di sektor kerajaan 99 orang (25.3%), bekerja sendiri 51 orang (13%) dan tidak bekerja 2 orang (5%). Sebagai rumusan perbincangan di atas, sampel kajian ini tidak menyimp. Justeru, sampel dianggap dapat mewakili populasi. Majoriti responden masih bujang(50.8%).

Jadual 1 ***Keputusan Ujian Kebolehpercayaan***

Konstruk	Nilai Kebolehpercayaan	
	Alpha Cronbach	*CR (Composite Reliability)*
Niat	0.899	0.925
Sikap	0.874	0.905
Tingkahlaku	0.821	0.882

Nilai pekali *alpha Cronbach* dan kebolehpercayaan komposit yang diterima pakai dalam kajian ini adalah melebihi 0.5 seperti yang dicadangkan oleh George & Mallery (2010) dan Hair et al. (2014). Jadual 1 menunjukkan nilai melebihi 0.5 membuktikan item yang digunakan mempunyai nilai kebolehpercayaan yang tinggi.

Jadual 2 ***Keputusan Pekali Lintas Tingkah laku***

No. Hipotesis	**Hipotesis**	**Pekali Lintas**	**Standard Error**	**Nilai T**	**Nilai P**	**Keputusan**
1	Niat -> TLaku	0.782	0.024	32.767	0.000	Menyokong
3	Sikap -> Niat	0.185	0.057	3.274	0.001	Menyokong

p<0.05; **p<0.01; ***p<0.001

Keputusan menunjukkan bahawa niat (Niat) mempunyai hubungan positif dan signifikan dengan tingkah laku (TLaku) dengan nilai signifikan pada 0.00 pada tahap β=0.782; t=32.767; p<0.001. Keputusan ini menyokong hipotesis 1. Manakala sikap secara positif menpengaruhi niat dengan nilai signifikan pada 0.001 pada tahap β=0.185; t=3.274; p<0.01.

Untuk mengenal pasti nilai pengaruh sesuatu pemboleh ubah, satu analisis kesan saiz seperti yang dicadangkan oleh MacKinnon dan Fairchild, (2007) telah dilakukan. Analisis ini bertujuan untuk melihat sejauh mana sesuatu pemboleh ubah tidak bersandar itu mempengaruhi pemboleh ubah bersandar (Cohen, 1988; Chin, 1999; Hair et al., 2014). Menurut Cohen (1988), perubahan kesan saiz diukur dengan nilai kecil (0.02), sederhana (0.15) dan besar (0.35).

$$Effect\ Size\ (f) = \frac{R^2 incl - R^2\ excl}{1 - R^2 incl}$$

Jadual 3 ***Analisis Kesan Saiz ke atas Niat dan Tingkah laku***

	Konstruk	R^2 Inc	R^2 Excl	Kesan Saiz f^2
TLaku	Niat	0.678	0.07	0.654
Niat	Sikap	0.567	0.554	0.030

Berdasarkan analisis kajian kesan saiz di dalam jadual di atas, di bawah ruangan f^2 untuk Tlaku, nilai 0.654 adalah kesan saiz *(f^2)* untuk nilai ramalan niat pada tingkah laku. Nilai 0.654 menunjukkan bahawa niat mempunyai kesan saiz yang besar dalam menghasilkan R^2 untuk tingkah laku.

Bagi analisis kesan saiz terhadap niat, nilai 0.030 adalah kesan saiz *(f^2)* untuk nilai ramalan pengaruh sikap kepada niat. Nilai ini menunjukkan bahawa sikap mempunyai kesan saiz yang sederhana yang menghampiri besar dalam menghasilkan R^2 untuk niat,

Perbincangan

Kajian ini mendapati terdapat pengaruh niat yang signifikan terhadap tingkah laku dan dapatan ini seiring dengan dapatan yang ditonjolkan dalam kajian-kajian lepas (cth., Reimenschneider et al., 2011; Fukukawa, 2002; dan Phau et al., 2009). Malah, Ajzen (1991) mengusulkan bahawa niat merupakan tingkah laku yang boleh diramal dan usul ini didokong oleh banyak bukti empirik. Dapatan ini membuktikan bahawa pengguna memiliki tanggapan yang positif terhadap produk tiruan dan tingkah laku pembelian mereka yang sebenar bergantung kepada keyakinan yang kuat bahawa produk tiruan adalah murah, mudah diperoleh, selamat, setara dengan produk asli dan seiras dengan produk asli. Oleh yang demikian, persepsi yang baik oleh pengguna terhadap pembelian produk tiruan telah mengubah pilihan pengguna daripada produk asli kepada produk tiruan. Hubungan yang positif antara niat dengan tingkah laku pembelian produk tiruan telah mengesahkan lagi dapatan sebelum ini oleh Su, Lu dan Lin (2011) bahawa niat untuk cetak rompak berkait secara positif dengan tingkah laku pembelian buku teks tiruan dalam kalangan responden di Taiwan.

Kajian ini mendapati bahawa sikap mempunyai kesan besar yang signifikan terhadap niat responden untuk membeli produk tiruan. Hal ini memperlihatkan bahawa sikap terhadap produk tiruan mempunyai kuasa penerangan yang kuat terhadap niat membeli. Oleh yang demikian, individu yang mempunyai sikap yang menyenangi (*favourable attitude*) produk tiruan mempunyai niat yang kuat untuk membeli produck tiruan. Lebih tinggi skor sikap terhadap produk tiruan, lebih tinggi niat untuk membeli produk tiruan (Budiman, 2012). Hasil dapatan kajian juga seiring dengan kajian lampau yang menggunakan teori Tingkah laku Terancang oleh Ajzen (1985) di mana pemboleh ubah sikap telah secara tekal memberi kesan yang kuat terhadap tingkah laku dalam pelbagai konteks yang luas (Triandewi & Tjiptono, 2013).

Barpandukan hakikat bahawa tugas pemasar adalah untuk mengubah tingkah laku pengguna melalui pembentukan sikap dan kepercayaan, hasil dapatan kajian ini mempunyai implikasi yang penting bagi penggubal dasar dan pengeluar produk asli dalam usaha mereka menentang peniruan produk. Hubungan ini disokong oleh kajian terdahulu yang menggunakan teori Tingkah laku Terancang dalam konteks pembelian produk tanpa izin seperti CD muzik dan perisian cetak rompak, dan produk fesyen tiruan (sebagai contoh Ang et al., 2001; deMatos et al., 2007; Koklic, 2011; Phau & Teah, 2009, Triandewi & Tjiptono, 2013). Yoo dan Lee (2009) mendedahkan bahawa pelanggan yang memiliki sikap menyenangi produk tiruan berkemungkinan tidak sedar bahawa pembelian produk tersebut menjadi masalah sosial dan menguatkan lagi niat untuk membeli produk tersebut pada masa akan dating (Hidayat & Diwasari, 2013). Selain daripada itu, produk tiruan boleh didapati dengan mudah dan secara meluas di pasaran tempatan. Pelanggan mempunyai peluang dan pilihan yang mencukupi untuk membeli produk tiruan kerana produk tersebut mudah diperoleh di pasaran tempatan dan di kedai berjenama yang banyak di kebanyakan bandar di kota dan di desa dalam negara.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

HUBUNGAN MODEL-MODEL PEMBANGUNAN PROFESIONAL GURU TERHADAP AMALAN PENGAJARAN GURU DI BILIK DARJAH DI SEKOLAH-SEKOLAH RENDAH DI SELANGOR

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Abstract: *Teachers` instructional practices in the classroom can be enhanced through increasing their knowledge and skills an effective school-based professional development. Hence, teachers must constantly deepen their knowledge and skills to remain effective throughout their careers. The purpose of this research is to investigate the relationship between school-based professional learning models and teachers` instructional practices. The sample consists of 1180 teachers from sixty-three daily primary school in the state of Selangor in Malaysia who are chosen through stratified sampling. This quantitative research used descriptive-correlational survey method to answer the research questions. A set of questionnaire used in this research has been developed and refined by Amin (2005) and Guskey (2000) for teachers` instructional practices. Descriptive statistical analysis such as mean, standard deviation and inferential statistic such as correlation and multiple regression have been carried out to answer the research questions. Overall, the findings show that there is a positively significant relationship (r = .0.645, p<.05) between school-based professional development models and teachers` instructional practices. Furthermore, the findings also show that training model (ß= .0.554, t = 11.378, p<.05) is the main predictor of professional learning models against teachers` instructional practices.*

Keywords: *Teachers' professional learning, models of teachers' professional development, teachers' instructional practices in the classroom*

Abstrak: *Amalan pengajaran guru di bilik darjah dapat dipertingkatkan dengan meningkatkan pengetahuan dan kemahiran guru. ianya dapat dilaksanakan melalui pembelajaran profesional berasaskan sekolah yang berkesan. Sehubungan itu, guru mesti sentiasa mendalamkan pengetahuan serta kemahiran masing-masing untuk terus kekal berkualiti sepanjang kerjaya mereka. Kajian ini bertujuan untuk mengenal pasti hubungan antara model-model pembelajaran profesional terhadap amalan guru. Seramai 1180 orang guru dari 63 buah sekolah rendah harian di negeri Selangor telah dipilih dengan menggunakan pengsampelan strata pelbagai peringkat. Kajian ini adalah satu kajian kuantitatif dengan menggunakan kaedah tinjauan deskriptif-korelasi untuk menjawab persoalan kajian. Satu set soal selidik telah digunakan dalam kajian ini iaitu dengan*

menggunakan item-item yang telah dibangunkan dan dimurnikan oleh Amin Senin (2005) bagi model-model pembelajaran profesional, manakala amalan guru dibangunkan oleh Guskey (2000) dengan terjemahan Bahasa Melayu dibuat oleh Amin (2005). Secara keseluruhannya, dapatan kajian menunjukkan terdapat hubungan yang positif dan signifikan (r = .645, p<.05) antara model-model pembelajaran profesional dengan amalan guru. Selain itu, dapatan kajian turut menunjukkan bahawa model latihan (ß= . 0.554, t = 11.378, p<.05) merupakan peramal utama model-model pembelajaran profesional terhadap amalan guru.

Kata Kunci: *Pembelajaran profesional guru, model pembangunan profesional guru, amalan pengajaran guru di bilik darjah*

Penyataan Masalah

Malaysia memperuntukan sejumlah besar bajetnya untuk pendidikan. Ini termasuklah peruntukan untuk pendidikan guru untuk guru-guru sekolah rendah, dan pra sekolah. Hampir 25 peratus peruntukan bajet tahunan Malaysia diperuntukan untuk pendidikan dengan pendidikan guru mewakili hampir 50 peratus daripada jumlah peruntukan berkenaan (Bajet 2015). Sebagai contohnya bajet pada tahun 2013 sejumlah RM500 juta diperuntukan untuk latihan pembangunan profesional untuk guru-guru mata pelajaran teras. Tetapi apakah dengan peruntukan yang besar untuk latihan kepada guru-guru di sekolah berjaya meningkatkan meningkatkan pengajaran guru di bilik darjah. Laporan daripada Teaching and Learning International Survey (TALIS, 2013) menunjukkan guru-guru di Malaysia merupakan negara kedua daripada soal selidik yang dilaksanakan yang menggunakan banyak masanya untuk menguruskan bilik darjah daripada melaksanakan aktiviti pengajaran dan pembelajaran. Iaitu di Malaysia 25 peratus guru melaporkan mereka menggunakan 60 hingga 70 peratus masa untuk aktiviti pengajaran dan pembelajaran. Sementara 25 peratus lagi melaporkan mereka menggunakan 70 hingga 80 peratus untuk aktiviti pengajaran dan pembelajaran. Angka ini jika dibandingkan dengan Latvia iaitu guru-guru di sana menghabiskan antara 80 hingga 95 peratus untuk aktiviti pengajaran dan pembelajaran. Sepatutnya dengan jumlah peruntukan yang besar dalam pembangunan profesional guru diterjemahkan dengan aktiviti pengajaran dan pembelajaran yang lebih kaya dan memberangsangkan. Tambahan lagi pencapaian pelajar Malaysia di peringkat antarabangsa melalui ujian Programme for International Student Assessment (PISA) masih jauh kebelakang jika dibandingkan dengan negara-negara ASEAN yang lain seperti Singapura dan Vietnam. Keputusan ujian PISA (2012), Malaysia berada pada tangga 39 daripada 44 buah negara untuk ujian penyelesaian masalah. Angka-angka ini jelas menunjukkan seolah-olah terdapat dengan jumlah peruntukan yang besar untuk latihan pendidikan guru tidak diterjemah dengan baik di bilik darjah.

Salah satu aspek yang menjadi perkara ini penting dan perlu diberi perhatian untuk menjadikan sesuatu program pembangunan profesional guru lebih efektif ialah persoalan soal model-model yang digunakan. Model yang berbentuk standard dan mengambil kira bagaimana guru belajar adalah penting diambil kira sebelum pembangunan profesional dilaksanakan (Kimmel et al. 1999) Menurut Putnam dan Barko (1997), topik dan model yang digunakan untuk program pembangunan profesional tidak mengambil kira tentang bagaimana seorang pendidik itu belajar. Ini menyebabkan pelaksanaan program pembangunan profesional gagal mencapai hasrat untuk meningkatkan kemahiran dan perubahan kepada pengajaran seseorang pendidik. Kajian-kajian lepas menunjukkan penggunaan model pembelajaran profesional tradisional

kerap diamalkan. Ini dibuktikan oleh kajian Amin Senin (2005), How Yen Keng (2005) dan Robin Sabai (2005) di sekolah rendah yang mendapati bahawa latihan serta pemerhatian dan penilaian pengajaran paling kerap diguna pakai dalam pembelajaran profesional berasaskan sekolah. Berbanding model pembelajaran profesional baru seperti kumpulan pembelajaran serta portfolio profesional yang lebih memberi autonomi serta akauntabiliti kepada guru (Roberts & Pruitts, 2009; Murphy & Licks, 2005). Oleh itu, kepelbagaian penggunaan model pembelajaran profesional dalam pembangunan profesional berasaskan sekolah perlu diambil kira agar dapat memberi kesan kepada amalan guru. Ini disebabkan guru secara individu mempunyai keperluan yang berbeza dan pelbagai (Drago-Severson, 2004; Tallerico, 2005; Zepeda, 2008).

Daripada penyataan masalah di atas kajian ini bertujuan untuk:

i. Apakah hubungan antara model-model pembangunan profesional (a. model pembelajaran arahan-kendiri, b. model pemerhatian-penaksiran, c. model pembangunan-penambahbaikan, d. model latihan, dan e. model inkuiri) dengan amalan pengajaran guru di sekolah-sekolah rendah di negeri Selangor?

ii. Antara 5 model berkenaan yang manakah yang dapat menjadi faktor peramal kepada amalan pengajaran guru di bilik darjah?

Sorotan Literatur

Kajian ini melibatkan dua pemboleh ubah utama iaitu Model Pembangunan Profesional Guru dan Amalan Pengajaran guru di bilik darjah. Kerangka konseptual untuk kajian ini seperti berikut:

Rajah 1: Kerangka Konsep Kajian

Rajah 1 di atas menunjukkan perhubungan antara dua pemboleh ubah iaitu pemboleh ubah bebas (IV) ialah Model-model pembangunan profesional guru (MPPG) dan amalan pengajaran

guru di bilik darjah (APG). Seterusnya kajian ini akan melihat antara 5 MPPG yang manakah dapat faktor peramal untuk amalan pengajaran guru di bilik darjah.

Berasaskan kepada kerangka konseptual di atas fokus sorotan literatur ini ialah tentang model-model pembangunan profesional, amalan pengajaran guru di bilik darjah dan kajian-kajian lepas tentang perhubungan dua pemboleh ubah ini.

Model-model Pembangunan Profesional Guru

Kajian ini menggunakan konsep model-model pembelajaran guru oleh Sparks & Loucks-Horsley (1989) dan dimurnikan oleh Amin (2005). Terdapat 5 jenis model pembangunan profesional guru yang akan digunakan dalam kajian ini, iaitu; (i) model pembelajaran arahan-kendiri, (ii) model pemerhatian-penaksiran, (iii) model pembangunan-penambahbaikan, (iv) model latihan, dan (v) model inkuiri.

(i) Model Pembelajaran Arahan-Kendiri (Self-directed learning model)

Untuk kajian ini saya menggunakan konsep model ini berasaskan daripada pendapat di bawah;

> *"In its broadest meaning, 'self-directed learning' describes a process by which individuals take the initiative, with our without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes." (Knowles, 1975, p. 18)*
>
> *Ini menunjukkan model pembelajaran arahan kendiri merupakan aspek dalaman seseorang pendidikan ke arah memperbaiki pengetahuan dan kemahiran mereka dalam pelbagai aspek samada melalui peningkatan akademik atau melalui pengetahuan pedagogi mereka.*

(ii) Model Pemerhatian-Penaksiran

Model kedua ialah pemerhatian-penaksiran. Model ini berdasarkan maklum-balas yang guru peroleh daripada pemerhatian rakan-guru seperti melalui pemerhatian klinikal atau melalui bimbingan-sejawat. Model ini berdasarkan andaian bahawa refleksi selepas pemerhatian langsung guru sama ada oleh seorang atau dua pihak akan memberikan manfaat kepada perkembangan profesional guru.

(iii) Model Pembangunan-Penambahbaikan

Model ketiga ini hanya akan berlaku sekiranya guru dilibatkan secara langsung dalam sebarang usaha pembangunan sekolah seperti dalam proses perancangan kurikulum, merangka program, dan terlibat dalam proses penambahbaikan sekolah yang sistematik. Model ini berdasarkan andaian bahawa perubahan sikap dan kemahiran akan berlaku sama ada secara individu atau berkumpulan jika mereka bekerjasama menyelesaikan permasalahan bersama (Amin, 2005).

(iv) Model Latihan

Model ini boleh digambarkan sebagai suatu sesi yang dikendalikan oleh seorang pakar yang akan mempersembahkan kandungan dan objektif pengajaran dengan andaian guru dapat mempelajari perlakuan pengajaran daripada orang lain dan menterjemahkannya di dalam bilik darjah.

(v) Model Inkuiri

Dikenali sebagai model kajian-tindakan. Dalam model ini guru sama ada secara bersendirian atau kumpulan melakukan kajian yang tidak terlalu formal terhadap suatu isu yang berkaitan dengan pengajaran-pembelajaran. Model ini berasaskan andaian bahawa guru akan mengembangkan idea dan strategi baru dalam pengajaran sekiranya mereka diberi peluang mengemukakan persoalan dan menjawab persoalan berkenaan berdasarkan data-data yang mereka kutip dalam bilik darjah mereka.

Amalan Pengajaran Guru di Bilik Darjah (APG)

Amalan pengajaran guru di bilik darjah dalam kajian ini merujuk kepada tiga (3) tahap yang dikemukakan oleh Guskey (2003) dan dimurnikan oleh Amin (2005), iaitu; (i) tahap prihatin (ii) tahap penggunaan dan (iii) tahap amalan berbeza. Sesuatu kejayaan dalam pembangunan profesional kepada guru perlu melalui tahap ini supaya pembangunan profesional tersebut dapat diterjemahkan dengan baik di bilik darjah oleh guru-guru.

Kajian Lepas Hubungan MPPG dengan APG

Kebanyakan kajian yang dijalankan menunjukkan terdapat hubungan yang positif antara dua pemboleh ubah ini (Amin 2005; Parwazalam, 2011, dan Mahaliza, 2013). Perbezaan ketara ialah dalam aspek faktor peramal kepada hubungan ini. Amin mendapati model latihan merupakan faktor peramal terkuat untuk hubungan ini. Kajian beliau laksanakan di Sekolah-sekolah Rendah Harian di Sabah. Sementara kajian di Sekolah-sekolah harian di Negeri Selangor oleh Parwazalam (2011) mendapati model arahan-kendiri merupakan faktor peramal kepada hubungan ini. Sementara kajian oleh Mahaliza (2014) menunjukkan model kajian tindakan merupakan faktor peramal yang terkuat dalam menentukan hubungan dengan APG. Kajian ini dilaksanakan di Sekolah-sekolah rendah harian di Malaysia. Oleh itu satu kajian tentang bagaimana peranan model ini mempengaruhi amalan pengajaran guru di bilik darjah perlu dilaksanakan untuk mengisi kelompongan kajian.

Kajian yang lain ialah dalam pembangunan profesional guru oleh Yoon et al. (2006). Yoon et al. melihat dalam perspektif alternatif kepada ciri-ciri yang mempengaruhi hasil pembangunan profesional dan mendapati lima ciri-ciri dan tiga ciri-ciri teras: (1) Pembelajaran Aktif : Guru-guru yang terlibat dalam perbincangan, perancangan, dan amalan pengajaran semasa di dalam kelas, (2) Kesepaduan (Coherence): Aktiviti yang dibina di atas apa yang dipelajari dan membawa kemajuan, (3) Fokus Kepada Isi Kandungan: Kandungan direka untuk memperbaiki dan meningkatkan pengetahuan dan kemahiran guru, dan dua ciri-ciri struktur: (1) tempoh: pembangunan profesional untuk guru-guru perlu dilaksanakan tempoh dua tahun, dan (2) Penyertaan Kolektif: Guru dikumpulkan dalam asas disiplin dan tahap keupayaan kumpulan

untuk membincangkan strategi dan kandungan, dan untuk membangunkan pendekatan yang dipersembahkan mereka kepada rakan-rakan mereka.

Kesimpulannya semua pengkaji yang lepas mempunyai pandangan model pembangunan profesional mempunyai hubungan yang signifikan dengan amalan pengajaran guru di bilik darjah.

Metodologi

Kajian ini adalah kajian tinjauan deskriptif-korelasi dengan menggunakan soal selidik untuk mengumpul data.

Populasi dan Sampel

Populasi kajian terdiri daripada guru terlatih di 63 buah sekolah rendah harian di negeri Selangor. Jumlah populasi ialah 32,639 orang dari 633 buah sekolah harian di negeri Selangor (KPM, 2013). Penyelidik membuat pengsampelan menggunakan kaedah pengsampelan strata. Cohen et al. (2007) menyatakan sekiranya kajian tersebut bertujuan untuk membuat generalisasi maka pengsampelan strata sepatutnya digunakan. Pengsampelan strata bermaksud *... is the process in which certain subgroups, or strata, are selected from the sample in the same proportion as they exist in the population.*

(Fraenkel dan Wallen, 2008, 96)

Dalam kes kajian ini penyelidik menggunakan pengsampelan strata bagi membolehkan semua sekolah-sekolah dipelbagai daerah di negeri Selangor mempunyai perwakilan. Ini kerana sekiranya pengsampelan rawak mudah dilakukan kemungkinan daerah-daerah yang mempunyai bilangan sekolah yang sedikit seperti Daerah Sepang yang hanya mempunyai 38 buah sekolah rendah harian tidak akan mempunyai perwakilan dalam populasi. Populasi kajian meliputi warga pendidik di 633 buah sekolah harian di negeri Selangor. Walau bagaimanapun untuk memenuhi keperluan kajian, hanya sekolah-sekolah berikut akan dipilih secara rawak iaitu:

i. sekolah rendah harian di negeri Selangor iaitu sebanyak 633 buah sekolah. Ini melibatkan seramai 32,639 bilangan guru;
ii. Sampel yang akan digunakan ialah 10 peratus daripada jumlah bilangan sekolah rendah harian seluruh negeri Selangor iaitu jumlahnya melibatkan 633 buah sekolah. Ini melibatkan seramai 32,639 orang guru. Walau bagaimanapun untuk kajian ini seramai 1260 orang responden dalam kalangan guru dipilih sebagai responden;
iii. penentuan bilangan sekolah yang akan digunakan sebagai sampel berasaskan *proportionate* iaitu kadar peratusan bilangan sekolah mengikut Pejabat Pelajaran Daerah (PPD) berasaskan bilangan keseluruhan bilangan sekolah rendah harian negeri Selangor. Sebagai contohnya, bilangan sekolah rendah harian di PPD Klang ialah 65 buah. Ia mewakili 10.3 peratus daripada bilangan sekolah rendah harian negeri Selangor. Ini bererti sampel bilangan sekolah yang dipilih daripada PPD Klang ialah sebanyak 7 buah sekolah (10.3 peratus daripada 63 buah sekolah yang dipilih). Pemilihan sampel sekolah dilakukan secara rawak mudah.

Disamping itu sekolah yang dipilih juga berdasarkan lokasi. Ini bagi membolehkan guru-guru yang dipilih bukan sahaja mewakili daerah malahan juga mewakili lokasi;

a. setelah sekolah yang dijadikan sampel kajian telah dikenal pasti, penyelidik ke sekolah berkenaan untuk berjumpa dengan pentadbir sekolah. Penyelidik meminta senarai nama guru-guru di sekolah berkenaan. Bagi senarai nama guru, penyelidik meminta pihak sekolah memberikan nama guru yang telah mengikuti latihan dalam perkhidmatan yang dilaksanakan di sekolah untuk sekurang-kuranya tujuh seminggu.
b. Kemudian, senarai nama guru tersebut akan dipilih secara rawak mudah untuk dijadikan responden untuk kajian ini. Berdasarkan keempat-empat prosedur tersebut ia dijelaskan dengan lebih terperinci melalui Jadual 3.1 untuk negeri Selangor.

Jadual 3.1 *Populasi dan Sampel Kajian Bagi Negeri Selangor*

Daerah	**Bil. Sek. Ren. Harian**	**Sampel (proportionate %)**	**Jumlah Bil. Guru**
Klang	65	7	140
Kuala Selangor	72	7	140
Hulu Selangor	51	5	100
Hulu Langat	88	9	180
Kuala Langat	56	5	100
Sabak Bernam	54	5	100
Gombak	68	6	120
Petaling Utama	59	5	100
Petaling Perdana	82	8	160
Sepang	38	6	120
Jumlah	***633***	***63***	**1260**

Oleh itu, seramai 1260 orang guru dipilih menggunakan pensampelan strata pelbagai peringkat dari jumlah populasi (Gay, Mills & Airasian, 2009). Instrumen untuk mengukur pandangan guru terhadap model pembelajaran profesional dan amalan pengajaran guru di bilik darjah telah diadaptasi oleh penyelidik berdasarkan instrumen pengkaji lepas. Kajian lepas yang dimaksudkan ialah kajian Sparks & Loucks-Horsley (1989) dan Amin (2005) bagi model pembelajaran profesional. Selain itu, instrumen bagi amalan guru pula diadaptasi dari Guskey (2000). Penyelidik menyerahkan semua instrumen berkenaan kepada panel pakar yang terdiri daripada guru dan pensyarah untuk menentukan kesahan kandungan. Komen yang di berikan oleh panel pakar telah digunakan untuk membaiki item dalam instrumen berkenaan. Kajian rintis telah dijalankan untuk memastikan kesahan muka dan menentukan pekali kebolehpercayaan instrumen tersebut (Mahaliza Mansor, Norlia Mat Norwani & Jamal @ Nordin Yunus, 2011a).

Intrumen Kajian

Alat pengukuran utama kajian ini ialah borang soal selidik. Terdapat dua borang soal selidik yang akan digunakan. Pertama borang soal selidik untuk responden guru bagi model pembangunan profesional dan kedua borang soal selidik untuk pengajaran guru. Model Pembangunan Profesional Guru (MPPG) mengandungi 40 item yang dibahagikan kepada lima model yang berikut; Model Pembelajaran Arahan-kendiri (8 item), Model Pemerhatian-Penilaian (8 item), Model Pembangunan-Penambahbaikan (8 item), Model Latihan (8 item),

dan Model Inkuri (8 item). Semua item dalam komponen MPPG ini diadaptasi daripada alat pengukuran *Models of Staff Development Survey* (MSDS) yang digunakan oleh Persico (2001) untuk tujuan pengutipan data. Instrumen ini kemudiannya dimurnikan oleh Amin (2005). MSDS dibina oleh Persico berasaskan lima model pembangunan profesional guru yang dikemukakan oleh Sparks dan Loucks-Horsley (1989; 1990). Komponen Amalan Pengajaran Guru (APG) mengandungi 15 item dan dibahagikan kepada tiga kategori berikut; Keprihatinan (5 item), Aplikasi (5 item), dan Amalan Baru (5 item). Semua 15 item berkenaan telah dibina oleh Amin (2005) berasaskan Model Penilaian Pembangunan Profesional yang dikemukakan oleh Guskey (Guskey, 1999; 2000).

Kesahan

Semua item dalam komponen Model Pembangunan Profesional Guru (MPPG) pula diadaptasi daripada alat pengukuran *Models of Staff Development Survey* (MSDS) yang digunakan oleh Persico (2001) untuk tujuan pengutipan data kajian kedoktorannya. MSDS dibina oleh Persico berasaskan lima model pembangunan profesional guru yang dikemukakan oleh Sparks dan Loucks-Horsley (1989; 1990). Persico (2001) menetapkan kesahan MSDS melalui semakan tiga orang pakar dalam bidang pembangunan profesional. Dua daripada pakar itu ialah Dennis Sparks dan Susan Loucks-Horsely, tokoh yang memperkenalkan lima model pembangunan profesional berkenaan. Instrumen MPPG seterusnya digunakan oleh Amin (2005) dengan menggunakan Bahasa Melayu.

Komponen Pengajaran Guru (PG) dibina oleh Amin (2005) yang berasaskan Model Penilaian Pembangunan Profesional yang dikemukakan oleh Guskey (Guskey, 1999; 2000). Di samping menggunakan cadangan soalan yang diberikan oleh Guskey, Amin (2005) juga menggunakan beberapa soalan berdasarkan soal selidik *Concerns-Based Adoption Model* (CBAM) (Hall & Hord, 1987; 2001). CBAM ialah alat pengukuran yang telah digunakan secara meluas untuk memahami dan membantu proses perubahan dalam organisasi dan bidang pendidikan. Menurut Salvin (1984), suatu pengukuran mungkin boleh dipercayai tetapi tidak bermakna pengukuran itu mengukur apa yang sepatutnya diukur. Oleh itu untuk memastikan kedua-dua alat pengukuran di atas memenuhi keperluan dan tujuan kajian ini, semua alat pengukuran yang dibina oleh Amin (2005) telah telah disemak kesahan kandungannya oleh empat orang panel penyemak. Menurut Amin (2005) cadangan dan komen-komen yang diberikan oleh para panel telah dapat meningkatkan kualiti dari segi kesesuaian, ketepatan makna dan maksud item-item alat-alat pengukuran berkenaan. Berdasarkan komen dan cadangan panel, Amin (2005) telah mengubah suai item-item dan format alat pengukuran kajian berkenaan. Bagi kes penyelidikan ini penyelidik menggunakan alat pengukuran yang telah disahkan oleh panel-panel yang berkenaan.

Kebolehpercayaan Intrumen

Kebolehpercayaan instrumen di analisis menggunakan analisis menggunakan *alfa Cronbach*. Dalam Jadual 3.2 perbandingan dilakukan dengan kebolehpercayaan alat pengukuran kajian Persico (2001). Kebolehpercayaan dalam Ujian Rintis Amin (2005) untuk semua kategori kecuali kategori Arahan-Kendiri mengatasi kebolehpercayaan Persico. Secara keseluruhan kebolehpercayaan komponen model Pembangunan Profesional Guru ialah mempunyai nilai alfa 0.712 yang dijalankan oleh Persico dan 0.933 oleh Amin. Di samping itu kajian terkini oleh Mahaliza et al. (2014) juga melaksanakan kajian rintis ke atas instrumen ini dengan nilai

cronbach alpha ialah 0.86. Penyelidik pula telah menjalankan ujian rintis ini di dua buah sekolah rendah harian di Shah Alam yang melibatkan seramai 40 orang responden. Pada keseluruhannya nilai *alfa Cronbach* yang diperoleh oleh penyelidik lebih tinggi daripada yang dijalankan oleh Amin bagi konstruk Arahan Kendiri dan Latihan, sementara untuk Pemerhatian-Penaksiran, Pembangunan- Penambahbaikan dan Inkuiri lebih rendah daripada Amin. Secara keseluruhannya nilai *alfa Cronbach* penyelidik ialah 0.918.

Jadual 3.2 *Kebolehpercayaan Item Model Pembangunan Profesional Guru*

	Ujian Rintis oleh Amin (2005)		Bilangan Item diubah	Instrumen oleh Persico (2000)		Ujian rintis oleh Mahaliza et al. (2014)		Ujian Rintis oleh Penyelidik	
Kategori Item	N	alfa		N	alfa	N	alfa	N	alfa
Arahan Kendiri	25	0.628	-	25	0.634			40	0.732
Pemerhatian-Penaksiran	25	0.872	-	25	0.626			40	0.827
Pembangunan-Penambahbaikan	25	0.771	-	24	0.608			40	0.717
Latihan	25	0.613	-	24	0.602			40	0.649
Inkuiri	25	0.786	-	24	0.632			40	0.724
Keseluruhan	26	0.933	-	25	0.712	30	0.86	40	0.918

Manakala Jadual 3.3 menunjukkan nilai kebolehpercayaan kategori item pengajaran guru iaitu perbandingan antara nilai *alfa Cronbach* yang dijalankan oleh Amin dengan penyelidik. Didapati *alfa Cronbach* penyelidik sedikit rendah tetapi ianya melebihi nilai 0.6. Secara keseluruhannya item-item pengajaran guru mempunyai nilai alfa 0.915. Namun dengan menggunakan instrumen yang sama Mahaliza et al. (2014) mendapati nilai alpha cronbach ialah 0.89.

Berdasarkan analisis ujian kebolehpercayaan di atas, semua item sama ada secara keseluruhan atau mengikut kategori, boleh diterima kebolehpercayaannya berdasarkan kriteria yang digunakan dalam kajian ini iaitu nilai *alfa Cronbach* yang melebihi 0.60.

Jadual 3.3 *Kebolehpercayaan Item Amalan Pengajaran Guru*

	Ujian Rintis oleh Amin (2005)		Bilangan Item diubah	Ujian Rintis oleh Mahaliza et al. (2014)		Ujian Rintis oleh Penyelidik (2015)	
Kategori Item	N	alfa		N	alfa	N	alfa
Keprihatinan	25	0.848	-			40	0.763
Aplikasi	25	0.857	-			40	0.788
Amalan Baru	25	0.843	-			40	0.788
Keseluruhan	25	0.933	-	30	0.89	40	0.857

Analisis Data

Dalam kajian ini hanya borang soal selidik yang lengkap sahaja dianalisis. Data-data dianalisis menggunakan perisian SPSS *Version 22.0.* Analisis menggunakan Korelasi Pearson dan Analisis Regresi Berganda.

Dapatan Kajian

Latar belakang Responden

Penyelidik telah mengedarkan sebanyak 1260 borang soal selidik kepada semua responden yang terlibat dalam kalangan guru di sekolah-sekolah rendah dipelbagai daerah negeri Selangor. Keseluruhannya penyelidik menerima kembali borang soal selidik ini sebanyak 1180 iaitu setelah ditolak dengan yang tidak lengkap. Hasil pemulangan kembali borang soal selidik ini ialah 92.3 peratus.

Hubungan antara MPPG dengan APG

Untuk mencapai objentif pertama penyelidik menggunakan analisis korelasi pearson. Hasil dapatan berdasarkan kepada Jadual 4.1 menunjukkan terdapat hubungan yang signifikan yang positif antara MPPG dengan APG.
Daripada Jadual 4.1 di bawah jelas menunjukkan kedua-dua pemboleh ubah mempunyai korelasi atau hubungan antara satu sama lain. Nilai koefisient pearson 0.645 menunjukkan MPPG menyumbang 36 peratus daripada hubungan dengan APG.

Jadual 4.1 *Korelasi antara pemboleh ubah MPPG dengan APG*

Pemboleh ubah		Model Pembangunan Profesional (MPP) (N = 1180)	Amalan Pengaran Guru (APG) (N = 1180)
Model Pembangunan Profesional (MPP)	Korelasi Pearson	1	0.645**
Amalan Pengaran Guru (APG)	Korelasi Pearson	0.645**	1

*** korelasi pada paras keertian 0.01 (2 ekor)*

Model Persamaan Linear antara Model-model Pembangunan Profesional Guru iaitu Arahan-Kendiri, Pemerhatian-Penaksiran, Pembangunan-Penambahbaikan, Latihan dan Inkuiri dengan Pengajaran Guru

Analisis Regresi Berganda digunakan untuk menjawab persoalan kedua . Ujian ini dibuat dengan pengajaran guru dimasukkan dalam persamaan regresi linear sebagai pemboleh ubah bersandar, dan model pembangunan profesional sekolah iaitu, arahan-kendiri, pemerhatian-penilaian, pembangunan-penambahbaikan, latihan dan inkuiri sebagai pemboleh ubah tak bersandar. Berdasarkan jadual 4.2 jelas menunjukkan terdapat hanya dua model yang benar-benar memberi kesan kepada pengajaran guru iaitu model latihan dan inkuiri. Nilai R^2 yang diubahsuai ialah 0.461 menunjukkan sumbangan keseluruhan pemboleh ubah tak bersandar iaitu model pembangunan profesional sekolah terhadap pengajaran guru ialah 47.3 peratus. Hanya dua model pembangunan profesional sekolah yang memberikan sumbangan kepada pengajaran guru iaitu model latihan dan arahan-kendiri. Model latihan sebagai faktor utama (β=0.554, p=0.001) yang menyumbang sebanyak 46 peratus. Arahan-kendiri sebagai faktor

kedua (β=0.167, p=0.001) yang menyumbang 4.71 peratus. Dapatan ini juga menunjukkan Hipotesis (xii) ditolak.

Jadual 4.2 Analisis Regresi Berganda Model-model Pembangunan Profesional Guru dengan Pengajaran Guru. (N=1180)

Pemboleh ubah Tak Bersandar	B	Beta (β)	Nilai-t	p	R^2	ΔR^2
Latihan	0.564	0.554	11.378	0.001**	0.461[a]	0.460
Arahan Kendiri	0.164	0.167	3.425	0.001**	0.473[b]	0.0471
Konstan	1.046		7.633	0.001*		

Kesimpulan dan cadangan

Objektif kajian ini ialah untuk melihat hubungan antara pemboleh ubah MPPG (IV) dengan APG (DV). Didapati melalui ujian korelasi Pearson pemboleh ubah bersandar (DV) mempunyai hubungan yang positif dengan pemboleh ubah tidak bersandar (IV).

Objektif kedua kajian pula ialah mengenal pasti model-model pembangunan profesional guru yang boleh menjadi faktor peramal kepada pengajaran guru. Hasil analisis regresi berganda langkah demi langkah menunjukkan dua daripada lima model pembangunan profesional guru boleh menjadi faktor peramal kepada pengajaran guru dengan sumbangan keseluruhan sebanyak 47.3 peratus.

Berasaskan kepada dapatan di atas jelas menunjukkan kedua-dua pemboleh ubah mempunyai hubungan yang positif. Untuk itu pihak pembuat dasar seperti Kementerian Pendidikan Malaysia (KPM), pelaksana dasar seperti Bahagian Pendidikan Guru (BPG) dan Institut Pendidikan Guru Malaysia (IPGM) perlu menilai kembali akan pelaksanaan pembangunan profesional guru di sekolah-sekolah.

Cadangan untuk kajian akan datang ialah melihat secara mendalam *(in-depth)* akan pelaksanaan pembangunan profesional guru di sekolah agar matlamat pelaburan yang besar untuk pendidikan guru-guru tercapai. Peningkatan dalam amalan pengajaran guru di bilik darjah akan merangsang keupayaan pelajar di bilik darjah. Ini seterusnya akan meningkatkan penglibatan pelajar dalam bilik darjah dan meningkatkan prestasi pencapaian akademik, sosial dan emosi pelajar.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

TAHAP PERANCANGAN BAHAN SUMBER, KEMUDAHAN DAN PERALATAN PENGAJARAN DALAM KALANGAN GURU PENDIDIKAN JASMANI

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Abstrak: *Tujuan kajian ini untuk melihat tahap perancangan bahan sumber, kemudahan dan peralatan pengajaran di kalangan guru Pendidikan Jasmani dalam pelaksanaan kurikulum Pendidikan Jasmani yang berkaitan dengan Kecergasan Fizikal. Kajian ini menggunakan kaedah tinjauan yang melibatkan 50 orang guru opsyen Pendidikan Jasmani sahaja. Lokasi kajian adalah di salah sebuah daerah di negeri Selangor. Statistik deskriptif seperti Min dan Sisihan Piawai digunakan dalam analisis data kajian. Dapatan kajian menunjukkan bahawa guru Pendidikan Jasmani yang menyediakan maklumat tentang bahan pengajaran daripada internet (M=3.14;SP=1.01), keratan akhbar (M=2.93;SP+0.98), majalah(M=2.57;SP=1.03), artikel atau jurnal(M=2.16;1.07), buku rujukan Pendidikan Jasmani atau Sains Sukan(M=3.52;SP=0,87), fail panitia Pendidikan Jasmani(M=2.83;SP=1.13), dan buku teks Pendidikan Jasmani Tingkatan 4 (M=3.85;SP=0.75) hanya pada tahap sederhana. Disamping itu, guru Pendidikan Jasmani lebih banyak menyediakan maklumat tentang penggunaan kemudahan seperti gelanggang permainan dan padang (M=3.92;SP=0.99) berbanding dengan peralatan (M=2.89;SP=1.14) seperti VCD senaman aerobik, High-Fi, tali, palang mendagu, bangku, dumbell, barbell dan tilam tangkas. Secara keseluruhannya dapatan kajian ini menunjukkan bahawa guru Pendidikan Jasmani telah membuat perancangan yang baik dari aspek bahan sumber, kemudahan dan peralatan pengajaran dalam pelaksanaan kurikulum Pendidikan Jasmani di sekolah menengah khususnya berkaitan dengan Kecergasan Fizikal. Sebagai guru Pendidikan Jasmani perlu membuat perancangan dalam aspek bahan sumber, kemudahan dan peralatan yang berkaitan dengan bidang pengajaran supaya hasil pembelajaran yang dirancang dapat dicapai. Sehubungan dengan itu pihak sekolah hendaklah memberikan kerjasama dalam menyediakan bahan sumber, kemudahan dan peralatan pengajaran yang secukupnya kepada guru dalam pelaksanaan kurikulum Pendidikan Jasmani di sekolah menengah.*

Keywords: *Pelaksanaan, Bahan sumber, Kemudahan dan Peralatan, Pengajaran, Pendidikan Jasmani*

Pengenalan

Perancangan merupakan aspek penting sebelum melaksana proses pengajaran Pendidikan Jasmani. Sebagai seorang guru Pendidikan Jasmani perlu membuat perancangan yang baik bagi memastikan proses pelaksanaan pengajaran berjalan dengan berkesan. Terdapat pelbagai aspek

yang perlu dirancang oleh guru Pendidikan Jasmani. Antaranya ialah bahan sumber, kemudahan dan peralatan pengajaran. Berkaitan dengan bahan sumber, guru Pendidikan Jasmani boleh memperolehi bahan sumber daripada Internet, keratan akhbar, majalah, artikel/jurnal, buku rujukan PJ dan Sains Sukan, fail panitia PJ, dan buku teks PJ. Manakala bagi kemudahan, guru Pendidikan Jasmani perlu merancang tentang gelanggang dan padang permainan. Gelanggang tersebut termasuk gelanggang bola tampar, badminton, bola baling dan lain-lain lagi. Gelanggang ini penting bagi menjalankan aktiviti kecergasan fizikal dan juga aktiviti-aktiviti penilaian kecergasan fizikal. Bagi peralatan pula adalah seperti VCD senaman aerobic, high – Fi, tali, palang mendagu, bangku, dumble, dan tilam tangkas. Peralatan tersebut boleh digunakan dalam proses pengajaran Pendidikan Jasmani yang berkaitan dengan aktiviti kecergasan fizikal.

Walaubagaimanapun adakah guru Pendidikan Jasmani telah mebuat perancangan pada tahap yang memuaskan sebelum melaksana proses pengajaran Pendidikan Jasmani yang berkaitan dengan kecergasan fizikal. Berdasarkan kepada pemantauan Jemaah Nazir 2009, Selain dari pemantauan terhadap aspek penilaian, pihak Nazir telah menjalankan pemerhatian ke atas guru. Kesemua guru yang diperhatikan telah menyediakan Rancangan Pengajaran Tahunan (RPT) dan Rancangan Pengajaran Harian (RPH).

Pada tahun 2009 juga, Jemaah Nazir dan Jaminan Kualiti membuat pemantauan ke sebuah sekolah menengah. Kaedah pemantauan ini juga turut menggunakan instrumen analisis dokumen, pemerhatian, dan temubual bagi mendapatkan maklumat kajian. Hasil daripada pemantauan itu didapati prestasi pengajaran dan pembelajaran guru adalah lemah. Semua kelas Pendidikan Jasmani yang diperhatikan dijalankan di padang dan gelanggang permainan seperti gelanggang bola tampar.

Jemaah Nazir dan Jaminan Kualiti juga telah membuat pemantauan di sebuah sekolah menengah pada tahun 2008. Kaedah pemantauan adalah menggunakan analisis dokumen, pemerhatian dan temubual. Bentuk latihan dan penggunaan alatan adalah kurang berkesan. Teknik ansur maju dan latih tubi kemahiran yang disampaikan kurang menarik. Guru Pendidikan Jasmani juga tidak mewujudkan buku latihan bertulis untuk pelajar-pelajar yang mengikuti kelas Pendidikan Jasmani. Manakala setor peralatan untuk Pendidikan Jasmani dan sukan pula didapati kurang memuaskan. Masalah tersebut timbul mungkin kurangnya perancangan daripada guru Pendidikan Jasmani. Jika betul, sejauhmana guru Pendidikan Jasmani telah membuat perancangan tersebut. Sehubungan dengan itu, penyelidik telah menjalankan satu kajian di sekolah-sekolah menengah di salah sebuah daerah di negeri Selangor. Penyelidik ingin melihat adakah masalah yang sama seperti di atas wujud di dalam daerah ini.

Metodologi

Reka bentuk kajian

Kajian ini menggunakan reka bentuk deskriptif kerana ia bertujuan untuk meneliti sejauh mana tahap perancangan bahan, sumber, kemduahan dan peralatan pengajaran dalam kalangan guru pendidikan jasmani. Reka bentuk deskriptif dijalankan bertujuan untuk memberi penerangan yang sistematik mengenai fakta dan ciri-ciri sesuatu populasi atau bidang yang diminati secara fakta dan tepat (Sidek, 2002).

Sampel kajian

Berdasarkan kepada bahagian Perancangan dasar dan penyelidikan Pendidikan (2008), terdapat seramai 54 orang guru opsyen Pendidikan Jasmani yang dikenal pasti mengajar di Sekolah Menengah Kebangsaan (50 orang), Sekolah Menengah Teknik (2 orang), dan Sekolah Berasrama Penuh Integrasi (2 orang).

Penyelidik telah pergi ke semua sekolah menengah di daerah tersebut dan berjumpa dengan kesemua 54 orang guru Pendidikan Jasmani yang mengajar Pendidikan Jasmani Tingkatan 4. Daripada 54 orang, seramai 52 orang sanggup untuk memberikan kerjasama dan bersetuju untuk menjadi subjek kajian. Dengan itu sebanyak 52 instrumen kajian telah diagihkan untuk tujuan mengumpul data dan sebanyak 50 orang responden yang telah melengkapkan instrumen tersebut dengan sepenuhnya dan dua orang tidak melengkapkan instrumen dan ianya ditolak dari dijadikan sampel kajian. Melalui jumlah instrumen itu, maka penyelidik telah berjaya mendapatkan 93% responden sebagai sampel kajian. Peratusan sampel tersebut amat memadai untuk mewakili populasi kajian dalam daerah tersebut. Menurut Gay, (1981) bilangan sampel minimum yang diperlukan bagi kajian deskriptif adalah sekurang-kurangnya 10% daripada jumlah populasi kajian.

Berdasarkan kepada prosedur pengambilan sampel di atas, juga dapat dinyatakan bahawa dalam kajian ini, penyelidik telah menggunakan kaedah persampelan selesa (*convenience sampling*) untuk memilih sampel kajian. Kaedah persampelan selesa dipilih kerana ia senang diuruskan dan ditadbirkan serta memenuhi kaedah persampelan untuk penyelidikan (Aziz, Shahrin, Jamaludin, Yusof, & Abdul Rahim, 2007). Kaedah ini juga digunakan ke atas responden yang sanggup memberikan kerjasama, responden yang telah kenalpasti oleh penyelidik, dan responden yang boleh dicerap. Secara umumnya sampel selesa ini adalah sebagai populasi yang homogeneous iaitu sampel yang terdiri daripada semua opsyen Pendidikan Jasmani yang mengajar mata pelajaran Pendidikan Jasmani Tingkatan 4.

Dapatan Kajian

Hasil daripada maklumat yang dikumpul melalui instrument soal selidik, berikut adalah dapatan tentang tahap perancangan tentang bahan, sumber, kemudahan dan perlatan dalam kalangan guru pendidikan jasmani tingkatan 4. Jadual 1 menunjukkan min, sisihan piawai, dan tahap pelaksanaan penyediaan maklumat sumber dan bahan pengajaran guru Pendidikan Jasmani.

Jadual 1 Min, Sisihan Piawai, dan Tahap Pelaksanaan Guru Pendidikan Jasmani tentang Elemen Sumber dan Bahan Pengajaran (N=50)

Elemen Pelaksanaan Sumber dan Bahan Pengajaran	*M*	*SP*	**Tahap**
i.Internet	3.14	1.01	Sederhana
ii.Keratan Akhbar	2.93	.98	Sederhana
iii.Majalah	2.57	1.03	Sederhana
iv.Artikel/Jurnal	2.16	1.07	Sederhana
v.Buku rujukan Pend. Jasmani/Sains Sukan	3.52	.87	Sederhana
vi.Fail Panitia Pendidikan Jasmani	2.83	1.13	Sederhana
vii.Buku Teks Pendidikan Jasmani Tingkatan 4	3.35	.75	Sederhana

M- Min; SP- Sisihan Piawai;

Berdasarkan kepada Jadual 1, didapati tahap pelaksanaan penyediaan maklumat guru Pendidikan Jasmani ke atas elemen internet (M=3.14;SP=1.01), keratan akhbar (M=2.93;SP=.98), majalah (M=2.57;SP=1.03), artikel atau jurnal (M=2.16;SP=1.07), buku rujukan Pendidikan Jasmani atau Sains Sukan (M=3.52;SP=.87), fail panitia Pendidikan Jasmani (M=2.83;SP=1.13), dan buku teks Pendidikan Jasmani Tingkatan 4 (M=3.35;SP=.75) adalah sederhana. Dapatan kajian ini menunjukkan bahawa guru Pendidikan Jasmani yang menyediakan maklumat sumber dan bahan pengajaran daripada internet, keratan akhbar, majalah, artikel atau jurnal, buku rujukan Pendidikan Jasmani atau Sains Sukan, fail panitia Pendidikan Jasmani, dan buku teks Pendidikan Jasmani Tingkatan 4 hanya pada tahap sederhana.

Jadual 2 pula, menunjukkan min, sisihan piawai, dan tahap pelaksanaan penyediaan maklumat kemudahan dan peralatan pengajaran guru Pendidikan Jasmani.

Jadual 2. Min, Sisihan Piawai, dan Tahap Pelaksanaan Guru Pendidikan Jasmanim tentang Elemen Kemudahan dan Peralatan

Elemen Pelaksanaan Kemudahan dan Peralatan	*M*	*SP*	Tahap
Kemudahan (padang & gelanggan permainan)	**3.92**	**.99**	**Tinggi**
Peralatan	2.89	1.14	Sederhana

M- Min; SP- Sisihan Piawai;

Berdasarkan kepada Jadual 2, didapati tahap pelaksanaan penyediaan maklumat guru Pendidikan Jasmani ke atas elemen kemudahan adalah tinggi (M=3.92;SP=.99). Manakala tahap pelaksanaan penyediaan maklumat guru Pendidikan Jasmani ke atas elemen peralatan adalah sederhana (M=2.89;SP=1.14) Dapatan ini menunjukkan bahawa guru Pendidikan Jasmani lebih banyak menyediakan maklumat tentang penggunaan kemudahan seperti gelanggang permainan dan padang berbanding dengan peralatan seperti VCD senaman aerobik, *High-Fi*, tali, palang mendagu, bangku, *dumbell*, *barbell* dan tilam tangkas.

Perbincangan

Melalui dapatan analisis dokumen (senarai semak), secara keseluruhan pelaksanaan sumber dan bahan pengajaran berada pada tahap sederhana (M=3.20;SP=.77). Dalam melaksana kurikulum Pendidikan Jasmani, semua maklumat tentang elemen sumber dan bahan pengajaran yang disediakan oleh guru Pendidikan Jasmani adalah pada tahap sederhana. Elemen tersebut ialah internet, keratan akhbar, majalah, artikel/jurnal, buku rujukan Pendidikan Jasmani/Sains Sukan, fail panitia Pendidikan Jasmani, dan buku teks Pendidikan Jasmani Tingkatan 4. Menyediakan bahan pengajaran untuk pengajaran dan pembelajaran perlu dipertimbangkan sebagai satu aspek yang penting (Rio Sumarni, 2007). Oleh itu, sepatutnya sebagai seorang guru Pendidikan Jasmani perlu menyediakan maklumat tentang sumber dan bahan pengajaran dengan baik. Menurut Olivia (2005), sumber dan bahan pengajaran merupakan komponen penting yang perlu disertakan di dalam rancangan pengajaran. Bahan pengajaran ini boleh digunakan untuk meransang pembelajaran, mengekalkan minat, menambah kepelbagaian dalam pelajaran, dan menggambarkan hubungkait antara subjek (Siti Aishah, 2007).

Seterusnya, melalui dapatan analisis dokumen (senarai semak) secara keseluruhan pelaksanaan kemudahan dan peralatan berada pada tahap sederhana (M=3.12;SP=1.1). Dalam melaksana kurikulum Pendidikan Jasmani yang berkaitan dengan aspek kecergasan fizikal guru

Pendidikan Jasmani lebih banyak memberi tumpuan kepada penyediaan maklumat berkaitan dengan kemudahan berbanding dengan peralatan seperti VCD senamrobik (untuk aktiviti daya tahan kardiovaskular), *Hi-fi* (untuk aktiviti daya tahan kardiovaskular), tali (untuk aktiviti kekuatan otot), palang mendagu (untuk aktiviti kekuatan otot dan daya tahan otot), bangku (untuk aktiviti daya tahan kardiovaskular dan daya tahan otot), *dumbell* (untuk aktiviti kekuatan otot), *barbell* (untuk aktiviti kekuatan otot), dan tilam tangkas (untuk aktiviti daya tahan otot dan kekuatan otot). Dapatan kajian ini secara tidak langsung menunjukkan guru Pendidikan Jasmani kurang mengambil berat tentang penyediaan peralatan pengajaran dan pembelajaran Pendidikan Jasmani. Sepatutnya sikap tersebut perlu diubah kerana penyediaan peralatan yang lengkap akan dapat membantu guru mempelbagaikan kaedah pengajaran dan pembelajaran (Shahril @ Chairil, 1997). Tambahan pula dalam pelaksanaan proses pengajaran dan pembelajaran Pendidikan Jasmani yang berkaitan dengan kecergasan amat memerlukan peralatan bagi memudahkan pelajar melaksanakan pelbagai aktiviti kecergasan. Terdapat pelbagai jenis peralatan yang boleh digunakan untuk melaksana aktiviti kecergasan. Menurut Bucher & Krotte (2002), peralatan tersebut ialah *treadmill*, *dumbells*, *gymballs*, *chairs*, *desks*, *mats*, dan *rowing machine*. Manakala Shamsuddin, Shahrizal & Mohd Sofian (2002) pula menyarankan peralatan seperti basikal *ergometer*, tape senamaerobik, VCD, *hi-fi*, *bench press*, *dumbells*, *barbell* dan lain-lain.

Kesimpulan

Secara keseluruhannya tahap perancangan sumber dan bahan, penggunaan kemudahan dan peralatan pengajaran, hanya dirancang pada tahap sederhana. Walaubagaimanapun demikian, didapati guru-guru Pendidikan Jasmani di daerah ini masih tetap membuat perancangan tentang bahan, sumber,kemudahan dan peralatan yang berkaitan dengan proses pengajaran dan pembelajaran Pendidikan Jasmani khususnya tentang kecergasan fizikal. Ini menunjukkan bahawa guru-guru pendidikan jasmani juga masih mempunyai komitmen dalam membuat perancangan tentang bahan dan sumber serta kemudahan dan peralatan pengajaran walaupun terdapat beberapa isu dan masalah dalam melaksana kurikulum pendidikan jasmani di sekolah menengah. Misalnya isu kekurangan kemudahan dan peralatan, kekurangan guru opsyen Pendidikan Jasmani, disiplin pelajar, dan lain-lain lagi.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

ADAB DAN AMALAN MURID ALIRAN TAHFIZ DI SEKOLAH AGAMA KERAJAAN

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Abstrak: *Salah satu bentuk pembelajaran yang semakin mendapat tempat di negara ini ialah pembelajaran tahfiz. Pembelajaran tahfiz negara ini yang ditawarkan di sekolah agama kerajaan turut meliputi aliran akademik. Oleh itu, murid yang mengikuti pembelajaran tahfiz ini perlu memiliki komitmen yang tinggi bagi memastikan mereka mampu mengikuti pembelajaran dengan baik. Kajian yang dijalankan ini menggunakan pendekatan kualitatif bagi meneroka adab dan amalan yang dilaksanakan oleh murid aliran tahfiz tersebut. Temu bual mendalam dijalankan terhadap dua belas orang murid tahfiz yang telah mengikuti aliran ini sekurang-kurangnya tiga tahun. Dapatan menunjukkan bahawa antara adab yang dilaksanakan oleh subjek kajian ialah menjaga niat, menjaga adab dengan guru, adab dengan ibubapa, adab dengan rakan serta memuliakan al-Quran. Manakala daripada aspek amalan pula, subjek kajian dilihat berusaha untuk membiasakan diri dengan amalan sunat seperti solat sunat, bangun untuk solat malam, puasa sunat, berdoa solat sunat, membaca surah tertentu, berdamping dengan penghafaz al-Quran serta berusaha menghindari maksiat. Dapatan ini menunjukkan bahawa murid yang megikuti aliran tahfiz perlu memastikan pelaksanaan beberapa adab dan amalan penting khusus bagi memudahkan pembelajaran tahfiz yang diikuti. Kajian ini dapat mengemukakan cadangan kepada pihak sekolah tahfiz, guru, ibubapa dan murid tahfiz sendiri untuk memberi fokus kepada aspek adab dan amalan ibadah yang perlu dilaksanakan.*

Kata kunci: *adab, amalan ibadah, pembelajaran tahfiz, murid tahfiz*

Pendahuluan

Pendidikan tahfiz ialah slah satu bahagian daripada pendidikan al-Quran yang merangkumi pendidikan bacaan atau qiraat, berlagu (tarannum) dan tafsir (Mohd Yusuf, 2005). Pendidikan tahfiz di Malaysia secara formal bermula pada tahun 1966 iaitu penubuhan Maahad al-Qiran Wal Qiraat yang pada mulanya beroperasi di Masjid Negara. Setelah itu, pada tahun 1997 Maahad ini dinaiktaraf lalu dikenali sebagai Darul Quran yang menawarkan Diploma Tahfiz wal Qiraat di bawah pengurusan Jabatan Kemajuan Islam Malaysia (JAKIM). Kampus tetapnya sekarang di Kompleks Daul Quran, Ampang Pecah, Kuala Kubu Baharu (Azmil & Ab Halim, 2012). Oleh itu, pembelajaran tahfiz bukan satu corak pembelajaran yang asing dewasa ini. Mutakhir ini banyak sekolah kerajaan mahupun swasta didirikan dengan menawarkan

pendidikan aliran tahfiz. Ramai dalam kalangan ibubapa yang cenderung menghantar anak mereka ke sekolah aliran tahfiz bagi memastikan anak tersebut memperolehi peluang untuk menghafaz al-Quran. Lebih-lebih lagi banyak sekolah yang menawarkan aliran tahfiz bersama-sama dengan aliran akademik. Pembelajaran yang ditawarkan dengan dua aliran tersebut menjadikan ia agak berat dan sukar. Pembelajaran berkenaan menuntut murid untuk memberi komitmen yang tinggi dalam pembelajaran mereka. Begitu juga aspek adab dan amalan ibadah yang perlu dilakukan bagi menyokong pembelajaran tahfiz yang dilalui.

Adab dan Amalan Murid Tahfz

Al-Quran ialah kitab mulia yang diturunkan kepada Rasulullah s.a.w. sebagai panduan kepada jalan yang lurus (Surah Al-Isra' ayat 9). Kedudukan al-Quran yang mulia dan tinggi menuntut umat Islam untuk memberi penghormatan dan pengagungan terhadapnya. Oleh itu, interaksi individu dengan al-Quran sama ada ketika membaca atau menghafaznya perlulah disertai dengan adab tertentu. Adab ketika berinteraksi dengan al-Quran ialah memastikan niat membaca dan menghafaz al-Quran kerana Allah s.w.t., memegang al-Quran dalam keadaan berwuduk, membaca dan menghafaz di tempat yang bersih, membaca secara tartil iaitu tidak tergopoh gapah serta berusaha untuk menghayati apa yang dibaca dan dihafaz (Abd Hafiz, Ajmain, Ismail, Azhar & Idris, 2003).

Secara lebih khusus, antara adab dan amalan dalam pembelajaran tahfiz menurut Azmil, Misnan, Ab. Halim & Mohd Aderi (2014) meliputi sebelum menghafaz dan semasa proses menghafaz. Sebelum proses menghafaz, murid digalakkan untuk mengikhlaskan niat iaitu tidak mengharapkan sanjungan daripada orang ramai sebaliknya semata-mata kerana Allah, membaca doa sebelum menghafaz, memuliakan al-Quran serta memperbanyakkan amalan ketaatan. Seterusnya dalam proses menghafaz antara adab yang disarankan ialah menjaga adab dengan guru, memperbanyakkan solat sunat, bergaul dengan individu yang juga penghafaz al-Quran, membaca ayat yang dihafaz dalam solat serta memilih masa yang sesuai untuk menghafaz ayat al-Quran. Dalam kajian yang dijalankan terhadap 212 pelajar yang mengikuti Diploma Tahfiz al-Quran Darul Quran ternyata pelajar berkenaan mengamalkan beberapa adab dan amalan tertentu ketika mengikuti pembelajaran tahfiz. Antara adab yang paling banyak diberi perhatian ialah menghormati guru, bergaul dnegan golongan huffaz, membaca doa hafazan, menjaga solat berjemaah, sentiasa berwuduk, memperbanyakkan amalan sunat dan mengikhlaskan niat (Azmil *et al.*,2014).

Sementara itu, Mohd Solleh (2013) turut memberi fokus kepada adab seorang penghafaz al-Quran iaitu antaranya ialah menjaga akhlak dengan guru dan ibubapa. Dalam pembelajaran tahfiz, pelajar sangat digalakkan agar menjaga hubungan dengan ibubapa dan guru kerana kedua-duanya berperanan besar dalam membantu proses hafazan pelajar. Sokongan ibubapa dan guru dalam bentuk doa, bimbingan dan teguran sehingga pelajar boleh bertahan dalam pembelajaran menyebabkan mereka perlu menjaga akhlak dengan keduanya.

Huraian di atas secara jelas memperlihatkan bahawa adab dan amalan dalam pembelajaran tahfiz adalah sesuatu yang signikan bagi murid tahfzi. Tanpa adab dan amalan tersebut, murid tahfiz mungkin berhadapan dengan masalah dan cabaran berat dalam pembelajaran. Adab dan amalan berkenaan penting dalam menyokong dan sekaligus pemangkin kepada kejayaan murid dalam pembelajaran tahfiz.

Pernyataan Masalah

Pembelajaran tahfiz bukan satu pembelajaran yang mudah lebih-lebih lagi apabila ia ditawarkan bersekali dengan pendidikan aliran akademik. Justeru itu, adalah penting untuk murid mengamalkan amalan atau ibadah tertentu bagi menyokong proses hafazan mereka. Dalam kajian yang dijalankan oleh Azmil *et.al* (2014), pembelajaran tahfiz mempunyai hubungan yang signifikan dengan adab pembelajaran tahfiz. Ini menunjukkan bahawa murid yang mengikuti pembelajaran tahfiz perlu mengaplikasi adab yang sesuai bagi memastikan kualiti hafazan mereka.

Berdasarkan huraian, ternyata kajian ini penting dijalankan bagi meneliti adab dan amalan yang dilaksanakan oleh murid tahfiz di sekolah agama kerajaan bagi membantu dan menyokong pembelajaran hafiz mereka.

Objektif Kajian

Kajian ini dijalankan bagi meneliti dua perkara penting iaitu adab dan amalan yang dilaksanakan oleh murid tahfiz di sekolah agama kerajaan di Malaysia.

Metodologi Kajian

Kajian ini menggunakan pendekatan kualitatif. Pendekatan kualitatif dipilih kerana kajian ini bertujuan untuk meneliti pengalaman murid tahfiz dalam mengamalkan adab serta amalan tertentu dalam pembelajaran mereka (Noraini, 2010). Teknik persampelan yang digunakan ialah persampelan bertujuan iaitu ditentukan ciri subjek kajian yang dipilih. Teknik ini dapat memastikan pemilihan subjek kajian ialah mereka yang dapat membantu menjawab persoalan kajian serta memberikan pandangan serta pengalaman yang jelas tentang fenomena yang dikaji (Puvenesvary, Radziah, Sivabala, Mastura, Noor Fadhilah & Noor Haslina, 2011). Murid tahfiz yang dipilih terdiri daripada murid yang mengikuti pembelajaran tahfiz sekurang-kurangnya tiga tahun bagi memastikan mereka telah faham tentang adab dan amalan yang perlu dilaksanakan serta mampu pula berkongsi ilmu dan pengalaman yang dilalui. Murid tahfiz yang terlibat juga dipilih daripada kalangan yang bersekolah di sekolah agama kerajaan iaitu sekolah yang mendapat bantuan kewangan daripada pihak kerajaan. Dua belas orang murid yang terpilih sebagai subjek kajian adalah daripada tiga buah sekolah agama kerajaan yang berbeza tetapi menawarkan kedua-dua aliran akademik dan tahfiz. Temu bual mendalam merupakan kaedah pengumpulan data. Temu bual yang dijalankan dirakam dan ditranskripsikan untuk tujuan analisis data. Data temu bual dianalisis menggunakan kaedah tematik iaitu tema dikenalpasti berdasarkan persoalan kajian yang telah ditentukan (Othman, 2009).

Perbincangan Dapatan

Berdasarkan dapatan temu bual yang dijalankan terhadap subjek kajian yang terdiri daripada 12 orang murid tahfiz, terdapat beberapa adab dan amalan yang diamalkan oleh mereka dalam pembelajaran. Dalam konteks adab yang diamalkan, subjek kajian berkongsi bahawa mereka berusaha untuk menjaga niat dalam pembelajaran. menjaga adab dengan guru, adab dengan ibubapa, adab dengan rakan serta memelihara adab dengan al-Quran.

Usaha subjek kajian menjaga keikhlasan niat dalam pembelajaran dapat dilihat dengan apa yang dinyatakan oleh Murid C iaitu "nak hafal Quran kena lahir dari hati yang ikhlas sebab kalau hati tak ikhlas sampai bila-bila pun tak jadi". Ini disokong oleh Murid G yang mengakui tanpa ikhlas, murid mudah tertekan dnegan pembelajaran tahfiz. Beliau menjelaskan:

> Bagi Fisha apa yang perlu ada tu, macam keikhlasan la. Keikhlasan kesungguhan. Kalau tak kerana Allah, dia akan rasa stress giler…
> (TB Murid G)

Begitu juga yang dikongsikan oleh Murid I dan dan L menyatakan perkara yang sama tentang antara adab dalam pembelajaran tahfiz ialah niat yang ikhlas untuk menjadi penghafaz. Murid I secara ringkas menyatakan, "Niat yang penting.". Seterusnya Murid L mengemukakan bahawa:

> Pertama sekali dia kena ada niat dalam diri dia yang aku ni nak jadi seorang hafiz. Jadi seorang hafiz yang mana dapat memberi syafaat kepada keluarga
> (TB Murid L)

Adab yang selanjutnya yang disebut oleh subjek kajian ialah daripada segi menghormati dan menjaga adab dengan guru tahfiz khasnya yang banyak memberi dorongan kepada mereka dalam pembelajaran. Murid C mengemukakan pandangan beliau:

> Pertama sekali tu kita kena didik diri kita jadi seorang yang lebih baik. Adab tu yang paling utama. Adab dengan guru-guru… tanpa akhlak , Al-Quran kita takkan terjaga. (TB Murid C)

Murid E menyatakan pendapat beliau bahawa antara cara menjaga adab dengan guru ialah dengan mendengar cakap guru serta sering mendapatkan pandangan guru apabila berdepan dengan masalah khususnya berkaitan dengan hafazan.

> Pertama dengar cakap guru, guru ibubapa kita yang kedua, sebarang masalah memang murid akan bertanya dan merujuk kepada guru.
> (TB murid E)

Ini disokong oleh Murid J yang secara ringkas memaklumkan bahawa, "kena beradab dengan guru." Sementara itu, Murid I menjelaskan bahawa:

> Antara yang penting jugak bagi saya ialah adab dengan guru. Bersahabat dengan guru, berkawan sebab kemungkinan dengan bersahabat tu kita dapat ilmu-ilmu yang tambahan.

Selain daripada menjaga adab dengan guru, subjek kajian didapati turut mengutamakan adab dengan ibubapa bagi membantu proses pembelajaran tahfiz mereka. Antaranya Murid C menjelaskan secara pendek dan ringkas iaitu "Hormat orang tua penting, bila kita tak ada hormat, kat situ le kurang dia.." Murid J turut menyatakan dengan pendek bahawa selain daripada menjaga adab dengan guru, dengan ibubapa juga penting seperti katanya, "kena beradab dengan guru…dengan parents." Sementara itu, Murid L menrangkan bahawa antara

cara beliau menjaga adab dan menghormati ibubapa ialah memohon doa daripada ibubapa agar mudah proses pembelajaran yang diikuti di sekolah.

> Dan jugak saya selalu kalau sebelum mak ayah nak tinggalkan saya kat sekolah, saya salam kat dia, saya cakap kat dia tolong doakan supaya saya mudah untuk menghafal al-Quran supaya ingat al-Quran dan juga untuk akademik jugak
> (TB Murid L)

Selanjutnya, terdapat adab lain yang disebut oleh subjek kajian iaitu menjaga adab dengan rakan tetapi hanya seorang subjek kajian yang menyatakannya sebagai antara adab dalam pembelajaran tahfiz. Murid C menerangkan:

> Kita mintak maaf dulu dengan kawan-kawan, dengan ibu bapa… Kita tak tahu yang kita terbuat, kita mintak maaf jugak.

Murid C berkongsi bahawa antara adab dengan rakan ialah meminta maaf kerana dalam proses berkawan tentu ada yang mungkin menyinggung perasaan maka ia akan membantu memudahkan proses pembelajaran tahfiz. Akhir sekali yang turut dikongsi oleh subjek kajian ialah adab memuliakan al-Quran serta berbangga dengan usaha mneghafaz al-Quran namun ia hanya disebut secara jelas oleh seorang subjek kajian yang ditemui. Beliau menyatakan:

> Siapa lagi nak hafal al-Quran. Kalau bukan kita generasi sekarang ni, siapa lagi nak hafal al-Quran. Siapa nak jaga ayat Allah tu. Kita sebagai penghafaz ni, kita angkat ilmu Allah. Kita jaga sampai kita mati nanti.

Apa yang dikemukakan oleh subjek kajian tentang adab dalam pembelajaran tahfiz meliputi memelihara niat agar ikhlas mengikuti pembelajaran tahfiz, menjaga akhlak dengan ibubapa dan guru kesemuanya merujuk kepada adab ketika berinteraksi dengan al-Quran. Ini sebagaimana dinyatakan oleh Abd Hafiz *et. al* (2003) dan Azmil *et. al* (2014) bahawa aspek memastikan niat yang betul untuk menghafaz al-Quran adalah salah satu adab penting yang perlu diberi perhatian. Selain itu aspek menjaga adab dengan guru dan ibubapa telah disentuh oleh Mohd Solleh (2013). Guru bukan sahaja mengajar cara menghafaz al-Quran tetapi juga membimbing agar murid menghayati dan menterjemahkan al-Quran dalam kehidupan seharian. Selain itu, ibubapa berperanan besar memperkenalkan al-Quran sejak usia kecil anak-anak serta memberi kasih sayang serta sokongan yang dapat memudahkan proses pembelajaran tahfiz yang dilalui oleh anak-anak.

Seterusnya dapatan temu bual menunjukkan terdapat beberapa amalan yang diperlukan dalam pembelajaran tahfiz berdasarkan apa yang dikemukakan oleh subjek kajian. Antara amalan atau ibadah penting yang sangat ditekankan oleh subjek kajian ialah solat sunat. Sebahagian besar subjek kajian menyatakan bahawa mereka terbiasa dengan solat sunat seperti solat sunat dhuha, solat hajat, solat sunat tahajud dan solat sunat sebelum dan selepas solat fardu. Murid A menjelaskan:

> Yang saya praktikkan kalau waktu subuh saya buat tahajud sekali dengan kadang kalau ada waktu free waktu rehat tu ke saya buat solat dhuha sekali
> (TB Murid A)

Begitu juga yang dijelaskan oleh Murid B yang melaksanakan solat sunat taubat sebelum memulakan hafazan selepas solat Maghrib, "… selepas solat maghrib kiterang pukul 8 tu kena prep hafazan kan sebelum tu buat solat taubat dulu". Tidak ketinggalan murid G, H, I dan K yang berusaha melakukan solat sunat dhuha.

> Kalau kat sini solat dhuha tu sabtu ahad la
>
> (TB Murid G)

> Pastu kalau pagi-pagi tu lepas kelas tu kalau sempat buat solat dhuha.
>
> (TB Murid H)

> Biasanya saya wajibkan diri solat dhuha tiap-tiap hari
>
> (TB Murid I)

> Ya, ada. Solat sunat dhuha. 9.30 tu kiteorang solat sunat dhuha dulu.
>
> (TB Murid K)

Selain daripada solat sunat taubat dan solat sunat dhuha, solat sunat sebelum dan selepas solat turut diamalkan oleh Murid H dan I seperti katanya:

> saya amalkan solat sunat la. Ba'diah dengan qabliah. Memang kena buat la.
>
> (TB Murid H)

> Lepas tu solat sunat selepas solat maghrib
>
> (TB Murid I)

Di samping solat sunat, amalan lain yang banyak diutarakan oleh subjek kajian ialah bangun malam atau qiyamullail. Bangun malam ialah satu amalan yang dilaksanakan oleh pihak sekolah bagi membiasakan murid untuk bangun awal sebelum masuk waktu subuh dan menunaikan solat sunat seperti tahajud dan hajat. Walaupun begitu, terdapat sesetengah subjek kajian yang mengakui bahawa agak sukar untuk bangun malam untuk melakukan solat sunat. Murid C menjelaskan bahawa:

> bangun la qiam, walaupun susah nak bangun kadang-kadang bangun lambat, kadang-kadang bangun awal. Kita cuba nak bangun awal. Niat tu penting. Kita solat taubat, solat kita mohon kat Allah, solat hajat. Mohon mudahkan untuk hafal kita. Untuk kehidupan kita, kuatkan iman kita
>
> (TB Murid C)

Jelasnya bangun malam dengan melaksanakan solat sunat bukan perkara yang mudah tetapi perlu diusahakan bagi memohon kemudahan dalam pembelajaran serta dalam kehidupan yang dijalani. Murid E turut meluahkan bahawa "saya kadang-kadang bangun malam untuk menghafaz dan qiyamullail". Begitu juga yang diakui oleh Murid F yang beliau "juga melakukan qiyamullail". Seterusnya Murid H menyatakan perkara yang sama, "qiyamullail tu memang kena la, at least dua rakaat". Selanjutnya Murid K berkongsi pengalaman beliau bangun malam:

> 5.30 pagi kite orang akan ada di surau, jadi masa tu la ambik masa untuk dekatkan diri pada Allah sekejap, qiamulail

Akhir sekali, Murid L menjelaskan bahawa beliau berusaha untuk bangun malam sekali seminggu, "Biasa saya buat seminggu sekali qiyam..".

Amalan lain selain daripada solat sunat dan qiyamullail, puasa sunat juga antara amalan yang banyak diperkatakan oleh subjek kajian. Puasa sunat adalah antara amalan yang digalakkan oleh guru dan pihak sekolah tahfiz. Murid B ketika ditanya tantang amalan yang biasa dilaksanakan beliau dengan segera menyatakan tentang puasa sunat,

> Kalau saya, satu, saya puasa, puasa sunat.

Murid D turut berkongsi hal yang sama dengan katanya, "Memang saya puasa sunat le. Bila contoh macam hari Isnin puasa sunat, hari Khamis pun puasa sunat". Selanjutnya, Murid E dan F kedua-duanya menekankan bahawa puasa sunat sememangnya ditentukan oleh pihak sekolah agar murid terbiasa dengan amalan sunat tersebut.

> Amalan lain saya lakukan adalah puasa, di sini, diwajibkan puasa Isnin dan Khamis.
>
> (TB Murid E)

> Selain itu saya berpuasa, di sekolah ini ditetapkan untuk berpuasa hari Isnin, Selasa dan Khamis.
>
> (TB Murid F)

Subjek kajian turut menjelaskan bahawa mereka juga dibiasakan dengan amalan membaca surah dan wirid tertentu semasa proses pembelajaran mereka. Sebagai contoh Murid A berkongsi bahawa di sekolah beliau kebiasaannya murid dikehendaki membaca Mathurat, "lepas subuh pelajar kena baca Mathurat". Murid B menyatakan bahawa beliau biasa membaca surah Al-Insyirah dan Al-A`la bagi membantu memudahkan hafazan. Beliau menyatakan:

> Pastu macam kalau saya sebelum saya hafal quran saya akan baca surah al-Insyirah tu dengan..dengan permudahkan dengan ni surah al-A'la. Surah tu ada la pasal membaca al-Quran. Pastu bila saya baca, boleh la tenang sikit hati.

Dua orang lagi subjek kajian turut mengamalkan pembacaan surah tetapi mereka berdua menjelaskan bahawa mereka lazimnya mengamalkan bacaan surah Al-Waqi`ah hampir setiap hari. Murid G dan Murid J menyatakan:

> Setiap malam baca surah Waqiah
>
> (TB Murid G)

> Saya selalu baca surah al-Waqi`ah.
>
> (TB Murid J)

Selanjutnya, subjek kajian turut berkongsi bahawa amalan berdoa juga antara amalan yang biasa dilakukan oleh mereka. Bagi mereka, pembelajaran tahfiz sifatnya agak mencabar

menyebabkan mereka terbiasa berdoa bagi memohon bantuan daripada Allah s.w.t. Ini dinyatakan secara langsung oleh Murid D, "Minta bantuan daripada Allah". Murid F pula menerangkan bahawa:

> Solat 5 waktu, sentiasa berdoa kepada Allah, setiap kali berdoa meningkatkan semangat saya.
>
> (TB Murid F)

Murid L turut melakukan perkara yang sama iaitu berdoa untuk memudahkan pembelajaran hafazan dan akademik beliau dengan katanya,

> Kita berdoa memang lah kerana saya, doa pada Allah supaya dapat *straight* A, saya dapat kekalkan 30 juzuk.

Amalan lain yang turut dilaksanakan oleh subjek kajian ialah berdamping dengan penghafaz al-Quran. Amalan ini sangat membantu memastikan motivasi subjek kajian agar tetap dan tidak tergugat dengan cabaran dalam pembelajaran tahfiz. Murid D berkongsi apa yang beliau lakukan:

> Saya just follow yang minat baca quran. Saya tengok je dia, saya pergi duduk dekat dia. Saya nak dapat feel macam mana kan.
>
> (TB Murid D)

Murid E pula selesa berdamping dengan kawan yang cemerlang dalam pembelajaran hafazan mereka untuk mendapatkan motivasi dalam menghafaz.

> Melihat kawan-kawan yang cepat menghafal dan mengingat membantu saya mempercepatkan juga hafazan. Kawan sebagai motivasi dan meningkatkan semangat saya.
>
> (TB Murid E)

Akhir sekali, Murid L sebagaimana Murid E turut mengambil insiatif berdamping dengan rakan yang juga menghafaz al-Quran bagi membantu beliau istiqamah dengan pembelajaran tahfiz.

> Dan jugak saya selalu berkawan dengan orang yang rapat dengan al-Quran. Itu aspek utama iaitu berkawan dengan orang yang selalu mendampingi al-Quran
>
> (TB Murid L)

Akhir sekali, amalan yang juga disebut oleh subjek kajian namun hanya seorang sahaja yang mneyatakannya ialah tentang menghindari perkara maksiat atau dosa. Ia hanya dinyatakan oleh Murid K:

> Pelajar tahfiz perkara yang perlu ada pada dia ialah sikap iaitu perasaan selalu takut pada Allah. Jadi mungkin untuk dia melakukan benda-benda yang melanggar peraturan Allah tu tidak mustahil dia melanggar tu. Kadang-kadang menghafaz hanya sekadar di mulut..
>
> (TM Murid K)

Berdasarkan huraian tentang amalan yang dilaksanakan oleh subjek kajian jelas memperlihatkan bahawa ia adalah salah satu aspek penting dalam pembelajaran tahfiz. Antara amalan yang sangat dititiberatkan ialah amalan berbentuk sunat seperti solat sunat, puasa sunat, amalan bangun malam, amalan membaca surah tertentu dan berdoa. Sementara itu amalan berdamping dengan penghafaz al-Quran serta menghindari perbuatan maksiat tidak begitu diberi perhatian oleh subjek kajian. Apa yang dikemukakan oleh subjek kajian itu sebagaimana yang disarankan oleh Azmil *et. al* (2014) menerusi kajian yang pernah dijalankan iaitu responden kajian beliau mengamalkan solat sunat, berdamping dengan penghafaz al-Quran dan membaca doa bagi memudahkan hafazan. Sementara itu, amalan agar menghindari maksiat dan memperbanyakkan amalan kebaikan berbentuk fardu atau wajib kurang ditekankan sedangkan ia sangat digalakkan oleh Imam al-Syafie. Mohd Solleh (2013) menghuraikan bahawa Imam Syafie mampu menyerap banyak ilmu yang dipelajari kerana sikapnya yang mnejaga kejernihan hati. Kejernihan hanti diperolehi dengan menjauhi darioada berbuat perkara dosa dan membiasakan diri dengan perkara kebaikan.

Kesimpulan

Adab dan amalan dalam pembelajaran tahfiz antara aspek penting yang tidak wajar dipinggirkan. Adab merujuk kepada perkara yang perlu dipelihara seperti menjaga niat agar sentiasa ikhlas dalam mengikuti pembelajaran tahfiz, menjaga adab dengan ibubapa, guru dan rakan serta menjaga adab dengan al-Quran iaitu menyanjungi al-Quran serta aktiviti menghafaz al-Quran. Namun begitu, tidak semua adab berkenaan dipraktikkan dalam pembelajaran tahfiz secara sempurna. Sebagai contoh, adab dengan rakan dan memuliakan al-Quran tidak dilaksanakan oleh kebanyakan murid tahfiz. Seterusnya dalam aspek amalan atau ibadah yang diusulkan dalam pembelajaran tahfiz, terdapat beberapa amalan yang sangat diberi penekanan. Antaranya ialah solat sunat, puasa sunat, bangun malam, membaca doa dan membaca surah tertentu. Tetapi, amalan yang berbentuk wajib sebenarnya iaitu menghindari perbuatan maksiat tidak disebut secara menyeluruh oleh murid tahfiz. Kajian ini dapat memberi cadangan kepada pihak sekolah atau institusi tahfiz bagi menekankan adab dan amalan yang masih kurang diberi fokus dalam pembelajaran tahfiz di sekolah seperti memuliakan al-Quran, berbangga menjadi penghafaz al-Quran serta menghindari perkara maksiat dan dosa. Kajian ini turut memberi cadangan kepada pihak berkenaan agar memberi latihan atau program yang bersesuaian kepada murid dan guru tahfiz agar tidak mengabaikan aspek adab dan amalan dalam pembelajaran tahfiz. Ini adalah kerana ia sangat membantu proses murid menghafaz serta membantu memastikan murid mampu mengharungi cabaran pembelajaran tahfiz.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

KEPERLUAN INOVASI PENGAJARAN & PEMBELAJARAN DALAM SILIBUS KOR-SISPA

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Abstrak: *Pembentukan sahsiah individu adalah suatu matlamat yang utama di peringkat pengajian di universiti. Di samping subjek akademik yang bersifat teori dan sarat maklumat, subjek kokurikulum juga diterapkan untuk membantu pembangunan sahsiah graduan. Meskipun begitu, subjek kokurikulum juga memerlukan penambahbaikan yang berterusan. Aktiviti pengajaran dan pembelajaran (P&P) yang menarik perlu diwujudkan semasa proses kokurikulum berlangsung. Aktiviti P&P yang sesuai dengan subjek yang dipersembahkan dapat memberikan kesan yang lebih baik. Penggunaan media adalah salah satu cara untuk memperkayakan proses P&P. Makalah ini membincangkan penggunaan media, iaitu filem sebagai satu kaedah pengajaran Kor-sispa. Adakah kaedah ini sesuai digunakan berdasarkan latar belakang objektif, silibus dan penggunaan filem dalam bidang P&P merentasi pelbagai disiplin. Penulisan ini merungkaikan beberapa isu seperti kemahiran insaniah sebagai objektif kokurikulum universiti, peranan unit korsispa dan penyelidikan lepas mengenai penggunaan media filem dalam P&P. Akhirnya, makalah ini mencadangkan agar satu kajian lapangan dilakukan untuk menilai, mengukur dan merumuskan penerimaan media filem sebagai satu inovasi P&P dalam unit Kor-sispa.*

Kata Kunci: *Sahsiah, graduan, filem, Kor-sispa, P&P*

Pendahuluan

Pembentukan sakhsiah individu merupakan proses yang berterusan. Pendidikan formal sewajarnya tidak terbatas kepada kemampuan akademik semata-mata. Institusi pendidikan tinggi perlu menekankan pembentukan sakhsiah yang bersepadu dan memenuhi keperluan sesebuah masyarakat.

Dasar pendidikan negara menekankan betapa pentingnya sesebuah institusi pendidikan melahirkan individu yang bukan sahaja berpendidikan, malah berkemahiran. Aspek akademik yang bersifat teoritis tidak cukup untuk membentuk seseorang individu menjadi berkemahiran. Oleh itu, latihan secara praktikal perlu diterapkan ke dalam program pengajian dalam bentuk persatuan, kelab, pasukan pakaian seragam dan sumpamanya. Tujuannya ialah untuk memberi

peluang kepada siswa siswi memilih kemahiran yang sesuai dengan minat peribadi dan kecenderungannya.

Kemahiran Insaniah

Kemahiran Insaniah (*softskills*) merupakan salah satu elemen penting dalam penghasilan seseorang graduan pengajian tinggi. Kemahiran insaniah mula diberi perhatian dalam institusi pengajian tinggi Malaysia sekitar tahun 2000. Walaupun pada hakikatnya, kemahiran ini telah diterapkan secara tidak langsung dalam sistem pendidikan Negara. Namun oleh kerana isu graduan yang tidak mendapat peluang pekerjaan dikaitkan dengan tiada kemahiran insaniah, maka kementerian pengajian tinggi telah mengambil inisiatif memperkenalkan kemahiran insaniah sebagai salah satu kompenan penting dalam program pengajian peringkat ijazah.

Kemahiran insaniah merupakan kemahiran yang telah diamalkan dalam kehidupan seharian namun kadang kala bagi sesetengah orang, kemahiran tersebut diamalkan tanpa disedari dalam aktiviti kehidupan (Fadhilah Mat Assain & Hasmadi Mat Safar 2011). Zulkifli Mansor (2008) menyatakan bahawa kemahiran insaniah dianggap kemahiran yang sangat diperlukan dalam bidang industri dan program-program latihan amat dititikberatkan oleh pihak majikan. Laporan Kementerian Pengajian Tinggi IPT (2006) menyatakan bahawa Modul Pembangunan Kemahiran Insaniah adalah untuk IPT di Malaysia, di mana kemahiran insaniah merupakan kemahiran generik walaupun tidak terdapat satu senarai kemahiran yang khusus mengenai kemahiran insaniah.

Pendidikan di peringkat IPT merupakan satu tahap pendidikan yang menekankan kepada penguasaan kepada aspek kebolehan yang lebih tinggi serta lebih menyeluruh. Menurut Kementerian Pendidikan terdapat tujuh teras kemahiran insaniah yang telah digariskan iaitu, Kemahiran Kepimpinan, Pemikiran Kritis dan Kemahiran Menyelesaikan Masalah, Pembelajaran Berterusan dan Pengurusan Maklumat, Kemahiran Komunikasi, Kemahiran Kerja Berpasukan, Kemahiran Keusahawanan dan Etika dan Moral Professional.

Berdasarkan kepada teras kemahiran insaniah yang digariskan oleh Kementerian Pengajian Tinggi dan silibus kor-sispa, pihak pengkaji merumuskan hanya lima sahaja teras kemahiran yang paling relevan dengan silibus kor sispa seperti yang dilakukan oleh pengkaji sebelum ini. Lima teras kemahiran tersebut ialah (Ahmad Shazrin Mohamed Azmi et al., 2015):

1. Kemahiran Kepimpinan
2. Kemahiran Komunikasi
3. Pemikiran Kritis dan Kemahiran Menyelesaikan Masalah
4. Etika dan Moral Professional
5. Kemahiran Kerja Berpasukan

Berdasarkan teras kemahiran yang berkait langsung dengan silibus Kor-Sispa, perbincangan secara terperinci perlu dilakukan untuk membina kerangka konsep yang mencangkupi setiap teras ini.

Kor-Sispa

Angkatan Pertahanan Awam Malaysia (APM) dulunya dikenali sebagai JPAM merupakan sebuah organisasi yang penting di Malaysia. Fungsi utama APM ialah untuk memastikan keselamatan dan kesejahteraan masyarakat berpandukan seksyen 3(2) c Akta pertahanan awam 1951 (Akta 221). Manaka seksyen 3(2)a Akta 221 pula dikhususkan kepada aspek persiapan dan kelengkapan latihan. Skop peranan JPAM pula dirujuk kepada seksyen 8(1) Akta 221, iaitu melakukan kerja bantuan dan perlindungan nyawa, orang atau harta benda. Oleh itu, kandungan silibus latihan yang disediakan berpaksikan kepada aspek-aspek tersebut.

Oleh yang sedemikian, setiap teras kemahiran ini wajar diserapkan ke dalam silibus yang disediakan untuk memastikan objektif penddikan dapat dicapai. Terdapat lima (5) tahap yang disediakan kepada pelajar untuk kemahiran di dalam/luar medan, iaitu (Sispa UTHM, 2017):

i. Siswa Siswi Pertahanan Awam I (SISPA I) memberi pendedahan awal berkaitan Jabatan Pertahanan Awam Malaysia (JPAM) dan *International Civil Defence Organization* (ICDO), kenegaraan, pengenalan pertolongan cemas, anatomi, asas sokongan hayat, tanda-tanda dan rawatan, teknik ekstrikasi mengeluarkan mangsa, arahan keselamatan dan latihan kawad kaki.
ii. Siswa Siswi Pertahanan Awam II (SISPA II) adalah lanjutan daripada SISPA I yang mana ia memberi penekanan terhadap perlembagaan Malaysia, teknik menyelamat, *ascending* dan *descending*, melawan kebakaran, arahan keselamatan, etika dan moral serta latihan kawad kaki.
iii. Siswa Siswi Pertahanan Awam III (SISPA III) merupakan kursus lanjutan SISPA II yang memberi penekananan terhadap *ascending* dan *descending* lanjutan I, melawan kebakaran dalam keadaan kawad basah dan kering, arahan keselamatan lanjutan, dan latihan luar serta kawad kaki.
iv. Siswa Siswi Pertahanan Awam IV (SISPA) merupakan kursus pengenalan kepada *standard operating procedure* (SOP) dan khidmat kemasyarakatan 999 pertahanan awam. Di samping itu, pelajar akan didedahkan dengan kemahiran kepimpinan dalam organisasi, etika dan moral serta kemahiran berkomunikasi.
v. Siswa Siswi Pertahanan Awam V (SISPA V) merupakan kursus SISPA lanjutan yang memberi penekanan terhadap pertolongan cemas lanjutan, teknik menyelamat lanjutan, melawan kebakaran lanjutan, *ascending* dan *descending* lanjutan II, dan khidmat kemasyarakatan serta pengucapan awam berkaitan perlembagaan Malaysia.

Teras Kemahiran dalam Kor-Sispa

Seperti yang dinyatakan di atas, kelima-lima teras ini dibincangkan secara terperinci untuk membina konstruk-konstruk dalam soal selidik yang dibangunkan untuk tujuan kajian ini. Dalam kajian ini, modul pengajaran Kor-Sispa UiTM dijadikan sumber rujukan kajian. Secara umumnya, asas-asas yang terdapat dalam silibus ini tidak jauh berbeza dengan UA yang lain. Setiap UA dinaungi oleh APM utuk memastikan silibus yang disediakan sesuai untuk dibekalkan kepada kadet dan pegawai Sispa.

Di bawah ini dijelaskan secara umum kandungan silibus yang melibatkan kemahiran insaniah.

1. Kemahiran Kepimpinan

Kepimpinan meliputi kemahiran mengenalpasti masalah, menyelesaikan masalah, refleksi dari masalah yang dihadapi, konfrontasi, mentafsir, memberi maklumat, menghurai, mengamalkan dan mengawal tingkah laku, kemahiran mendengar, memberi perhatian, memberi penjelasan, membuat rumusan dan hubungan manusia. Selain itu, melalui kokurikulum, para pelajar diajar menjadi pemimpin yang mampu berkomunikasi dengan baik, membuat keputusan, menyelesaikan masalah, bekerja dalam kumpulan, mematuhi peraturan dan etika serta menyemai nilai-nilai positif seperti berdisiplin (Shamsaadal, S.S, 2004; Mohamad Ismail, M.Y, 2004).

Kemahiran kepimpinan (KP) melibatkan keupayaan untuk mengamalkan ciri-ciri kepimpinan dalam pelbagai aktiviti. Keterangan tahap KP adalah seperti berikut:

Jadual 1

Tahap	**Keterangan**
KP 1	Pengetahuan tentang teori asas kepimpinan
KP 2	Kebolehan untuk memimpin projek
KP 3	Kebolehan untuk memahami dan mengambil peranan bersilih ganti antara ketua pasukan dan anggota pasukan

Dikutip daripada Huzili et al. (2008)

2. Kemahiran Komunikasi

Komunikasi bermaksud memindahkan atau menyampaikan mesej daripada satu pihak kepada pihak lain (Abdullah Hassan dan Ainon Mohd, 2009). Hakikatnya, Kelemahan graduan yang paling ketara ialah kelemahan dalam penguasaan kemahiran komunikasi (Briggs dan Hodgsm dalam Ahmad Esa et al., 2005). Kemahiran komunikasi ini penting kepada graduan kerana ia merupakan di antara keperluan kemahiran yang diperlukan oleh pihak majikan (Zaiton Mohd Hassan, 2003).

Kemahiran berkomunikasi melibatkan komunikasi berkesan dalam bahasa Melayu dan bahasa Inggeris dalam konteks yang berlainan dengan peserta komunikasi yang berlainan. Keterangan tiga tahap kemahiran berkomunikasi (KKO) adalah seperti berikut:

Jadual 2

Tahap	Kemahiran
KKO1	Kebolehan menyampaikan idea dengan jelas, berkesan dan dengan penuh keyakinan, secara lisan dan bertulis.
KKO2	Kebolehan mengamalkan kemahiran mendengar yang aktif dan memberi maklum balas.
KKO3	Kebolehan membuat pembentangan secara jelas, penuh keyakinan dan bersesuaian dengan tahap pendengar.

Dikutip daripada Huzili et al. (2008)

3. Pemikiran Kritis dan Kemahiran Menyelesaikan Masalah

Pemikiran kritis ialah kemahiran mentafsir dan menilai sesuatu perkara yang diperhatikan dan maklumat yang diterima serta hujahan yang diperoleh dalam sesuatu komunikasi (Fisher dan Scriven,1997). Ramai pakar pemikiran kritikal cenderung mendefinisikan pemikiran kritikal di

perlukan bagi menyelesaikan sesuatu masalah dalam akademik dan juga dalam kehidupan. (Rodiah Idris et al. 2009).

Kemahiran menyelesaikan masalah melibatkan kebolehan berfikir secara kritis, kreatif, inovatif, analitis, serta kebolehan mengaplikasikan pemahaman dan pengetahuan kepada masalah baru dan berlainan. Keterangan tiga kemahiran PKPM adalah seperti berikut:

Jadual 3

Tahap	Kemahiran
PKPM1	Kebolehan mengenal pasti dan menganalisis masalah dalam situasi kompleks dan kabur, serta membuat penilaian yang berjustifikasi
PKPM2	Kebolehan mengembang dan membaiki kemahiranberfikir seperti menjelaskan, menganalisis dan menilai perbincangan
PKPM3	Kebolehan mencari idea dan mencari penyelesaian alternatif

Dikutip daripada Huzili et al. (2008)

4. *Etika dan Moral Professional*

Manakala moral professional pula merujuk kepada Etika dan Moral Profesional (EMO) melibatkan kebolehan untuk mengamalkan standard moral yang tinggi dalam amalan profesional dan interaksi sosial. Berikut adalah keterangan bagi dua tahap EMO adalah seperti berikut:

Jadual 4

Tahap	Keterangan
EMO 1	Kebolehan memahami kesan ekonomi, alam sekitar dan sosiobudaya dalam amalan profesional.
EMO 2	Kebolehan menganalisis dan membuat keputusan dalam penyelesaian masalah berkaitan etika.

Dikutip daripada Huzili et al. (2008)

5. Kemahiran Kerja Berpasukan

Kerja berpasukan atau *spirit de corp* merupakan sato konsep yang digunakan dalam kemahiran kerja berpasukan (KKB). Ia melibatkan kebolehan untuk bekerjasama dengan orang lain daripada pelbagai latar belakang sosiobudaya untuk mencapai matlamat yang sama. Keterangan tiga tahap kemahiran KKB adalah seperti berikut:

Jadual 5

Tahap	Kemahiran
KKB1	Kebolehan membina hubungan baik, berinteraksi dan bekerja secara efektif bersama untuk mencapai objektif yang sama.
KKB2	Kebolehan memahami dan mengambil peranan bersilih ganti antara ketua kumpulan dan ahli kumpulan.
TS 3	Kebolehan mengenali dan menghormati sikap, kelakuan, dan kepercayaan orang lain.

Dikutip daripada Huzili et al. (2008)

Modul Pengajaran Kor-Sispa

Berdasarkan pemerhatian, amalan pengajaran yang diamalkan untuk latihan ini terbatas kepada syarahan dan latihan luar kuliah. Permasalahan yang timbul ialah apabila kedua-dua kaedah ini

tidak memberi kelainan kepada pelatih yang mula berjinak-jinak dengan kor-sispa. Akibat daripada itu, tidak ramai yang berminat untuk meneruskan penglibatan dalam kor-sispa hingga ke pangkat pengawai.

Hal ini sudah tentu merugikan kerana kemahiran yang diperolehi semasa mengikuti silibus tahap satu, dua dan tiga tidak disempurnakan sehingga ke pangkat pegawai. Walhal, dengan pangkat tersebut seorang graduan telah boleh menyumbang kepada masyarakat secara sistematik dan berterusan.
Oleh yang sedemikian, satu inisiatif perlu diambil untuk meningkatkan motivasi dan minat pelatih kor-sispa agar meneruskan penglibatan mereka dalam kesukarelawan. Penggunaan media khususnya filem sebagai medium pengajaran wajar diketengahkan. Berdasarkan kajian-kajian lepas pengkaji telah menguji keberkesanan media filem dalam pengajaran dan pembelajaran. Menurut Mohamad Amin Embi (2010), filem atau video boleh menjadi satu alat pendidikan dan motivasi yang amat berpengaruh.

Penggunaan Filem dalam P&P

Terdapat beberapa kajian yang menyentuh penggunaan media filem dalam pengajaran bahasa. Antaranya ialah kajian Yuksel, D., & Tanriverdi, B. (2009) terhadap pemerolehan kosa kata bahasa Inggeris; Pitriana, D., & Syahrudin, J. (2013) terhadap peningkatan minat belajar bahasa Inggeris; 이도경 (2003) terhadap sebutan bahasa Inggeris dalam kalangan pelajar cina; Latifi, M., Mobalegh, A., & Mohammadi, E. (2011) terhadap keberkesanan paparan sari kata untuk pemerolehan bahasa; Wardhani, A. S., & Pusparini, R. (2013) terhadap kegunaan filem cerita rakyat untuk menggalakan pelajar bertutur dalam bahasa yang dipelajari; Kim, D. B. C. (2009) dan Chitra, J. U., & Thiagarajan, A. P. (2010) menggunakan media filem untuk menguji kemahiran membina ayat dan menulis.

Kajian dalam pendidikan budaya juga dilakukan oleh para pengkaji seperti Seo, E. M. (2008) yang menggunakan filem “The Great Catsby” untuk mengajar budaya Inggeris kepada pelajar Korea. Manakala Kim, K. (2006) pula menggunakan filem “Legally Blonde” kepada pelajar Hong Kong untuk menguji pengetahuan budaya yang dipaparkan dalam filem tersebut.

Dalam bidang kesihatan pula, terdapat kajian yang menggunakan filem sebagai media pengajaran. Dalam bidang kaunselor, Koch, G., & Dollarhide, C. T. (2000) menguji kefahaman konsep kaunselor berdasarkan filem “*Good Will Hunting*.” Manakala Kalra, G. (2011) mencadangkan agar kelab filem ditubuhkan untuk pelatih dalam bidang psikitari sebagai kaedah baru dalam P&P. Badura, A. S. (2002), seorang pakar psikologi pendidikan sendiri menjalankan kajian keberkesanan media filem kepada tahap pembelajaran psikologi tidak normal (*abnormal psychology*). Wilson et al. (2010) menjalankan kajian terhadap kegunaan filem terhadap latihan kesihatan (*health training*) dan mencadangkan elemen-elemen filem yang perlu dipilih dan sesuai. Blasco, P. G., & Moreto, G. (2012) juga melakukan kajian terhadap pelajar bagi memberi kefahaman terhadap pendidikan perubatan.

Kesimpulan

Berdasarkan perbincangan ini, pihak pengkaji melihat wujudnya keperluan untuk melakukan inovasi dalam penyampaian silibus korsispa di pelbagai peringkat. Hal ini wajar dipertimbangkan dengan memilih video atau filem yang sesuai untuk ditayangkan kepada

pelatih korsispa semasa mereka mengikuti kokurikulum ini. Oleh itu, dengan kemudahan teknologi maklumat dan adanya sumber terbuka (*open source*) yang diperolehi secara percuma, maka usaha untuk menilai bahan-bahan ini perlu dilakukan. Di samping itu satu kajian mengenai sikap dan keberkesanan media ini juga perlu dijalankan untuk mengenalpasti kebaikan dan kelemahan yang terdapat dalam perlaksanaan aktiviti ini.

Hasil kajian lepas dalam pelbagai bidang juga perlu diteliti untuk mengambilkira kaedah penyelidikan yang digunakan serta dapatan yang diperolehi. Kajian ini bukan kesudahan yang boleh memberi kata putus terhadap fungsi media dalam pengajaran. Ia boleh dikategorikan sebagai kajian berterusan yang bertujuan untuk menyokong dapatan terdahulu dan mencari penemuan baru sesuai dengan kes yang diteliti untuk tujuan penambaikan dan inovasi.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

HIBAH DALAM PERANCANGAN HARTA DAN TAKAFUL

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Abstrak: *Perancangan harta Islam dan mengurus risiko adalah aspek yang mesti dilaksanakan oleh masyarakat Islam. Umat Islam digalakkan untuk mengumpul harta seterusnya melindungi harta dan mengagihkan harta. Takaful ialah langkah untuk melindungi harta dan merupakan kaedah pengurusan risiko. Hibah ialah satu instrumen yang boleh diaplikasikan untuk perancangan harta Islam. Justeru itu, hibah takaful merupakan satu konsep di mana seseorang menyediakan manfaat takaful untuk diberikan kepada penama yang dikehendaki sekiranya berlaku musibah. Tujuan kajian ini untuk membincangkan bagaimana hibah boleh membantu seseorang dalam membuat perancagan harta. Selain itu, kajian ini juga memberi penjelasan kedudukan penama hibah dalam takaful. Kajian ini memilih sebuah syarikat dari industri takaful yang menggunakan konsep hibah takaful. Penulis menggunakan kaedah kualitatif iaitu kajian perpustakaan dan kajian lapangan. Hasil kajian ini, penulis mendapati bahawa hibah takaful dapat membantu masyarakat khususnya yang beragama Islaam. Konsep ini bertujuan membantu seseorang menyediakan satu dana dan melindungi kewangan setelah ditimpa musibah serta sebagai langkah perancangan pengurusan harta.*

Kata Kunci*: hibah, takaful, perancangan harta Islam*

Pengenalan

Masyarakat Islam harus mengambil berat mengenai pelaksanaan perancangan harta Islam. Malaysia mengalami masalah pembekuan harta yang semakin meningkat saban tahun. Terdapat pelabagai faktor di mana harta tidak dapat diuruskan dengan baik. Kefahaman dan kesedaran dari masyarat jugak merupakan faktor utama harta tidak diuruskan dan mengambil tempoh masa yang panjang. Permasalahan harta beku ini memberi impak bukan sahaja kepada waris malah turut memberi kesan negatif kepada ekonomi. Islam memberi galakan kepada umatnya untuk mengumpul harta supaya waris yang ditinggal tidak meminta-meminta. Oleh itu, konsep perlindungan harta sebagai langkah mengurus risiko dan perlu dilaksanakan bagi mengelakkan sebarang permasalahan yang berlaku. Mengagihkan harta kepada orang yang dikehendaki tanpa menerima paksaan dari mana-mana pihak adalah langkah supaya tidak berlaku permalasahan harta yang terbiar dan menjadi beku apabila tidak diuruskan.

Apabila seseorang meninggal dunia, semua asset yang ditinggalkan sama ada harta alih atau harta tidak alih akan dibekukan. Harta ini termasuklah jumlah simpanan di bank-bank,

Kumpulan Wang Simpanan Pekerja (KWSP), tabung haji dan lain-lain. Harta-harta yang ditinggalkan oleh pemilik harta mestilah diuruskan mengikut kaedah faraid. Waris-waris yang layak akan menerima bahagian masing-masing seperti yang ditetapkan mengikut syarak. Oleh itu, kerjasama dari pewaris-pewaris amatlah penting bagi memastikan urusan pengagihan harta dapat diuruskan.

Hibah merupakan salah satu instrumen perancangan harta dalam Islam. Walau bagaimanapun, konsep hibah tidak mendapat perhatian dari masyarakat Islam kerana kurang kefahaman mengenainya. Di mahkamah kes-kes yang berlaku berkaitan hibah kebiasaannya berkaitan pengesahan hibah, pertikaian takat atau kadar hibah dan penarikan balik hibah. Di Malaysia, undang-undang khusus berkaitan hibah masih belum wujud. Masih ramai masyarakat Islam di Malaysia yang tidak mengetahui hibah secara asas dan bagaimana pengaplikasiannya dalam aspek pengurusan harta.

Industri takaful telah mula menjadikan hibah sebagai salah satu alat dalam aspek pengagihan manfaat atau pampasan takaful. Akan tetapi, terdapat peserta-peserta takaful yang tidak menyedari akan konsep hibah dalam takaful. Tambahan pula, bagi peserta yang telah mencarum takaful semasa industri takaful di peringkat permulaan, kaedah pelantikan wasi telah diguna pakai terlebih dahulu sebagai pihak yang akan menjadi wakil menguruskan manfaat takaful. Oleh itu, manfaat takaful tersebut mesti melalui konsep faraid seperti mana yang harta-harta lain.

Maka, timbul persoalan:

i. Bagaimanakah hibah menjadi mekanisme perancangan harta pusaka dan dapat membantu masalah penyelesaian harta beku?
ii. Bagaimanakah status penama terhadap manfaat pencarum takaful yang menjadikan konsep hibah sebagai pilihan?
iii. Bagaimana aplikasi hibah dilaksanakan dalam produk takaful di Prudential Bsn Takaful?

Tujuan kajian ini dilakukan untuk mengkaji pengaplikasian hibah dalam perancangan dan pengurusan harta. Hibah merupakan instrumen yang paling mudah dan efisien untuk diaplikasikan bagi urusan pengagihan harta. Pemilik harta berhak menghibahkan hartanya kepada orang dikehendaki. Selain itu, pemilik harta dapat membuat perancangan harta semasa hidup dengan memilih konsep hibah. Membuat perancangan sebelum berlaku musibah adalah satu langkah yang dituntut dalam Islam. Hibah takaful memberi peluang kepada peserta untuk melantik penama tanpa paksaan dari pihak lain. Kaedah ini diaplikasikan secara suka rela dan beradasarkan kasih sayang. Kedudukan penama dalam hibah takaful turut dibincangakan dalam kajian ini.

Hibah takaful juga merupakan langkah bagi seseorang menyediakan satu aset dalam manfaat takaful. Penama yang dilantik mempunyai hak ke atas manfaat takaful setelah peserta takaful meninggal dunia. Akan tetapi, sekiranya penama dilantik sebagai wasi, manfaat takaful mesti diuruskan melalui kaedah faraid mengikut kadar yang ditetapkan oleh syarak. Peserta takaful dapat menetapkan kadar yang dikehendaki kepada penama dengan memilih kaedah hibah. Konsep perancangan harta dapat diaplikasikan dengan mencarum ke dalam dana takaful selain daripada mengurus risiko. Syarikat Prudential Bsn Takaful (PruBsn Takaful) turut memberi

sokongan kepada konsep hibah takaful. PruBsn Takaful telah menyediakan satu produk di mana khusus untuk peserta takaful menyediakan manfaat takaful kepada penama.
Hasil kajian ini mendapati bahawa konsep hibah sangat bersesuaian untuk diaplikasikan di Malaysia khususnya yang beragama Islam. Pemilik harta boleh merancangan untuk mengagihkan hartanya yang dimilikinya kepada pihak yang dikehendaki semasa hidup. Oleh itu, pemilik harta dapat membuat perancangan dengan teliti dan sempurna. Secara tidak langsung, permasalahan harta beku dan harta yang tidak dituntut dapat diselesaikan. Melalui konsep hibah, pemilik harta mempunyai hak untuk menghibahkan kepada yang bukan waris seperti anak angkat dan ibu bapa yang tidak beragama Islam. Melalui kaedah hibah takaful, peserta menyediakan satu dana kecemasan kepada waris terdekat seperti ibu bapa, isteri dan anak-anak sekiranya peserta takaful meninggal dunia. Pengagihan manfaat takaful ini boleh diuruskan dengan mudah tanpa melalui proses faraid. Akta Kewangan Islam 2013, seksyen 142, Jadual 10 menjadi rujukan kepada pengaplikasian hibah takaful. Hibah takaful menggunakan konsep hibah bersyarat yang mana hampir sama dengan hibah ruqba. Kaedah ini dapat membantu menyelesaikan maslahah yang berlaku kepada masyarakat Islam di Malaysia.

Pengkaji memfokuskan kepada konsep asas hibah menurut syarak dan menjelaskan kebaikan yang akan diperoleh. Kajian ini akan membantu masyarakat Islam untuk mengaplikasikan konsep hibah dan memberi penjelasan bagaimana hibah dapat diaplikasikan melalui kaedah takaful. Pengkaji turut memberi fokus kepada kepentingan dalam menguruskan dan merancang harta pusaka. Selain itu, kajian ini turut memfokuskan kepada industri takaful yang mana dapat memperluaskan lagi konsep hibah melalui penyerahan manfaat takaful kepada waris yang ditinggalkan oleh peserta.

Penulisan kajian ini dibahagikan kepada empat bahagian: Bahagian pertama adalah pengenalan, bahagian kedua ialah sorotan kajian. Seterusnya di bahagian ketiga mengandungi hasil kajian dan bahagian keempat mengandungi rumusan dan cadangan penulis.

Sorotan Kajian

Hibah dalam Perancangan Harta Islam

Terdapat pelbagai kaedah yang boleh diguna untuk membuat perancangan semasa hidup antaranya hibah, wasiat, wakaf, sedekah dan nazar (Rusnadewi Abdul Rashid & Nor Hisyam Ahmad 2013). Menurut Muhamad Husni Hasbulah dan Mohd Zaidi Daud (2015) permasalahan yang berlaku di kalangan umat Islam berkaitan dengan pembahagian harta dapat diselesaikan dengan membuat perancangan harta semasa hidup. Hasil kajian yang dilakukan oleh Dr. Akmal Hidayah (2013) instrumen yang boleh diaplikasikan dalam merancang dan mengurus harta adalah wasiat dan hibah. Pelbagai instrumen yang boleh dilaksanakan bagi memastikan harta yang ditinggal sampai kepada orang tersayang iaitu perlaksanaan hibah, wasiat dan faraid (Zafri Ab Halim 2015). Hasil kajian yang dilakukan oleh Mohd Zaidi, Anitha Rosland & Muhamad Husni (2015) membuktikan bahawa perancangan terhadap harta mestilah dilaksanakan oleh setiap individu bagi memenuhi tuntutan Maqasid Syariah dalam aspek memelihara harta dan harta dapat dinikmati secara berterusan.

Kefahaman hibah mestilah dari segi konsep, pengaplikasian, hukum dan pelaksanaan. Berlaku pertikaian di kalangan masyarakat kita apabila si pemberi hibah meninggal dunia dan ini

mengakibatkan penyelesaian harta pusaka sukar untuk diselesaikan (Alias et al.2014). Kajian yang dilakukan oleh Wan Suraya (2015) kaedah hibah dapat membantu dan menjamin kestabilan ekonomi pada masa panjang serta merupakan instrumen kewangan Islam yang baik. Selain itu, (Nadzirah Mohd Said & Rum al Jaffri Saad, 2016) turut memberi pendapat bahawa peningkatan masalah harta beku di Malaysia semakin meningkat setiap tahun dan konsep hibah merupakan salah satu instrumen atau kaedah yang baik untuk digunakan bagi menyelesaikan masalah ini. Perkara ini memberi kesan yang negatif kepada ekonomi dan sosial agama Islam di Malaysia.

Abdul Muhaimin Mahmod (2009) memberitahu bahawa melabur dan mengembangkan harta digalakkan dalam Islam dan melarang perbuatan membekukan. Oleh itu, pelbagai instrumen yang boleh digunakan dalam membuat perancangan harta antaranya adalah konsep hibah. Nasib ahli keluarga atau waris akan terpelihara sekiranya kaedah hibah dan wasiat diuruskan mengikut kehendak syarak dan bersistematik (Mohd Zamro Muda 2008). Hibah diaplikasi apabila masalah perwarisan tidak dapat diselesaikan melalui faraid dan wasiat (Azman Ismail 2007). Islam menggalakkan umatnya untuk membuat perancangan harta supaya tiada masalah akan timbul yang mengakibatkan harta yang tidak dituntut dan beku (Nor Azlina et.al 2017). Kajian yang dilakukan oleh Mohd Zamro dan Noor Lizza (2015) menjelaskn kelebihan hibah harta yang mana boleh diserahkan kepada sesiapa yang dikehendaki dan tiada had seperti wasiat dimana tidak boleh melebihi kadar 1/3.

Hibah dalam Takaful

Hasil kajian yang dilakukan oleh Ain Najihah (2015) adalah hibah melalui takaful adalah salah satu usaha berkesan dan inisiatif terbaik dalam memastikan sebahagian harta kekayaan individu tersebut. Pengplikasian hibah bersyarat dapat mencapai matlamat asas kepada peserta yang mencarum ke dalam takaful (Mohd Kamil & Jori Tamkin,2017). Majlis Penasihat Syariah (MPS) telah memutuskan bahawa konsep hibah boleh diaplikasi dalam takaful dan peserta takaful mempunyai hak untuk memilih sesiapa sahaja sebagai penama atau pentadbir manfaat takaful seperti dalam Jadual 5, Akta Perkhidatan Kewangan 2013 (Hakimah Yaacob,2015). Selain itu, Ariffin Sabirin (2017) menyatakan bahawa pencarum yang memilih konsep benefisiari sebagai penerima hibah tidak wajib untuk mengagihkan manfaat takaful mengikut konsep faraid tertakluk kepada Akta Perkhidmatan Kewangan 2013, Seksyen 2.

Pencarum takaful mempunyai dua pilihan dalam mengagihkan manfaat takaful dengan cara melatik penama sebagai pemegang amanah atau menyerahkan kepada benefisiari sebagai penerima hibah (Mohd Khairy & Suhaili, 2013). Nasrul Hisyam (2010) dalam kajiannya memberitahu bahawa konsep hibah kebanyakan diaplikasikan pada produk Takaful keluarga yang mana manfaat takaful dapat diagihkan kepada penama. Kesimpulan dari kajian Ahmad Basri & Ahmad Fadhli (2015) ialah terdapat dua bentuk bagi serahan hak milik sijil mutlak iaitu hibah dah kafalah. Pihak yang dilantik sebagai penama mendapat hak mutlak dan harta hibah diserahkan semasa hidup (Md Yazid & Ibnor Azli, 2002). Penama yang dilantik adalah seseorang yang akan menerima manfaat takaful apabila peserta takaful meninggal dunia (Azman, 2009). Hibah merupakan langkah peserta takaful dapat memperuntukan manfaat takaful kepada penama sebagai penerima hibah tanpa perlu melalui proses faraid (Nurdianawati & Nazliatul, 2010). Dalam kajian Abdul Rahim & Ahmad Mohsein membuktikan bahawa hibah dalam manfaatn takaful dibolehkan kerana tujuan takaful untuk memberi pelindungan dan ia adalah hak peserta takaful.

Hasil Kajian

Konsep Hibah dan Takaful

Menurut kamus dewan, hibah bermaksud pemberian hak (harta) secara sukarela kepada orang lain dengan tujuan yang baik. Hibah merupakan satu pemberian dari seseorang kepada pihak lain yang dilakukan semasa hidup. Dari aspek syarak, hibah adalah satu keadaan akad oleh pemilik harta kepada seseorang tanpa mengharapkan balasan semasa hidupnya. Hibah merupakan pemberian daripada hak milik seseorang kepada orang lain secara rela hati tanpa mengharapkan balasan dan atas dasar kasih sayang (Nurul Hazira, 2009). Sesuatu pemberian secara langsung kepada seseorang kepada sesiapa yang dikehendaki tanpa balasan dan semasa hidup (Akmal Hidayah, 2013). Hibah, hadiah dan sedekah mempunyai istilah yang hampir sama akan tetapi terdapat tujuan perbezaan (Alias et.al). Sedekah dan hadiah merupakan hibah, akan tetapi tidak semua hibah adalah sedekah dan hadiah (Mohd Zamro, 2008).

Terdapat empat rukun hibah iaitu pemberi hibah (al-Wahib), penerima hibah (Mauhub lahu), harta yang dihibah dan sighah. Al- Wahib ialah pemilik mutlak ke atas harta yang dimiliki dan layak dalam aspek pemberian. Seseorang yang sempurna akal dan baligh. Tiada had dalam kadar pemberian hibah dan boleh dihibahkan kepada orang bukan Islam, akan tetapi tidak melanggar hukum syarak (Mohd Zamro, 2008). Mauhub lahu merupakan seseorang yang terdiri daripada pihak yang sempurna kelayakannya dalam menerima dan mempunyai keupayaan dalam memiliki harta. Sekiranya penerima hibah seseorang yang tidak sempurna kelayakan seperti kanak-kanak maka hibah boleh diserahkan kepada pemegang amanah bagi pihaknya. Penerima hibah sama ada mukalaf atau bukan mukalaf layak menerima hibah (Mohd Zamro, 2008). Harta yang dihibahkan mestilah halal dan mempunyai nilai serta wujud semasa akad berlaku. Harta itu adalah milik pemberi dan boleh diserah milik. Harta yang dihibahkan tidak boleh disambung dengan harta pemberi hibah seperti pokok-pokok, tanaman dan bangunan yang tidak termasuk tanah (Mohd Zamro, 2008). Harta daripada institusi kewangan dan mempunyai lindungi takaful boleh dihibahkan dan dipersetujui oleh pemegang gadaian (Nurul Hazira, 2009). Sighah bermaksud ijab dan qabul semasa akad serah milik harta. Ijab adalah lafaz pemberian dan qabul adalah lafaz pihak yang menerima. Semasa akad hibah dilaksanakan, pemberi hibah dan penerima hibah mestilah melafazkan sighah bersama dua orang saksi dan berada dalam satu sesi yang sama serta menandatangani dokumen sighah (Nurul Hazira, 2009).

Hibah bersyarat terbahagi kepada hibah ruqba dan umra. Hibah al- ‘umra bermaksud pemberian semasa hidup penerima dan penerima dengan meletakkan syarat harta tersebut dikembalikan sekiranya penerima hibah meninggal dunia. Pemberian ini bersifat sementara di mana bergantung kepada hayat penerima atau pemberi harta. Sekiranya berlaku kematian ke atas pemberi hibah, maka harta tersebut mesti dikembalikan semula kepada waris-waris. Hibah al- ruqba ialah pemberian dengan syarat berlaku kematian kepada salah satu pihak sama ada pemberi atau penerima hibah. Pemilikan berlaku setelah salah satu pihak meninggal dunia. Syarat ini menjelaskan bahawa sekiranya pemberi hibah meninggal dunia terlebih dahulu maka

harta tersebut menjadi milik penerima. Begitu juga sebaliknya apabila berlaku kematian kepada penerima hibah.

Dr. Zamro memberi penjelasan dari sudut pandangan ulama mengenai hibah al- 'umra dan al-ruqba. Majoriti ulama memberi pendapat bahawa hibah umra dan ruqba adalah sah. Akan tetapai syarat-syarat terbatal. Imam Malik dan Abu Hanifah telah mengharuskan hibah umra. Sebahagian ulama Hanbali, Imam Syafie dan al-Zuhri berpendapat hibah 'umra adalah harus. En. Ahmad Tarmizi memberi pandangan bahawa konsep hibah bersyarat sesuai dipraktikal di Malaysia bagi menyelesaikan maslahah yang berlaku dan bertujuan untuk menjaga maqasid Syariah. Bersesuain dengan konsep takaful yang berasaskan kepada taawun dan tabaru'. Selain itu, Dr. Zamro Mudo turut menekankan isu berkaitan dengan penerimaan barang hibah (al-Qabd). Syarat bagi al-qabd adalah harta yang hendak dihibahkan tidak bercampur dengan harta pemberi hibah. Selain itu, penerima hibah mestilah mempunyai keahlian yang sempurna. Sekiranya penerima hibah belum sempurna keahlian penerimaan maka wali boleh menerima hibah bagi pihaknya. Penarikan balik hibah boleh berlaku sebelum perlaksanan al-qabd. Khilaf ulama menyatakan bawah sempurna akad hibah setelah berlaku al-qabd.

Takaful merupakan salah satu medium perancangan kewangan tempoh masa panjang bertujuan melindungi kewangan seseorang yang ditimpa musibah. Mohd Fadzli Yusof (2006) mengurus risiko adalah langkah atau ikhtiar yang dilakukan oleh individu bagi meringankan beban apabila ditimpa musibah. Justeru, ini bukanlah bermaksud menentang takdir atau menolak qada' dan qadar. Takaful adalah langkah pengurusan risiko yang lazim dilaksanakan oleh masyarakat. Konsep tabaru' dalam takaful mendidik masyarakat untuk saling bantu membantu antara satu sama lain sekiranya berlaku musibah ke atas peserta takaful. Peserta takaful juga boleh menyediakan manfaat takaful untuk diberikan kepada orang tersayang sekiranya peserta meninggal dunia. Pencarum boleh membuat pilihan sama ada menggunakan kaedah wasiat atau hibah. Wasi yang dilantik mestilah bertanggungjawab dalam menguruskan harta yang ditinggalkan oleh pemilik harta. Kaedah faraid diaplikasikan untuk mengagihkan harta yang ditinggalkan kepada pewaris-pewaris yang layak. Hibah adalah konsep pemberian dari pemilik harta kepada orang tersayang tanpa mengharapkan balasan dan paksaan dari pihak luar. Peserta takaful yang memilih konsep hibah boleh menghibahkan manfaat atau pampasan yang diterima kepada orang yang dikehendakinya. Oleh itu, matlamat asas takaful untuk seseorang menyediakan dana kecemasan kepada keluarga dapat dicapai.

Hibah dapat membantu sebuah keluarga yang ditimpa musibah meneruskan kelangsungan hidup seperti sedia kala. Kehilangan ketua keluarga memberi impak yang besar kepada ahli keluarga. Isteri terpaksa menggalas tanggungjawab yang ditinggalkan oleh suami. Terdapat banyak kes-kes yang berlaku di Malaysia dimana isteri terpaksa menanggung beban dengan mencari sumber kewangan bagi melunaskan hutang, pembiayaan pendidikan anak-anak dan perbelanjaan isi rumah. Hibah takaful membantu ketua keluarga dengan menyediakan dana dari manfaat takaful dan melantik isteri sebagai penama. Proses hibah tidak mengambil masa yang panjang dan dapat diselesaikan dengan mudah. Rusnadewi & Nor Hisyam (2013) menyenaraikan kebaikan pemberian harta yang dibuat secara hibah seperti pencaraian tidak menjejaskan hak kepada pemberian hibah. Menurut Tuan Haji Rafie, kaedah hibah dapat membantu masyarakat Islam dalam aspek perancangan harta Islam. Hibah takaful ialah satu langkah penyediaan aliran tunai segera untuk sara hidup keluarga sementara harta pusaka dalam proses pengagihan.

En. Ahmad Tarmizi berpendapat bahawa konsep hibah dapat membantu penyelesaian masalah pengagihan secara faraid. Memilih konsep hibah bukanlah bermaksud menentang kaedah faraid yang telah disyariatkan dalam Islam. Akan tetapi sebagai alternatif mengikut corak kehidupan masyarakat. Pengagihan harta melalui faraid tidak dapat diselesaikan dengan segera kerana sikap masyarakat Islam sendiri yang tidak mengambil berat akan kepentingan pengagihan dan pengurusan harta. Timbul isu berlaku ketidak adilan dalam pembahagian faraid kerana kejahilan manusi sendiri yang tidak memahami konsep faraid. Hal ini mengakibatkan, rentetan penyelesaian pengagihan harta semakin rumit.

PruBsn Takaful menyediakan borang khas pelantikan penama untuk manfaat takaful. Bagi membatu masyarakat Islam membuat perancangan harta, satu produk telah dikeluarkan oleh PruBsn Takaful iatu Pru Warisan. Produk ini memfokuskan kepada pampasan hayat di mana jumlah pampasan serendah RM250 000 sehingga RM4 juta. Caruman bulanan bergantung kepada kadar jumlah yang hendak disediakan, faktor umur, tahap risiko pekerjaan. Peserta takaful boleh membuat pilihan sama ada hendak membuat bayaran bagi tempoh 5 tahun, 10 tahun, 20 tahun atau sehingga tempoh matang. Konsep hibah takaful ini bertujuan membantu peserta takaful membuat persediaan sekiranya berlaku musibah seperti kematian. Selain itu, isu perebutan harta turut dapat dielakkan. Hal ini kerana, penama mendapat hak mutlak sepenuhnya. Waris dapat meneruskan kehidupan seperti biasa sementara menunggu urusan akaun yang dibekukan seperti akaun simpanan, unit amanah, simpanan haji, saham, hartanah dan lain-lain dapat diselesaikan. Secara tidak langsung, waris dapat menyelesaikan hutang seperti pinjaman rumah, kereta kad kredit dan pendidikan. Simpanan pendidikan anak-anak turut terbela dan perbelanjaan isi rumah dapat diteruskan seperti biasa.

Bagi produk-produk lain yang ditawarkan oleh PruBsn Takaful pada peringkat awal, wasi dilantik sebagai penama. Ejen takaful bertanggungjawab untuk memberitahu kepada peserta-peserta takaful untuk menukarkan kepada konsep hibah untuk memudahkan agihan manfaat takaful. Bagaimana pun, hak diberikan sepenuhnya kepada peserta untuk memilih sama ada wasiat atau hibah. Ejen takaful sentiasa memberi maklumat kepada peserta tentang kebaikan hibah dan cara pelaksanaannya. Borang penama akan diisi oleh peserta yang memilih hibah sebagai penama dan peserta berhak menetapkan kadar mengikut peratus. Hal ini menunjukkan, bahawa peranan yang amat besar oleh ejen takaful untuk menyampaikan kepada peserta tentang agihan manfaat takaful supaya hajat peserta untuk memberikan kepada orang tersayang akan tercapai. Justeri itu, kefahaman tentang hibah takaful dapat diperjelaskan secara tidak langsung.

Hasil kajian menunjukkan konsep hibah dapat membantu mengurangkan masalah harta beku. Harta yang ditinggalkan oleh pemilik harta tidak dapat diuruskan dengan baik tanpa kerjasama yang diberikan oleh waris. Kesan dari gagal merancang dan mengurus harta akan mengkibatkan isu yang berpanjangan di kalangan masyarakat Islam (Mohd Zaidi, Anitha & Muhamad Husni, 2015). Kesedaran dari masyarakat mengenai perancangan harta masih di tahap rendah. Masyarakat di Malaysia kurang kefahaman mengenai instrumen yang boleh diaplikasikan untuk mengurus dan meracang harta. Konsep hibah kurang mendapat perhatian di kalangan masyarakat. Pemilik harta bukan sahaja boleh menghibahkan kepada waris terdekat, malah boleh menghibahkan kepada baitulmal, NGO berdaftar dan lain-lain. Hal ini kerana, konsep hibah tidak mempunyai had dan kadar yang ditetapkan. Hibah berdasarkan kasih sayang dan kepercayaan dari pemilik harta kepada pihak yang menerima. Wasiat mempunyai kadar dimana tidak boleh melebihi 1/3 daripada harta. Kaedah faraid turut

mempunyai kadar agihan yang ditetapkan dan hanya boleh diterima oleh waris-waris yang layak. Kaedah hibah dapat diklasifikasikan sebagai penyelesaian masalah yang efektif dan mudah.

Konsep hibah yang diaplikasikan dalam takaful dapat mencapai tujuan utama pencarum. Menyediakan satu dana kecemasan ketika ditimpa musibah merupakan langkah pengurusan risiko. Penama yang dilantik sebaiknya adalah waris terdekat supaya dapat meneruskan kelangsungan hidup. Selepas peserta takaful meninggal dunia, manfaat takaful dapat diagihkan dengan menggunakan kaedah hibah supaya dapat memberi pelindungan kepada waris terdekat seperti ibu, bapa, isteri dan anak-anak (Nasrul Hisyam, 2010). Hibah takaful dapat membantu peserta takaful menyediakan aset aliran tunai segera kepada waris sekiranya berlaku musibah. Kos pengurusan dana ini juga rendah dan mudah diuruskan. Hibah takaful ini boleh diklasifikasikan sebagai perancangan harta dengan menyediakan aset kepada waris. Hibah yang diruskan dengan baik dan menepati syarak dapat membela golongan yang berhak (Alias Azhar et.al, 2014).

Rumusan dan Cadangan

Instrumen hibah membantu mengurangkan masalah pembekuan harta yang berlaku di kalangan masyarakat Malaysia. Memilih konsep hibah bukanlah bermaksud menolak kaedah wasiat dan faraid. Akan tetapi ianya membantu masyarakat membuat perancangan dan pengurusan harta yang lebih efisyen dan bersesuaian dengan peredaran zaman. Masyarakat harus memahami perbezaan setiap instrumen kewangan kerana perlaksanaannya berbeza. Kefahaman hibah secara asas perlu difahami terlebih dahulu bagi memastikan instrumen ini dapat dilaksanakan dengan sempurna. Setiap instrumen kewangan di Malaysia mempunyai kelebihan dan perbezaan dari segi perlaksanaan. Masyarakat boleh memilih instrumen yang dapat membantu mereka menguruskan harta dan kewangan yang efisyen.

Takaful dapat mendidik masyarakat untuk saling bantu membantu apabila ditimpa musibah. Sejumlah pampasan akan diserahkan kepada keluarga yang ditimpa ujian dan musibah terutama kematian, kemalangan dan sakit kritikal. Konsep hibah yang diaplikasikan dalam industri takaful membantu masyarakat untuk menguruskan kewangan dengan lebih baik dan efisyen. Selain dari skop pengurusan risiko, hibah takaful memberi kelebihan kepada masyarakat dalam urusan pengurusan harta. Hibah takaful dapat membantu masyarakat menyediakan aset aliran tunai segera.

Hibah bersyarat yang diapliksikan dalam takaful membantu peserta takaful menyediakan dana dengan mudah dan bernilai. Waris yang ditinggalkan perlu meneruskan kehidupan seperti biasa dan memerlukan kewangan untuk kelangsungan hidup. Firman Allah S.W.T dalam surah yang bermaksud: -

"... dan memberikan harta yang dicintainya kepada kerabatnya, anak-anak yatim, orang-orang miskin, musafir (yang memerlukan pertolongan) dan orang-orang yang meminta-minta dan (memerdekakan) hamba sahaya"

Walau bagaimanapun, penjelasan mengenai konsep hibah mestilah diperluaskan lagi bagi memberi kesedaran kepada masyarakat. Hal ini kerana, masyarakat tidak mempunyai kefahaman yang jelas bagaimana hibah dapat membantu untuk menyelesaikan pengagihan

harta. Promosi mengenai hibah perlu giat dijalankan oleh pihak yang terlibat dalam bidang pengurusan harta. Secara tidak langsung, pengaplikasian hibah dapat diperluaskan lagi di kalangan masyarakat Malaysia khusunya yang Bergama Islam. Syarikat-syarikat takaful di Malaysia seharusnya mengamalkan konsep hibah bagi memastikan tujuan manfaat takaful tercapai. Industri takaful memainkan peranan yang penting bagi membantu masyarakat membuat persediaan sebelum berlakunya musibah yang tidak dapat dijangka.

Kajian untuk melihat sejauh mana kefahaman masyarakat mengenai hibah perlu dilakukan untuk mengetahui tahap kesedaran dan kefahaman masyarakat mengenai instrumen hibah. Selain itu, masyarakat Islam perlu jelas tujuan utama dalam mengumpul harta dan cara terbaik untuk merancang dan mengurus harta. Kerjasama dari semua pihak yang terlibat memainkan peranan yang penting sama ada dari aspek masyarakat, institusi kewangan, dan para akademik. Usaha bagi menyelesaikan masalah pembekuan harta yang tidak diurus dan dituntut perlu diteruskan demi kebaikan ummah dan ekonomi di Malaysia.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

KEPIMPINAN TEKNOLOGI PENGETUA DAN HUBUNGANNYA DENGAN PRESTASI AKADEMIK SEKOLAH DI MALAYSIA

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Abstrak: *Pengetua sebagai pemimpin teknologi di sekolah menghadapi tugas yang mencabar dalam mengaplikasikan teknologi dan sebagai role model penggunaan teknologi dalam proses pengajaran dan pembelajaran abad ke-21. Justeru, kajian yang dijalankan ini bertujuan untuk mengenal pasti tahap amalan kepimpinan teknologi dan perbezaan amalan kepimpinan teknologi dalam kalangan pengetua berdasarkan lokasi dan bilangan kursus ICT yang dihadiri serta mengenal pasti hubungan kepimpinan teknologi dengan prestasi akademik sekolah. Kajian ini adalah kajian berbentuk kuantitatif dengan menggunakan soal selidik sebagai instrumen dan dianalisis menggunakan perisian SPSS 22.0. Dua analisis statistik telah digunakan iaitu analisis deskriptif untuk melihat tahap kepimpinan dan analisis inferensi menggunakan MANOVA untuk melihat perbezaan amalan dan korelasi Spearman Rho' untuk melihat hubungan antara dua pemboleh ubah. Analisis deskriptif menunjukkan bahawa secara keseluruhannya amalan kepimpinan teknologi dalam kalangan pengetua berada pada tahap sangat tinggi diamalkan. Analisis inferensi pula menunjukkan bahawa terdapat perbezaan yang signifikan amalan kepimpinan teknologi antara pengetua sekolah bandar dengan luar bandar dan mengikut bilangan kursus ICT yang dihadiri. Akhirnya, analisis menunjukkan bahawa tidak terdapat hubungan antara kepimpinan teknologi dengan prestasi akademik sekolah. Kesimpulannya, pengetua sebagai pemimpin sekolah perlu mengubah amalan kepimpinan mereka daripada amalan tradisional kepada amalan kepimpinan yang menggunakan bantuan teknologi ICT atau lebih dikenali sebagai pemimpin teknologi dalam usaha meningkatkan prestasi akademik sekolah.*

Kata Kunci: Pengetua, Kepimpinan Teknologi, Prestasi Akademik Sekolah, SMK Harian

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Pendahuluan

Penggunaan teknologi maklumat dan komunikasi dalam bidang pendidikan bukanlah sesuatu yang baharu dan asing, malah sudah lama diperkenalkan di negara-negara maju seperti Amerika dan Eropah sejak awal tahun 60-an lagi. Negara kita juga tidak ketinggalan dalam menikmati arus pembangunan dan ledakan maklumat malah telah lama menyedari potensi transformasi teknologi maklumat dan komunikasi atau lebih dikenali sebagai ICT dalam pendidikan. Untuk menghadapi transformasi ini khasnya di sekolah, peranan yang dimainkan oleh seseorang pengetua adalah sangat penting dan signifikan ke atas kemenjadian murid

terutamanya dalam bidang akademik. Oleh itu, sekolah amat memerlukan seorang pemimpin berprestasi tinggi untuk memastikan kecemerlangan pendidikan seperti yang dihasratkan oleh negara.

Dalam hal ini, kerajaan melalui Kementerian Pendidikan telah membuat satu peluasan dasar yang penting iaitu menjadikan aspek kepimpinan pengetua sekolah di Malaysia sebagai suatu aspek yang penting dalam memastikan kejayaan agenda-agenda kerajaan seperti Pelan Induk Pembangunan Pendidikan (PIPP), Pelan Transformasi Kerajaan (GTP) dan yang terkini Pelan Pembangunan Pendidikan Malaysia (PPPM) yang menggariskan sebelas anjakan terutama anjakan ke lima iaitu memastikan kepimpinan berprestasi tinggi ditempatkan di setiap sekolah dan anjakan ke tujuh iaitu memanfaatkan teknologi maklumat dan komunikasi (ICT) bagi meningkatkan kualiti pembelajaran. Ini kerana pada hari ini dalam dunia yang pantas dan berkembang pesat, teknologi maklumat dan komunikasi mempunyai potensi yang besar dalam memacu proses pembelajaran ke arah peningkatan pencapaian akademik sekolah khususnya.

Latar Belakang

Kepimpinan teknologi menjadi satu bidang yang telah menarik minat ramai pengkaji sejak kebelakangan ini (Hadjithomo-Garstka 2011). Antara kajian berkaitan amalan kepimpinan teknologi ialah kajian Anderson dan Dexter (2005); Kozloski (2006); Gosmire & Grady (2007); Albion (2009); Tan (2010) dan Metcalf (2012). Secara keseluruhan kajian lampau mendapati pemimpin teknologi merupakan salah satu faktor penting dalam mengintegrasikan teknologi di sekolah (Albion 2009; Anderson dan Dexter 2005 dan Metcalf 2012). Mereka mendapati bahawa faktor kepimpinan memberikan kesan yang mendalam terhadap hasilan teknologi dan tahap penggunaan teknologi. Dari perspektif peranan pula, Gosmire dan Grady (2007); Kozloski (2006) dan Tan (2010) mendapati bahawa kepimpinan teknologi lebih cenderung untuk dikaitkan dengan pengetua sekolah sebagai pemimpin utama dalam perubahan yang berkaitan dengan teknologi.

Kepimpinan teknologi merujuk kepada keupayaan dan daya pengaruh pemimpin membangunkan potensi dan kapasiti ahli organisasi iaitu guru dan pelajar seiring dengan perubahan melalui penghasilan inovasi yang dapat membangunkan kecemerlangan dan keberkesanan sekolah (Moktar 2011). Kepimpinan teknologi adalah kombinasi strategi dan teknik yang umum kepada kepimpinan tetapi memerlukan perhatian yang khusus terhadap teknologi, khususnya yang berkaitan dengan akses kepada peralatan, *updating* teknologi dan menyedari bahawa perkembangan profesional serta pengintegrasian teknologi adalah sentiasa berubah mengikut perkembangan waktu dan zaman.

Untuk merealisasikannya, pihak pengurusan sesebuah sekolah terutamanya pengetua memerlukan kemahiran sebagai seorang pemimpin yang celik data dalam menyedia dan menganalisis data kuantitatif dan kualitatif. Kesannya, segala tekanan dan perubahan ini akan menjadikan pemimpin sesebuah sekolah itu berusaha menjadikan sekolahnya lebih berkesan dan mempunyai akauntabiliti seperti yang diharapkan (Meta L. Kruger 2008). Bagi memenuhi kehendak ini, pemimpin sekolah perlu berusaha menyediakan pelbagai strategi bagi penambahbaikan mutu pengajaran dan pembelajaran di sekolah.

Seterusnya, bagi melihat amalan kepimpinan teknologi pengetua di sekolah, model yang menjadi asas dalam kajian ini ialah model standard kepimpinan teknologi yang dikemukakan

oleh ISTE iaitu *National Educational Technology Standard-Administrators* (NETS-A) 2009 yang terdiri daripada lima dimensi. Dimensi pertama ialah kepimpinan berwawasan yang menerangkan bahawa pengetua memberi inspirasi dan membawa pembangunan serta berkongsi wawasan bagi mengintegrasikan teknologi secara menyeluruh untuk menggalakkan kecemerlangan dan menyokong transformasi seluruh organisasi. Dimensi kedua iaitu budaya pembelajaran era digital iaitu melihat pengetua mewujudkan, menguruskan, menggalakkan dan mengekalkan secara dinamik budaya pembelajaran era digital dengan menyediakan pendidikan secara terperinci, relevan dan menarik untuk semua pelajar.

Dimensi ketiga dalam NETS-A 2009 ialah kecemerlangan amalan profesionalisme. Dimensi ini melihat amalan pengetua dalam menggalakkan persekitaran pembelajaran profesional dan inovasi yang memberi kuasa kepada para pendidik untuk meningkatkan pembelajaran pelajar melalui teknologi terkini dan sumber digital. Dimensi keempat iaitu penambahbaikan menyeluruh yang mana pengetua menyediakan kepimpinan dan pengurusan era digital untuk terus meningkatkan organisasi melalui penggunaan sumber maklumat dan teknologi secara berkesan. Akhir sekali, dimensi kelima ialah warga digital iaitu pengetua merupakan *role model* dalam memudahkan pemahaman isu-isu sosial, etika dan undang-undang dan bertanggungjawab dalam hal yang berkaitan dengan budaya digital yang sentiasa berubah-ubah.

Tujuan

Tujuan utama kajian ini adalah untuk mengenal pasti tahap amalan kepimpinan teknologi dan melihat perbezaan amalan kepimpinan teknologi dalam kalangan pengetua berdasarkan lokasi dan bilangan kursus ICT yang dihadiri serta hubungan antara kepimpinan teknologi dengan tahap prestasi akademik sekolah.

Objektif

Secara lebih spesifik, objektif kajian ini adalah seperti berikut:

i. Mengenal pasti tahap amalan kepimpinan teknologi pengetua melalui dimensi kepimpinan berwawasan; budaya pembelajaran era digital; kecemerlangan amalan profesional; penambahbaikan menyeluruh dan warga digital.
ii. Mengenal pasti perbezaan amalan kepimpinan teknologi pengetua melalui dimensi kepimpinan berwawasan; budaya pembelajaran era digital; kecemerlangan amalan profesional; penambahbaikan menyeluruh dan warga digital berdasarkan lokasi dan bilangan kursus ICT yang dihadiri.
iii. Mengenal pasti hubungan antara kepimpinan teknologi pengetua dengan tahap prestasi akademik sekolah.

Persoalan Kajian

i. Apakah tahap amalan kepimpinan teknologi pengetua melalui dimensi kepimpinan berwawasan; budaya pembelajaran era digital; kecemerlangan amalan profesional; penambahbaikan menyeluruh dan warga digital.

ii. Adakah terdapat perbezaan amalan kepimpinan teknologi pengetua melalui dimensi kepimpinan berwawasan; budaya pembelajaran era digital; kecemerlangan amalan profesional; penambahbaikan menyeluruh dan warga digital berdasarkan lokasi dan bilangan kursus ICT yang dihadiri.

iii. Adakah terdapat hubungan antara kepimpinan teknologi pengetua dengan tahap prestasi akademik sekolah.

Hipotesis Kajian

Ho1: Tidak terdapat perbezaan yang signifikan amalan kepimpinan teknologi pengetua melalui dimensi kepimpinan berwawasan; budaya pembelajaran era digital; kecemerlangan amalan profesional; penambahbaikan menyeluruh dan warga digital berdasarkan lokasi dan bilangan kursus ICT yang dihadiri.

$Ho1_1$: Tidak terdapat perbezaan yang signifikan amalan kepimpinan teknologi pengetua melalui dimensi kepimpinan berwawasan; budaya pembelajaran era digital; kecemerlangan amalan profesional; penambahbaikan menyeluruh dan warga digital berdasarkan lokasi.

$Ho1_2$: Tidak terdapat perbezaan yang signifikan amalan kepimpinan teknologi pengetua melalui dimensi kepimpinan berwawasan; budaya pembelajaran era digital; kecemerlangan amalan profesional; penambahbaikan menyeluruh dan warga digital berdasarkan bilangan kursus ICT yang dihadiri.

Ho2: Tidak terdapat hubungan yang signifikan antara kepimpinan teknologi pengetua dengan tahap prestasi akademik sekolah.

Metodologi

Kajian yang dijalankan ini berbentuk kajian tinjauan yang menggunakan pendekatan kuantitatif dengan menggunakan soal selidik sebagai instrumen kajian. Babbie (2007), menyatakan bahawa kaedah tinjauan menggunakan soal selidik sebagai alat kajian adalah bersifat logik, saintifik dan khusus manakala Jackson (2006) menyatakan kelebihan menggunakan soal selidik ialah instrumen tersebut mudah ditadbir, diproses, dianalisis dan maklumat dapat dipungut secara terus daripada responden dalam masa yang singkat.

Dapatan Kajian

i. Profil Responden

Jadual 1: Profil responden

Sampel	Kekerapan (n)	Peratus (%)
Lokasi		
Bandar	157	46
Luar bandar	184	54
Bilangan Kursus ICT yang dihadiri		
Tidak pernah	11	3.2
1 hingga 2 kali	104	30.5
3 hingga 4 kali	121	35.5
5 kali dan ke atas	105	30.8

Jumlah	341	100

Sebanyak 341 buah SMK Harian yang melibatkan seramai 341 orang responden telah terpilih sebagai sampel kajian. Berdasarkan Jadual 1, sebanyak 157 (46%) responden mewakili sekolah bandar manakala kategori sekolah luar bandar adalah seramai 187 (54%) daripada keseluruhan responden. Responden juga dilihat berdasarkan bilangan kursus ICT yang dihadiri. Kajian mendapati 11 (3.2%) responden tidak pernah menghadiri kursus ICT, 104 (30.5%) telah menghadiri 1 hingga 2 kali kursus ICT, 121 (35.5%) menghadiri 3 hingga 4 kali kursus ICT dan akhirnya terdapat 105 (30.8%) responden menghadiri 5 kali dan lebih kursus ICT.

ii. Tahap Amalan Kepimpinan Teknologi Pengetua

Jadual 2: Skor min, frekuensi, peratusan dan sisihan piawai kepimpinan teknologi

Pemboleh ubah	**Frekuensi (Peratusan)**					**Min**	**Interpretasi Skor**
	Skor Min 1.00-1.80	**Skor Min 1.81-2.60**	**Skor Min 2.61-3.20**	**Skor Min 3.21-4.20**	**Skor Min 4.21-5.00**		
Kepimpinan berwawasan	0 0	0 0	0 0	124 (36.36)	217 (63.64)	4.36	Sangat tinggi
Budaya pembelajaran era digital	0 0	0 0	7 (2.1)	199 (58.4)	135 (39.6)	4.14	Tinggi
Kecemerlangan amalan profesional	0 0	0 0	9 (2.6)	210 (61.6)	122 (35.8)	4.12	Tinggi
Penambahbaikan menyeluruh	0 0	0 0	1 (0.3)	119 (34.9)	221 (64.8)	4.42	Sangat tinggi
Warga digital	0 0	0 0	3 (0.9)	171 (50.1)	167 (50.0)	4.25	Sangat tinggi
Tahap Kepimpinan Teknologi secara keseluruhan	0 0	0 0	1 (0.3)	157 (47.0)	183 (53.7)	4.26	Sangat tinggi

Berdasarkan Jadual 2, kajian mendapati tahap amalan kepimpinan teknologi pengetua di SMK Harian di Malaysia secara keseluruhannya berada pada tahap sangat tinggi diamalkan dengan skor min 4.26. Analisis keseluruhan menunjukkan bahawa majoriti pengetua 183 (53.7%) mengamalkan kepimpinan teknologi pada tahap sangat tinggi (min=4.21-5.00) berbanding 157 (47%) pada tahap tinggi (min=3.21-4.20) dan 1 (0.3%) amalan pada tahap sederhana (min=2.61-3.20). Analisis ini menunjukkan bahawa pengetua SMK Harian di Malaysia mengamalkan kepimpinan teknologi di sekolah.

Secara terperinci, Jadual 2 memaparkan analisis kepimpinan teknologi dari keseluruhan aspek. Jadual menunjukkan bahawa amalan kepimpinan teknologi pengetua bagi dimensi kepimpinan berwawasan, penambahbaikan menyeluruh dan warga digital berada pada tahap amalan sangat tinggi dengan dimensi penambahbaikan menyeluruh menunjukkan skor min tertinggi dan diikuti dimensi kepimpinan berwawasan dan akhirnya dimensi warga digital. Akhirnya, analisis menunjukkan bahawa pengetua mengamalkan kepimpinan teknologi pada tahap tinggi bagi dimensi budaya pembelajaran era digital dan kecemerlangan amalan profesional.

iii. Amalan kepimpinan teknologi pengetua berdasarkan lokasi dan bilangan kursus ICT yang dihadiri.

a. Amalan Kepimpinan Teknologi Pengetua Berdasarkan Lokasi.

Jadual 4: Analisis MANOVA: Perbezaan amalan kepimpinan teknologi berdasarkan lokasi

Kesan	Nilai Wilks' λ	Nilai F	DK antara Kumpulan	DK dalam Kumpulan	Tahap Sig.
Lokasi	0.941	4.222	1	339	.001

Berdasarkan Jadual 4, analisis menunjukkan perbandingan skor min amalan kepimpinan teknologi dari aspek Kepimpinan Berwawasan; Budaya Pembelajaran Era Digital; Kecemerlangan Amalan Profesional; Penambahbaikan Menyeluruh dan Warga Digital berdasarkan lokasi dengan nilai Wilks' λ= 0.941, F (1,339) = 4.222, p=0.001 ($p<0.05$). Ini menunjukkan bahawa sub hipotesis nol pertama ($Ho1_1$) ditolak. Secara keseluruhannya dapat disimpulkan bahawa terdapat perbezaan amalan kepimpinan teknologi melalui dimensi kepimpinan berwawasan; budaya pembelajaran era digital; kecemerlangan amalan profesional; penambahbaikan menyeluruh dan warga digital dalam kalangan pengetua sekolah bandar dengan sekolah luar bandar.

b. Amalan Kepimpinan Teknologi Pengetua Berdasarkan Bilangan Kursus ICT Yang Dihadiri.

Jadual 5:Analisis MANOVA: Perbezaan dimensi kepimpinan teknologi berdasarkan bilangan kursus ICT yang dihadiri

Kesan	Nilai Wilks' λ	Nilai F	DK antara Kumpulan	DK dalam Kumpulan	Tahap Sig.
Bilangan Kursus ICT yang dihadiri	0.877	2.992	3	337	0.000

Berdasarkan Jadual 5, analisis menunjukkan perbandingan skor min dimensi amalan kepimpinan teknologi berdasarkan bilangan kursus ICT yang dihadiri. Analisis MANOVA menunjukkan terdapat perbezaan yang signifikan bagi skor min kepimpinan teknologi berdasarkan bilangan kursus ICT yang dihadiri (Wilks' λ = 0.877; F (3, 337) = 2.992; p=0.000). Ini bermakna sub hipotesis null kedua ($Ho1_2$) adalah ditolak. Analisis ini menunjukkan bahawa terdapat perbezaan yang signifikan kelima-lima dimensi kepimpinan teknologi iaitu kepimpinan berwawasan, budaya pembelajaran era digital, kecemerlangan amalan profesional, penambahbaikan menyeluruh dan warga digital berdasarkan

bilangan ICT yang dihadiri iaitu tidak pernah; 1 hingga 2 kali; 3 hingga 4 kali; 5 kali dan ke atas.

iv. Hubungan Kepimpinan Teknologi Pengetua Dengan Tahap Prestasi Akademik Sekolah

Analisis korelasi Spearman's rho digunakan untuk menjawab persoalan kajian ke tiga. Uji Korelasi Charles Spearman atau Spearman's Rank Correlation Coefficient atau Spearman's rho adalah ujian bagi menguji hipotesis untuk mengetahui hubungan dua pemboleh ubah. Koefisien korelasi Spearman's rho merupakan alternatif bukan parametrik bagi koefisien korelasi Pearson (Lay & Khoo 2009). Ujian ini dijalankan kerana pemboleh ubah bersandar iaitu tahap prestasi akademik sekolah berdasarkan GPS adalah data bersifat ordinal atau pangkatan.

Jadual 6: Hubungan antara kepimpinan teknologi dengan tahap prestasi akademik sekolah (SPM 2011-2013)

			GPSSPM 2011	GPSSPM 2012	GPSSPM 2013
Spearman's rho	Kepimpinan Teknologi	Correlation Coefficient	-.068	-.027	-.093
		Sig. (2-tailed)	.210	.621	.088
		N	341	341	341

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Berdasarkan Jadual 6, analisis menunjukkan bahawa tidak terdapat hubungan antara kepimpinan teknologi pengetua dengan tahap prestasi akademik sekolah bagi SPM 2011 dengan nilai r = -0.068 dan sig = 0.210; SPM 2012 dengan nilai r = -0.027 dan sig = 0.621; dan SPM 2013 dengan nilai r = -0.093 dan sig. = 0.088. Oleh demikian, hipotesis nol kedua (Ho2) bahawa tidak terdapat hubungan yang signifikan antara kepimpinan teknologi pengetua SMK Harian dengan tahap prestasi akademik sekolah adalah gagal ditolak. Ini bermakna tidak terdapat hubungan yang signifikan antara kepimpinan teknologi dengan tahap prestasi akademik sekolah (SPM 2011-2013) dalam kalangan pengetua di SMK Harian di Malaysia.

Perbincangan

Kajian yang dijalankan ini meninjau tahap amalan kepimpinan teknologi pengetua berdasarkan lima dimensi kepimpinan teknologi berdasarkan National Educational Technology Standard-Administrators (NET-S A 2009) iaitu kepimpinan berwawasan; budaya pembelajaran era digital; kecemerlangan amalan profesional; penambahbaikan menyeluruh dan warga digital yang telah dikemukakan oleh International Society for Technology In Education, ISTE (2002).

Hasil kajian yang dijalankan ini mendapati tahap amalan kepimpinan teknologi pengetua berada pada tahap sangat tinggi dilaksanakan. Secara terperinci, kepimpinan teknologi pengetua di SMK Harian lebih berfokus kepada dimensi penambahbaikan menyeluruh berbanding dengan dimensi yang lain. Dapatan ini bertepatan dan selari dengan penyataan

bahawa pentadbir memainkan peranan penting sebagai pemimpin teknologi (Anderson & Dexter 2005; Dikkers, Hughes & McLeod 2005; Fletcher, 2009; Gerard, Bowyer & Linn 2008; ISTE 2007; McLeod 2008; Slenning 2000) manakala Anderson & Dexter (2005) menegaskan bahawa segala usaha ke arah penggunaan teknologi di sekolah akan terancam melainkan pentadbir sekolah menjadi pemimpin teknologi yang aktif di sekolah.

Hasil kajian juga menunjukkan bahawa terdapat perbezaan yang signifikan amalan kepimpinan teknologi berdasarkan lokasi sekolah. Dapatan ini seiring dengan pernyataan Chen (2004); Murphy et al. (2006); Azlin (2006); Hallinger (2008); Mumtaz (2008); Bity Salwana (2009); Jemaah Nazir dan Jaminan Kualiti (2010); dan Shariffah (2012) bahawa faktor demografi pengetua seperti jenis atau lokasi sekolah adalah faktor utama yang memberi kesan terhadap amalan atau gaya kepimpinan seorang pengetua ketika mentadbir dan mengurus sekolah. Bagi mengatasi masalah perbezaan amalan kepimpinan teknologi ini, KPM telah menghubungkan sekolah dengan akses jalur lebar melalui kerjasama Kementerian Air dan Komunikasi (KTAK) dan merangkaikan infrastruktur serta perkakasan ICT melalui rangkaian setempat atau teknologi tanpa wayar. Seterusnya, cabaran KPM diteruskan lagi dalam RMK-9 dengan memastikan agar infrastruktur, perkakasan, perisian dan latihan yang mencukupi terus diberi kepada sekolah-sekolah di kawasan luar bandar yang didapati kurang terdedah dengan kemudahan teknologi ICT. Semua sekolah di luar bandar akan dilengkapkan dengan makmal komputer, bilik komputer dan perkakasan dan perisian yang mencukupi.

Seterusnya, hasil kajian ini menunjukkan bahawa terdapat perbezaan yang signifikan kelima-lima dimensi kepimpinan teknologi iaitu kepimpinan berwawasan, budaya pembelajaran era digital, kecemerlangan amalan profesional, penambahbaikan menyeluruh dan warga digital berdasarkan bilangan kursus ICT yang dihadiri iaitu tidak pernah; 1 hingga 2 kali; 3 hingga 4 kali; 5 kali dan ke atas. Ini bermakna amalan kepimpinan teknologi dalam kalangan pengetua SMK Harian adalah berbeza mengikut bilangan kursus ICT yang dihadiri. Dapatan kajian ini selari dengan hasil kajian Noraini, Hamidon dan Mohd Izham ((2015) dan Jackson (2009). Noraini, Hamidon dan Mohd Izham dalam kajiannya mendapati wujud perbezaan dalam skor min kepimpinan teknologi berdasarkan latihan profesional yang dihadiri pengetua dan Jackson (2009) dalam kajiannya menggunakan keenam-enam dimensi NETS-A telah menunjukkan bahawa latihan teknologi pengetua mempunyai perkaitan dengan implementasi teknologi di sekolah.

Akhirnya, kajian ini mendapati tiada hubungan yang signifikan antara kepimpinan teknologi dengan tahap prestasi akademik sekolah (SPM 2011-2013). Picciano (2006), walaupun integrasi berkembang pesat dan sekolah-sekolah kini telah dilengkapi dengan prasarana teknologi terkini, namun impak dan potensi teknologi terhadap pendidikan masih kurang jelas. Dapatan dalam kajian sekolah berkesan secara empirikal menunjukkan bahawa peranan pemimpin sekolah menjadi faktor utama menentukan kualiti dan keberkesanan sekolah. Sekolah yang diklasifikasikan sebagai berjaya mempunyai sekolah yang kompeten dan sebaliknya yang tidak berjaya, tidak mempunyai pemimpin yang sedemikian (Huber 2004). Walau bagaimanapun, kita tidak boleh menganggap bahawa wujud korelasi langsung antara kepimpinan sekolah dengan kejayaan murid tetapi terdapat kesepakatan tentang ciri-ciri pemimpin sekolah berkesan yang menunjukkan bahawa pemimpin sekolah yang berjaya dapat mempengaruhi pencapaian murid antaranya pelaksanaan berkesan proses organisasi (Davis et al. 2005).

Implikasi

Implikasi boleh ditakrifkan sebagai kesan atau hasil yang diperoleh daripada sesuatu aktiviti yang dijalankan (Hajah Noresah 2010). Justeru, implikasi kajian ini membicarakan kesan yang diperoleh daripada aktiviti penyelidikan yang khusus untuk melihat amalan kepimpinan teknologi dan hubungannya terhadap tahap prestasi akademik sekolah.

Berdasarkan dapatan kajian ini iaitu tidak terdapat hubungan yang signifikan antara kepimpinan teknologi dengan tahap prestasi akademik sekolah (SPM 2011-2013) dalam kalangan pengetua di SMK Harian di Malaysia. Dapatan kajian ini berguna untuk menghuraikan dan menganalisis pencapaian atau output organisasi atau dalam konteks kajian ini ialah tahap prestasi akademik sekolah. Hasil kajian ini menyokong bahagian output teori ini iaitu menyenaraikan tahap prestasi akademik sekolah dan tahap amalan kepimpinan teknologi dalam kalangan pengetua di SMK Harian. Selain itu, hubungan pencapaian sekolah dengan amalan kepimpinan teknologi dilihat sebagai hasil daripada lingkungan budaya yang diamalkan di sekolah dalam konteks kajian ini adalah amalan kepimpinan teknologi dalam kalangan pengetua di sekolah. Interaksi antara kedua-dua amalan tersebut dengan guru serta pelajar menghasilkan matlamat yang telah ditetapkan.

Selain itu, dapatan kajian ini iaitu boleh dijadikan panduan kepada pihak Kementerian Pendidikan Malaysia supaya dapat mengatur program yang bersesuaian agar sentiasa memberi dorongan dan motivasi kepada pemimpin sekolah dan juga para pendidik sekolah untuk menanamkan budaya menguasai dan menggunakan ICT dalam sekolah. Dengan demikian berharap dapat menghasilkan generasi yang celik maklumat selaras dengan Falsafah Pendidikan Kebangsaan yang menekankan pendidikan melahirkan warganegara yang berilmu pengetahuan.

Seterusnya, KPM beriltizam untuk memantapkan prestasi sekolah dan pencapaian murid dengan meningkatkan kecekapan sistem pendidikan Negara. Dalam Gelombang 1 PPPM, Kementerian telah memulakan beberapa proses utama untuk mengukuhkan keberkesanan sistem penyampaian dan berupaya menunjukkan keberhasilan yang ketara. Madinah (2015) dalam laporan tahunan PPPM 2013-2025 menyatakan bahawa KPM bermatlamat untuk memastikan semua sekolah dilengkapi dengan infrastruktur asas, kemudahan dan teknologi bagi menyediakan persekitaran pembelajaran yang kondusif kepada murid untuk meningkatkan pengetahuan, kemahiran dan nilai. Dalam Gelombang 1, sebanyak 10,464 projek penyelenggaraan dan naik taraf telah disiapkan, manakala sebanyak 8,940 buah sekolah telah dilengkapi dengan capaian internet.

Akhirnya, kajian kepimpinan teknologi dalam kalangan pengetua di SMK Harian dapat memberikan nilai tambah dan impak jangka panjang terhadap amalan kepimpinan dan pengurusan terutamanya untuk meningkatkan tahap prestasi akademik sekolah dan diharapkan pengetua mampu berdaya saing dalam ledakan maklumat pendidikan dalam dunia tanpa sempadan.

Kesimpulan

Perkembangan pesat dalam bidang teknologi maklumat dan komunikasi telah dilihat mempengaruhi sekolah terutama dalam proses pengajaran dan pembelajaran serta khususnya dalam aspek kepimpinan. Pengetua sebagai pemimpin sekolah perlu mengubah amalan kepimpinan mereka daripada amalan tradisional kepada amalan kepimpinan yang menggunakan bantuan teknologi ICT atau lebih dikenali sebagai pemimpin teknologi. Anjakan kepada konsep kepimpinan teknologi ini, menuntut pengetua bersikap lebih proaktif dalam mengintegrasikan teknologi dan bersedia dengan pengetahuan serta kemahiran teknologi baharu.

Peranan teknologi sentiasa ditambah baik bagi meningkatkan integrasi dalam proses pentadbiran dan pengurusan serta seterusnya dalam proses pengajaran dan pembelajaran. Hakikatnya, teknologi ICT dapat meningkatkan komunikasi dalam organisasi pembelajaran dan mewujudkan persaingan yang sihat dalam kalangan warga sekolah. Oleh itu, perkembangan teknologi ICT perlu diteroka semaksimum mungkin bagi digunakan dalam melaksanakan visi dan misi pengurusan. Penggunaan teknologi ICT tidak boleh lagi terhad kepada aspek tertentu sahaja, sebaliknya ia perlu menyeluruh dan bersepadu supaya perkongsian maklumat dapat dimanfaatkan semaksimum mungkin.

Akhirnya, berdasarkan kajian kepimpinan teknologi dalam kalangan pengetua di SMK Harian ini juga dapat memberikan nilai tambah dan impak jangka panjang terhadap amalan kepimpinan dan pengurusan terutamanya untuk meningkatkan tahap prestasi akademik sekolah dan diharapkan pengetua mampu berdaya saing dalam ledakan maklumat pendidikan dalam dunia tanpa sempadan.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

MELANGKAUI PEMBELAJARAN KONVENSIONAL: IMPAK ELEMEN MULTIMEDIA DALAM PEMBELAJARAN TUTOR SEBAYA TERHADAP MASA PEMBELAJARAN PELAJAR

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Abstrak: *Kemunculan teknologi maklumat yang serba canggih dan moden dalam dunia pendidikan telah menglobalisasikan pembelajaran konvensional khususnya di menara gading. Kajian ini bertujuan untuk menentukan impak elemen multimedia dalam pembelajaran tutor sebaya terhadap masa pembelajaran pelajar kursus Ekonomi di sebuah Institusi Pengajian Tinggi Swasta di negeri Perak. Gabungan pendekatan kuantitatif dan kualitatif telah digunapakai dalam kajian ini. Pendekatan kuantitatif melibatkan kuasi-eksperimen dan soal selidik manakala pendekatan kualitatif melibatkan sesi temu bual bersama pensyarah dan subjek kajian. Seramai 120 sampel masing-masing 60 sampel kumpulan eksperimen dan 60 sampel kumpulan kawalan. Rawatan diberikan kepada sampel kumpulan eksperimen. Pelajar diagihkan kepada lima orang ahli dalam satu kumpulan untuk tujuan pembelajaran tutor sebaya dan dibekalkan rakaman audio-video pengajaran pensyarah. Manakala sampel kumpulan kawalan tidak diberikan sebarang rawatan dan masih mengikuti pembelajaran konvensional seperti biasa. Selepas tujuh minggu rawatan, data dikumpul dan dimasukkan ke dalam Perisian Statistik untuk Sains Sosial (SPSS) versi 22.0 untuk analisis deskriptif dan inferensi. Hasil kajian mendapati rakaman audio-video pengajaran pensyarah dalam pembelajaran tutor sebaya berkesan menyingkatkan masa pembelajaran pelajar kursus Ekonomi. Secara implikasinya, selitan elemen multimedia ke dalam pembelajaran masa kini dapat membuahkan hasil yang positif.*

Kata kunci: *Elemen multimedia, rakaman audio-video, pembelajaran tutor sebaya, kuasi eksperimen, masa pembelajaran pelajar*

Pendahuluan

Kemunculan teknologi maklumat yang serba canggih dan moden dalam dunia pendidikan telah menglobalisasikan pembelajaran konvensional khususnya di menara gading. Pelbagai elemen multimedia telah dan dalam usaha kementerian pendidikan untuk meningkatkan pembelajaran secara maya dan mewar-warkan pengaplikasian elemen multimedia ke dalam pengajaran dan pembelajaran merentas pelbagai mata pelajaran di peringkat sekolah rendah dan menengah malahan dalam kursus dan program yang ditawarkan di peringkat universiti.

Seiringan itu, kewujudan projek *Multimedia Super Corridor* (MSC) dalam tahun 1996 telah memperluaskan sumber pengajaran yang bersumberkan insan kepada pengaplikasian elemen multimedia dalam bentuk audio, video, grafik, hipermedia dan hiperteks. Pengaplikasian elemen multimedia ini mampu mendedahkan pelajar kepada pelajaran yang lebih menarik (Muslim & Kong, 2010) di samping meningkatkan mutu pendidikan secara maya masa kini (Copriady, 2015; Giannakos, 2014; Vajargah & Saadattlab, 2014). Usaha memperkukuhkan pembelajaran secara maya melalui platform pembelajaran seperti Laman Pembelajaran, Buku Teks Digital, EduWebTV sehaluan dengan Rancangan Malaysia Kesebelas (RMKe-11) (2016-2020). Pelajar boleh mendapatkan maklumat dalam platform yang menarik melalui integrasi audio-visual dan multimedia (Copriady, 2015).

Malangnya, kebanyakan pensyarah mengambil alternatif mudah melalui pengajaran secara konvensional iaitu penerangan nota dalam bentuk tayangan "*power point"* pada layar dan kaedah *"chalk and talk"* di dalam kelas tutorial (Ramlee & Seow, 2013; Abdul Said, Mohd Yusof, Baharom, & Shukri, 2011; Khoo, 2015). Kaedah pengajaran konvensional yang berpusatkan kepada pendidik hanya bermanfaat kepada pelajar yang telah memiliki pengetahuan asas yang kukuh dalam kursus Ekonomi. Bagi pelajar yang tidak pernah mengikuti pembelajaran Ekonomi di peringkat menengah atau di peringkat pra-universiti, pelajar berhadapan dengan kekangan untuk mengikuti rentak pengajaran dan pembelajaran di dalam kuliah dan kelas.

Selain itu, pelajar terpaksa menggunakan lebih banyak masa untuk mengulang kaji kursus Ekonomi dan mencari bahan bacaan tambahan untuk memahami kursus Ekonomi terutamanya dalam pemahaman konsep, teori dan pembentukan keluk permintaan dan penawaran yang rumit. Justeru, pelajar mengambil langkah mudah untuk menunggu jawapan daripada tutor semasa sesi tutorial. Pelajar tidak berinisiatif untuk mencari jawapan bagi merungkai setiap soalan yang diberikan oleh pensyarah (Khoo, 2012).

Dalam konteks kajian ini, pembelajaran tutor sebaya berbantukan rakaman audio-video pengajaran pensyarah membolehkan pelajar berbincang sesama rakan sebaya dan menonton rakaman pengajaran pensyarah pada bila-bila masa sahaja. Sekiranya terdapat perbezaan dalam olahan maklumat antara pelajar disebabkan tahap kognitif dalam kalangan pelajar adalah berbeza, maka rakaman pengajaran pensyarah dapat ditonton berulang kali untuk merungkai kekeliruan dan kemusykilan yang dihadapi oleh pelajar (Fish, Mun, & A'Jontue, 2016). Lanjutan itu, pelajar boleh berbincang dengan pensyarah mereka sekiranya masih dalam kekaburan. Oleh itu, melalui kajian ini, gabungan kaedah pembelajaran secara tutor sebaya (*peer-tutoring*) beserta aplikasi multimedia rakaman audio-video pengajaran pensyarah diuji keberkesanannya ke atas masa pembelajaran pelajar dalam konteks pendidikan tinggi di Malaysia bagi menjawab soalan kajian berikut:

1) Adakah terdapat perbezaan ke atas masa pembelajaran pelajar bagi kumpulan TSRAV berbanding KPK pra dan pasca intervensi dalam kursus Ekonomi?

2) Apakah impak kualitatif ke atas masa pembelajaran pelajar bagi kumpulan TSRAV pasca intervensi dalam kursus Ekonomi?

Kajian Lepas Berkaitan Masa Pembelajaran Pelajar

Antara kajian-kajian lepas yang menguji keberkesanan kaedah pembelajaran aktif ke atas masa pembelajaran pelajar termasuk Phillips, Schumacher, dan Arif (2016), Saleh (2011), Zupancic dan Horz (2002). Di Amerika Syarikat, Phillips et al. (2016) mendapati masa yang digunakan ke atas tontonan kuliah secara atas talian berkurangan sebanyak 3 hingga 15 peratus berbanding masa yang diperuntukan untuk menonton tayangan dalam kuliah jurusan farmasi di Midwestern universiti

Dapatan kajian yang positif juga diperoleh dalam kajian eksperimen oleh Saleh (2011) terhadap keberkesanan bahan visual ke arah peningkatan pembelajaran mendapati pelajar yang menggunakan bahan visual dalam pembelajaran dapat menjawab soalan berbentuk teori dalam masa yang singkat berbanding pelajar kumpulan kawalan. Hal ini bermakna bahan visual seperti gambar dan video dalam pembelajaran dapat mengurangkan masa menjawab soalan. Malahan, markah yang diperoleh oleh pelajar yang menggunakan bahan visual lebih tinggi berbanding kumpulan kawalan.

Namun begitu, dapatan-dapatan kajian ini bercanggah dengan dapatan kajian Zupancic dan Horz (2002) yang mengkaji pelakuan pelajar menggunakan rakaman kuliah dalam kursus komputer sains. Hasil kajian mereka mendapati bahawa pelajar meluangkan banyak masa ke atas pembacaan nota kuliah, menghadiri kuliah dan juga menghabiskan banyak masa ke atas tontonan rakaman kuliah. Helmke dan Tuyet (1999) juga menyatakan tidak terdapat hubungan langsung antara masa pembelajaran dan pencapaian seseorang pelajar. Kajian mereka merumuskan bahawa peruntukan masa sama ada lama atau singkat dalam pembelajaran sesuatu kursus atau mata pelajaran tidak dapat mengukur kejayaan yang diperoleh. Hal demikian mungkin disebabkan faktor-faktor lain seperti tekanan, kesungguhan, motivasi dan kemampuan seseorang pelajar yang menjurus ke arah kejayaan tersebut. Malahan, terdapat pelbagai faktor lain yang berkemungkinan meningkatkan kuantiti masa pembelajaran seseorang pelajar (Gokce, 2012).

Pertikaian ke atas masa pembelajaran pelajar dalam sesuatu kursus atau mata pelajaran menemui percanggahan dalam kajian Masui, Broeckmans, Doumen, Groenen, dan Molenberghs (2014) yang menyatakan bahawa masa pembelajaran bertindak sebagai penentu yang paling signifikan ke atas pencapaian akademik pelajar. Hal ini bermakna semakin lama masa pembelajaran seseorang pelajar ke atas sesuatu kursus atau mata pelajaran, maka pelajar tersebut lebih cenderung memperoleh pencapaian akademik yang baik. Penemuan ini berselisih dengan dapatan kajian Shidler (2009) menunjukkan bahawa masa penyeliaan yang lama oleh pensyarah hanya berkesan kepada pelajar tahun satu dan tidak berkesan kepada pelajar tahun dua dan tiga. Schmidt et al. (2010) pula dalam kajiannya di Netherland mendapati masa kuliah berhubungan negatif dengan masa pembelajaran kendiri. Hal demikian, semakin lama masa kuliah, semakin singkat masa pembelajaran kendiri pelajar kursus perubatan.

Di negara Spain, Andrietti dan Velasco (2015) dalam kajian mereka menilai impak kehadiran pelajar ke kuliah dan masa pembelajaran yang digunakan terhadap pencapaian akademik dalam mata pelajaran Ekonometrik di sebuah universiti. Hasil kajian melalui panel data mendapati kehadiran dan masa pembelajaran mempengaruhi pencapaian pelajar. Romero dan Barberà (2011) bersetuju bahawa peruntukan masa dalam pembelajaran mempengaruhi prestasi akademik seseorang pelajar. Ye dan Herron (2012) juga mempunyai pandangan yang sehaluan dengan Romero dan Barberà (2011) mendapati bilangan jam yang digunakan oleh pelajar di

dalam makmal komputer mempengaruhi markah peperiksaan pelajar di sebuah universiti di Selatan Timur Amerika Syarikat.

Secara keseluruhannya, kajian lepas yang berkaitan dengan masa pembelajaran pelajar menemui dapatan dan pandangan yang berbeza. Berdasarkan tinjauan kajian lepas, penyelidik mendapati kajian lepas berkaitan masa pembelajaran pelajar masih asing dalam bidang penyelidikan pendidikan khususnya di dalam negara. Oleh itu, kajian keberkesanan kaedah pembelajaran tutor sebaya berbantukan rakaman audio-video pengajaran pensyarah dalam kursus Ekonomi ke atas pemboleh ubah masa pembelajaran pelajar diuji dalam kajian ini dengan tujuan untuk merapatkan celahan kajian dalam bidang pendidikan.

Metadologi Kajian

Gabungan kaedah kuantitatif dan kualitatif (*mixed method*) digunakan dalam kajian ini. Kaedah kuantitatif dijalankan melalui reka bentuk kuasi-eksperimen dan soal selidik untuk menjawab soalan kajian yang pertama. Soalan kajian yang kedua pula dijawab secara kuantitatif melalui soal selidik dan secara kualitatif melalui temu bual untuk mendapatkan pandangan pensyarah dan pelajar terhadap kaedah pembelajaran TSRAV. Secara ringkasnya, kaedah kuantitatif dan kualitatif telah diguna pakai untuk menilai keberkesanan kaedah pembelajaran tutor sebaya berbantukan rakaman audio-video pengajaran pensyarah ke atas masa pembelajaran pelajar dalam kursus Ekonomi.

Gabungan kedua-dua kaedah kuantitatif dan kualitatif dikatakan saling melengkapi dan mampu mencapai kebolehpercayaan yang tinggi selain dapat mengukuhkan dapatan kajian. Pernyataan ini disokong oleh Gay, Mills, dan Airasian (2012) dan Newman (2000). Hal ini dapat disimpulkan bahawa rasional mengaplikasikan pelbagai cara pengumpulan data dapat memberi peluang kepada penyelidik untuk menyakinkan dapatan dan membuat kesimpulan yang kukuh berdasarkan instrumen kajian soal selidik dan temu bual. Oleh itu, dapatan kajian yang diperoleh hasil daripada gabungan kaedah pengumpulan data ini dapat digeneralisasikan kepada populasi kajian (Hair, Black, Babin, & Anderson, 2010; Creswell, 2009; Sabitha, 2005).

Sampel kajian melibatkan 120 orang pelajar daripada populasi seramai 156 orang pelajar. Sampel kajian dipilih daripada empat kelas tutorial secara rawak mengikut kumpulan daripada lima kelas tutorial yang dikendalikan oleh seorang pensyarah. Hal ini bertujuan untuk mengelakkan kesan pengajaran yang berbeza.

Dua kelas tutorial sebagai kumpulan eksperimen $TSRAV_1$ dan $TSRAV_2$ masing-masing seramai 30 orang mengikuti kaedah pembelajaran kuliah melalui penerangan nota pada layar dan diberikan intervensi melalui kaedah pembelajaran tutor sebaya berbantukan rakaman audio-video pengajaran pensyarah (TSRAV) di dalam kelas tutorial. Dalam satu kelas tutorial, pelajar-pelajar diagihkan sama rata kepada enam kumpulan yang terdiri daripada lima orang dalam satu kumpulan. Manakala 60 orang sampel kumpulan kawalan tidak diberikan sebarang rawatan dan mengikut pembelajaran kuliah melalui penerangan nota pada layar.

Pada peringkat pra eksperimen, sampel kajian diberikan soal selidik untuk dijawab dalam peruntukan masa selama 10 hingga 15 minit. Selepas itu, intervensi diberikan kepada sampel kumpulan eksperimen selama lapan minggu. Manakala, sampel kumpulan kawalan tidak diberikan sebarang intervensi. Pada peringkat pasca eksperimen, kesemua sampel kajian

diberikan soal selidik semula untuk dijawab. Pensyarah yang terlibat dan empat orang pelajar dipilih daripada kumpulan eksperimen untuk sesi temu bual.

Dapatan Kajian

Bagi menjawab hipotesis pertama seperti berikut:

Ho_1 Tidak terdapat perbezaan yang signifikan ke atas masa pembelajaran pelajar bagi kumpulan TSRAV berbanding KPK pra dan pasca intervensi dalam kursus Ekonomi.

Maklum balas daripada sampel kajian diperoleh melalui analisis soal selidik bagi konstruk masa pembelajaran pelajar bertujuan untuk membandingkan skor min pra dan pasca intervensi. Maklum balas daripada sampel kajian dilaporkan dalam Jadual 1.

Jadual 1: Maklum Balas daripada Sampel Kajian ke atas Masa Pembelajaran Pelajar

Kaedah Pembelajaran		**TSRAV**		**KPK**	
N		60		60	
No.	Item	Min Pra	Min Pasca	Min Pra	Min Pasca
1.	Menggunakan masa singkat untuk memahami pengajaran.	2.62	2.73	2.67	2.68
2.	Menyiapkan tugasan Ekonomi dalam masa singkat.	3.02	3.23	2.76	2.75
3.	Dapat menentukan masa pembelajaran Ekonomi.	3.05	3.37	2.98	3.00
4.	Menjawab soalan Ekonomi dengan pantas.	3.11	3.62	2.98	3.05
5.	Masa pembelajaran secara tutor sebaya digunakan dengan berbual kosong.	3.27	3.02	3.25	3.23
6.	Masa perbincangan bersama rakan dapat disingkatkan.	3.08	3.47	3.21	3.38
7.	Menggunakan masa yang lama untuk memahami pengajaran.	3.23	2.92	3.40	3.42
8.	Menggunakan masa yang banyak dalam perbincangan Ekonomi.	3.20	3.15	3.35	3.30

Berdasarkan Jadual 1, sampel TSRAV memperoleh skor min pasca tertinggi bagi item keempat iaitu pelajar dapat menjawab soalan Ekonomi dengan pantas (min = 3.62). Hal ini menunjukkan bahawa kaedah pembelajaran tutor sebaya dan rakaman audio-video dapat membantu pelajar memahami pengajaran pensyarah. Lantasan itu, pelajar dapat menjawab soalan yang dikemukakan oleh pensyarah dengan pantas.

Manakala skor min pasca yang terendah adalah 2.73 yang dapat dilihat pada item pertama iaitu menggunakan masa singkat untuk memahami pengajaran pensyarah. Hal demikian

berkemungkinan pelajar memerlukan masa untuk menonton rakaman audio-video berulang kali sehingga faham. Secara keseluruhannya, kesemua item positif menunjukkan peningkatan dalam skor min pasca berbanding skor min pra.

Seterusnya, analisis deskriptif ditentukan melalui skor min dan sisihan piawai dijalankan untuk meneliti sama ada terdapat perbezaan yang signifikan terhadap masa pembelajaran pelajar bagi kumpulan eksperimen TSRAV berbanding kumpulan kawalan KPK pra dan pasca intervensi dalam kursus Ekonomi. Analisis skor min dan sisihan piawai bagi masa pembelajaran pelajar pra dan pasca intervensi berdasarkan kaedah pembelajaran ditunjukkan dalam Jadual 2.

Jadual 2: Analisis Skor Min dan Sisihan Piawai bagi Masa Pembelajaran Pelajar Pra dan Pasca Intervensi Berdasarkan Kaedah Pembelajaran

Pemboleh Ubah	**Kaedah Pembelajaran**	**N**	**Min**	**SP**
Masa pembelajaran pelajar (pra intervensi)	TSRAV	60	2.973	.415
	KPK	60	2.927	.385
Masa pembelajaran pelajar (pasca intervensi)	TSRAV	60	3.185	.416
	KPK	60	2.883	.279

Jadual 2 melaporkan skor min dan sisihan piawai bagi masa pembelajaran pelajar pra dan pasca intervensi berdasarkan kaedah pembelajaran TSRAV dan KPK. Skor min yang diperoleh ke atas masa pembelajaran pelajar pra intervensi masing-masing sebanyak (TSRAV = 2.973 dan KPK = 2.927). Skor min masa pembelajaran pelajar masing-masing meningkat kepada 3.185 manakala skor min masa pembelajaran bagi kumpulan KPK telah menurun kepada 2.883 pasca intervensi. Analisis deskriptif ini menunjukkan skor min masa pembelajaran bagi sampel TSRAV telah meningkat sebanyak 0.212 daripada 2.973 kepada 3.185 manakala skor min masa pembelajaran sampel KPK telah menurun sebanyak 0.044 daripada 2.927 kepada 2.883.

Impak Kualitatif Kaedah Pembelajaran TSRAV terhadap Masa Pembelajaran Pelajar

Hasil temu bual bersama seorang pensyarah dan empat orang subjek kumpulan TSRAV telah dianalisis untuk menjawab soalan kajian yang kedua. Kaedah Pembelajaran TSRAV ke atas masa pembelajaran dari perspektif pensyarah adalah seperti berikut:
Pensyarah hanya dapat berkongsi pemerhatian beliau ke atas masa pembelajaran pelajar di dalam kelas tutorial. Pelajar kumpulan TSRAV dapat menggunakan masa sepenuhnya di dalam kelas tutorial untuk sesi perbincangan dan membentangkan jawapan di dalam kelas. Seperti yang dijelaskan oleh pensyarah:

> *"Saya hanya dapat berkongsi pemerhatian saya di dalam kelas tentang masa pembelajaran pelajar. Mereka dapat menggunakan masa dengan baik dalam perbincangan dan pembentangan jawapan tutorial".* [PS1]

Selanjutnya, pensyarah tersebut menjelaskan bahawa:

> *"Di luar kampus, mungkin mereka ada membuat bacaan tambahan dan sebagainya tetapi saya tidak pasti berapa lama masa pembelajaran mereka di luar kampus".* [PS1]

Masa pembelajaran Ekonomi bukan sahaja berlangsung di dalam kelas tetapi di luar kampus seperti di hostel. Masa pembelajaran merangkumi masa belajar di dalam kelas, masa mengulang kaji pelajaran, masa mencari maklumat tambahan di perpustakaan dan secara atas talian (*online*). Oleh itu, hasil temu bual bersama pelajar kumpulan dapat mengukuhkan lagi dapatan kuantitatif bagi pemboleh ubah masa pembelajaran yang digunakan oleh mereka dalam pembelajaran kursus Ekonomi.

Selanjutnya, hasil temu bual bersama empat orang subjek kumpulan TSRAV (dua orang pelajar lelaki dan dua orang pelajar perempuan) dianalisis. Pelajar berpendapat bahawa kaedah pembelajaran TSRAV dapat menyingkatkan masa pembelajaran khususnya masa mengulang kaji dan menyediakan jawapan untuk soalan tutorial kursus Ekonomi. Hal demikian, pelajar dapat menonton sub topik yang memerlukan pemahaman konsep dan teori ekonomi yang mendalam melalui rakaman audio-video yang dibekalkan oleh pensyarah mereka. Tambahan pula, aktiviti pembelajaran ini dapat dilakukan bersama rakan sebaya; menonton video dan berbincang sesama rakan sebaya.

Subjek L1 mengulas kenyataan bahawa:

> *"Saya rasa seronok dapat belajar bersama rakan sebaya, pensyarah membekalkan rakaman video. Saya dapat faham Ekonomi dengan lebih cepat".* [L1]

Subjek P1 pula menyatakan:

> *"Jimat banyak masa belajar. Dapat faham dengan lebih pantas dengan perbincangan tutor sebaya dan video yang dibekalkan oleh pensyarah".* [P1]

Subjek L2 juga menerangkan bahawa dia:

> *"Dapat menonton video dan belajar bersama kawan. Boleh tanya kawan sekiranya saya tidak memahami topik tersebut. Saya rasa masa belajar saya dapat dikurangkan. Jimat banyak masa".* [L2]

Seiringan itu, subjek P2 menambah lagi bahawa:

> *"Saya tidak perlu mencari maklumat tambahan dari internet, artikel...hanya menonton rakaman video. Selepas itu, saya berbincang topik dalam video itu bersama rakan dalam kumpulan".* [P2]

Ternyata masa pembelajaran pelajar dapat disingkatkan. Pelajar dapat memahami pelajaran Ekonomi melalui tontonan rakaman audio-video pengajaran pensyarah dan dapat berbincang bersama rakan sebaya. Ini dapat memudahkan pemahaman pelajar. Tambahan pula, pemerhatian pensyarah di dalam kelas tutorial mendapati masa pembelajaran pelajar dapat digunakan sepenuhnya dengan efektif untuk aktiviti pembelajaran aktif yang melibatkan perbincangan dan pembentangan jawapan bersama rakan sekelas.

Perbincangan Dapatan Kajian

Analisis skor min yang diperoleh bagi masa pembelajaran pelajar pra intervensi masing-masing sebanyak (TSRAV = 2.973 dan KPK = 2.927). Skor min masa pembelajaran pelajar bagi kumpulan TSRAV telah meningkat kepada 3.185 manakala skor min KPK telah menurun kepada 2.883 pada pasca intervensi. Analisis deskriptif ini menunjukkan peningkatan skor min masa pembelajaran bagi sampel kumpulan TSRAV manakala skor min masa pembelajaran sampel kumpulan KPK telah menurun. Hal ini menunjukkan terdapat perbezaan yang signifikan ke atas masa pembelajaran pelajar bagi kumpulan TSRAV berbanding KPK pra dan pasca intervensi dalam kursus Ekonomi.
Dapatan kuantitatif ini juga dikukuhkan dengan dapatan kualitatif yang diperoleh hasil temu bual bersama seorang pensyarah yang terlibat dalam kajian, empat orang subjek kumpulan TSRAV. Pensyarah hanya dapat berkongsi pemerhatian beliau di dalam kelas tutorial. Beliau menyatakan masa pembelajaran Ekonomi bukan sahaja berlangsung di dalam kelas tetapi di luar kampus seperti di hostel. Masa pembelajaran merangkumi masa belajar di dalam kelas, masa mengulang kaji pelajaran, masa mencari maklumat tambahan di perpustakaan dan atas talian (*online*). Sampel TSRAV dapat menggunakan masa sepenuhnya di dalam kelas tutorial untuk sesi perbincangan dan membentangkan jawapan di dalam kelas.

Hasil kualitatif merumuskan bahawa masa pembelajaran pelajar dapat disingkatkan dengan pengaplikasian kaedah pembelajaran baru TSRAV. Pelajar dapat memahami pelajaran Ekonomi melalui tontonan rakaman audio-video pengajaran pensyarah dan dapat berbincang bersama rakan sebaya. Pembelajaran pelajar di dalam kelas dapat digunakan sepenuhnya secara efektif untuk aktiviti pembelajaran aktif yang melibatkan perbincangan dan pembentangan jawapan bersama rakan sekelas.

Dapatan kajian lepas yang menyokong hasil kajian ini termasuk Phillips et al. (2016) mendapati masa yang digunakan ke atas tontonan kuliah secara atas talian berkurangan sebanyak 3 hingga 15 peratus berbanding masa yang diperuntukan untuk menonton tayangan dalam kuliah jurusan farmasi di Midwestern universiti di Amerika Syarikat. Dapatan kajian yang positif juga diperoleh dalam kajian eksperimen oleh Saleh (2011) bahawa bahan visual berkesan meningkatkan pembelajaran pelajar. Pelajar dapat menjawab soalan teori dalam masa yang singkat.

Secara keseluruhannya, kajian lepas yang berkaitan dengan masa pembelajaran pelajar menemui dapatan dan pandangan yang berbeza. Dapatan kajian ini membuktikan masa pembelajaran pelajar dapat disingkatkan melalui kaedah pembelajaran tutor sebaya berbantukan rakaman audio-video pengajaran pensyarah dalam kursus Ekonomi.

Kesimpulan

Secara kesimpulannya, kaedah pembelajaran TSRAV berupaya memberi perubahan yang lebih signifikan dalam pembelajaran Ekonomi. Hal demikian pelajar dapat memahami pengajaran pensyarah melalui tontonan rakaman audio-video, dapat berbincang sesama rakan sebaya dan bertanya kepada pensyarah sekiranya menemui jalan buntu dalam kursus Ekonomi. Oleh itu, pendekatan pembelajaran aktif ini perlu dipratikkan secara berterusan agar ianya dapat meningkatkan minat pelajar untuk belajar dan ke arah peningkatan kualiti pengajaran dan pembelajaran dalam dunia pendidikan sehaluan dengan perkembangan teknologi dalam arena pendidikan masa kini.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

PERSEPSI PELAJAR TERHADAP PEMBENTUKAN DIRI MELALUI SISTEM PENDIDIKAN PONDOK

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Abstrak: *Sistem pendidikan pondok adalah sebuah institusi pendidikan agama Islam yang wujud serta diiktiraf oleh masyarakat. Ia berperanan untuk menyebarluas ilmu agama serta membentuk keperibadian Muslim yang sempurna. Pendidikan Islam yang diterapkan dalam pengajian tersebut adalah salah satu saluran terpenting untuk membentuk perwatakan dan pemikiran selari dengan nilai-nilai Islam. Kurangnya pemahaman kepada didikan Islam akan mendorong seseorang kepada kelakuan yang bertentangan daripada agama Islam. Maka, tujuan kajian ini adalah untuk mengkaji impak pelajar yang mengikuti sistem pendidikan pondok terhadap diri, rakan sebaya dan masyarakat. Kajian ini menggunakan kaedah kuantitatif iaitu melalui borang soal selidik. Seramai 233 responden yang terlibat telah dipilih di beberapa buah Pondok di Semenanjung Malaysia. Data-data yang diperolehi dianalisis menggunakan bantuan perisian SPSS. Hasil kajian mendapati, pelajar mengakui bahawa sistem pendidikan ini memberi impak positif kepada diri mereka (min 4.59). Mereka turut mengakui sistem pendidikan ini memberi manfaat kepada keluarga dan persekitaran mereka. Kesimpulannya, sistem pendidikan pondok berupaya untuk membentuk sahsiah pelajar kearah yang lebih baik dan menghasilkan pelajar yang berkualiti.*

Kata kunci: *pembentukan diri, sistem pendidikan pondok*

Pendahuluan

Sistem pendidikan pondok merupakan antara sistem pendidikan tradisional dan terawal di Tanah Melayu yang masih wujud pada ketika ini. Sistem pendidikan ini bermula apabila datangnya tuan guru dan orang alim untuk mengajar ilmu agama kepada masyarakat setempat. Penduduk kampung secara sukarela telah membina rumah dan penginapan bagi tuan guru dan murid-murid dalam satu kawasan yang berdekatan di atas tanah yang diwakafkan. Struktur pengajiannya adalah melalui kaedah menadah kitab dan duduk di sekeliling tuan guru dalam bentuk bulatan atau setengah bulatan yang disebut halaqah tanpa kerusi, meja dan peralatan mengajar. Bermatlamatkan untuk menyampaikan ilmu agama yang berbentuk fardhu ain dan fardhu kifayah kepada umat Islam, sistem pendidikan ini juga berperanan dalam membentuk keperibadian Muslim yang sempurna. Dengan adanya guru dan pusat pembelajaran setempat iaitu masjid di sekitar pondok tersebut, aktiviti menuntut ilmu dilihat semakin giat berkembang.

Pelbagai aktiviti keagamaan telah diadakan bagi membantu masyarakat setempat untuk meningkatkan pengetahuan diri.

Penyataan masalah

Masalah sosial dalam kalangan pelajar khususnya tidak lagi dipandang enteng rentetan daripada berlakunya kes-kes melibatkan pembulian yang membawa kepada kematian. Menurut Baharom Mohamad, Ali Suradin & Zaa'ba Helmi Khamisan (2008), ibu bapa yang mempunyai anak bersekolah sering kali kebimbangan kerana kadar jenayah dan sosial yang kian meningkat, khususnya dalam kalangan remaja. Selain menambah kepada kerunsingan yang sedia ada, hal ini turut memberi kesan yang mendalam kepada sekolah iaitu agen kawalan sosial yang berperanan dalam mencorak tingkah laku dan moral generasi kini. Pelajar bukan hanya terlibat dengan permasalahan disiplin seperti ponteng sekolah, meniru dalam peperiksaan atau tidak mematuhi peraturan yang ditetapkan oleh pihak sekolah, malah juga terlibat dalam permasalahan keruntuhan akhlak seperti kes khalwat berdua-duaan.

Masalah sosial yang berlaku ini perlu dibendung agar tidak membawa kepada keruntuhan akhlak secara keseluruhan dalam kalangan generasi muda yang bakal mewarisi pemerintahan negara. Pelajar yang mempunyai masalah sebegini dikenakan tindakan hukuman kepada masalah disiplin dengan kaedah diberi nasihat, kaunseling dan amaran bagi menyedarkan mereka tentang kesalahan yang telah dilakukan. Namun, terdapat juga pelajar yang mempunyai masalah disiplin tegar yang tidak mampu dikawal oleh pihak sekolah sehingga membawa kepada hukuman yang paling berat iaitu dibuang sekolah (Khalim Zainal dan Wan Zukifli, 2009). Hukuman ini walaubagaimanapun dianggap masih tidak mampu menyelesaikan masalah sosial pelajar kerana mereka mungkin tidak berubah ke arah kebaikan malah lebih kepada keburukan.

Penghayatan kepada ajaran Islam sepatutnya mampu menjadi benteng kepada mereka daripada perkara yang mungkar kerana Islam adalah agama yang mengajak untuk membuat kebaikan dan menghindari kemungkaran. Namun, kerana didikan yang tidak mencukupi menjadikan mereka terjebak untuk melakukan perkara yang bertentangan dengan Islam. Khalim et al, 2009 menerangkan bahawa sekiranya pelajar dalam kalangan orang Islam mengamalkan dan menghayati Islam sepenuhnya maka tidak timbul masalah pelanggaran disiplin di sekolah. Kajian ini adalah untuk mengenalpasti impak pelajar yang mengikuti sistem pendidikan pondok kepada diri, rakan sebaya dan keluarga dalam mempraktikkan amalan seharian selari dengan tuntutan agama Islam.

Kajian Literatur

Konsep Pembentukan Diri Menurut Islam

Proses pembentukan keperibadian manusia dipengaruhi persekitaran sosial sama ada ia menuju kepada jalan yang baik mahupun yang buruk. Manusia berbeza mengikut persekitaran di sekeliling. Faktor-faktor persekitaran sosial yang dikenal pasti memberikan kesan yang cukup signifikan dalam pembentukan jati diri individu adalah terdiri daripada ibu bapa, rakan sebaya, guru, sekolah dan media massa. Sistem pendidikan yang sempurna dan juga persekitaran yang positif akan mendorong seseorang untuk berkelakuan baik dan sebaliknya, persekitaran yang buruk dan negatif akan mempengaruhi kelakukan seseorang kearah keburukan (Zakaria Stapa, Ahmad Munawar Ismail & Noranizah Yusuf, 2012). Mengikut teori pembelajaran sosial

(khalim et al. 2009), pembentukan tingkah laku berdasarkan model yang berada di hadapan kita. Sekiranya model tersebut menunjukkan tingkah laku yang baik, maka kita juga akan terikut dengan tingkah laku itu.
Pembentukan insan menurut Siti Nooorbiah, Najahudin & Hanifah Musa (2015) adalah satu usaha berterusan yang bersepadu dalam menyampaikan ilmu bagi membentuk diri, mengasuh peribadi, membina kemahiran diri dan menjadi contoh tauladan dalam penghayatan cara hidup Islam berdasarkan al-Quran dan al-Sunnah. Melalui proses peningkatan potensi diri dari sudut spiritual, fizikal, intelek, emosi dan sosial, manusia akan menjadi lebih bertanggungjawab terhadap Allah, sesama manusia dan persekitaran alam demi mencapai kebahagiaan di dunia dan kesejahteraan abadi di akhirat.

Di dalam Islam, pembentukan peribadi menggambarkan tahap ketakwaan dan iman seseorang. Fiman Allah S.W.T di dalam Al-quran, surah al- anfal yang bermaksud:

"Sesungguhnya orang-orang yang beriman itu (yang sempurna imannya) ialah mereka yang apabila disebut nama Allah (dan sifat-sifatnya) gementarlah hati mereka, dan apabila dibacakan kepada mereka ayat-ayatnya, menjadikan mereka bertambah iman, dan kepada Tuhan mereka jugalah mereka berserah. Iaitu orang yang mendirikan sembahyang dan yang mendermakan sebahagian dari apa yang Kami kurniakan kepada mereka."

(Surah al-anfal ayat 1-3)

Berdasarkan ayat ini, iman mendidik diri untuk tunduk kepada perintah Allah dan secara tidak langsung membendung agar meninggalkan segala perkara larangan. Rasa gementar di dalam hati menjadi penambahan iman mampu membuatkan manusia patuh dan taat dan menzahirkan perasaan tersebut melalui pembentukan amal dan tindakan.

Merujuk kepada Baharom et al (2008), Pendidikan Islam adalah salah satu saluran terpenting untuk membentuk perwatakan dan pemikiran selari dengan nilai-nilai Islam. Menurut beliau lagi, pembentukan identiti pelajar boleh berlaku dalam dua kaedah iaitu secara formal dan tidak formal. Dalam kaedah formal, pembentukan identiti pelajar berlaku di insititusi pengajian seperti sekolah dan diadakan mengikut modul dan terancang. Manakala kaedah tidak formal pula berlaku, di luar sekolah seperti di rumah dan semasa berinteraksi dan bergaul dengan masyarakat sekeliling.

Wan Mohd Nor (2006) menjelaskan Pendidikan Islam bukan hanya berlaku di dalam bilik darjah atau melalui mata pelajaran Pendidikan Islam atau tertumpu kepada pelajar jurusan islam semata mata. Pendidikan Islam adalah satu bentuk usaha untk menyeimbangkaan kekuatan tubuh badan yang ada pada manusia dan kekuatan diri dengan hubungan dengan Allah, kejadian alam sekeliling dan juga hubungan sesama manusia (Hassan Alsyarqawi, 1983).

Konsep Pendidikan Sekolah Pondok

Perkataan pondok berasal daripada perkataan Arab *'fuduqun'* yang bererti rumah tumpangan atau tempat penginap para pengembara. Dalam konteks institusi pendidikan Islam, ia dikaitkan dengan rumah-rumah kecil yang didirikan sebagai tempat tinggal pelajar, berhampiran surau atau madrasah dan rumah tuan guru di sebuah kawasan khas. Di Tanah Melayu tertumpu di Pattani, Kelantan, Trengganu dan Kedah. Pondok-pondok itu dikenali berdasarkan nama guru

yang menjadi pengasasnya atau nama tempat/kampung seperti pondok Tok Kenali dan pondok Pasir Tumbuh di Kelantan. Proses pemindahan ilmu dan budaya dalam hidup bersyariat sama ada secara formal atau tidak formal. Selain itu, institusi pondok adalah sistem pendidikan secara formal dan tinggi.
Menurut Kamus Dewan Bahasa dan Pustaka, 'sekolah pondok' merupakan institusi pengajian dan pendidikan Islam secara tradisional. Terdapat pelbagai nama yang diberikan kepada sekolah pondok seperti pesantren di Jawa, pensantren di Madura, ranggang di Aceh dan surau di Minangkabau. Sekolah pondok adalah sebuah kawasan yang di dalamnya terdapat institusi pengajian Islam yang berbentuk tradisional.

Institusi pondok merupakan hasil cetusan dari institusi pengajian Islam di rumah, *suffah*, masjid dan juga istana. Bermatlamatkan untuk menyampaikan ilmu agama yang berbentuk fardhu ain dan fardhu kifayah kepada umat Islam, institusi ini juga berperanan dalam membentuk keperibadian Muslim yang sempurna. Sistem pengajian pondok boleh dikatakan lebih kemas dengan struktur pengajiannya melalui kaedah menadah kitab dan duduk di sekeliling tuan guru dalam bentuk bulatan atau setengah bulatan yang di sebut halaqah tanpa kerusi, meja dan peralatan mengajar. Institusi pondok telah didirikan oleh alim ulama bagi tujuan menyebarluaskan ilmu agama serta memperkukuhkan pegangan akidah dan nilai-nilai Islam serta nilai-nilai konservatif budaya masyarakat Melayu pada zaman berkenaan (Mashitah Ramli & Azian Ali, 2015).

Menurut Abd Rahman Abd Ghani, Misnan Jemali, Mohd Noor Daud & Abdul Munir Ismail (2015), Pondok merupakan sekolah yang memunyai sistem pendidikan tradisional yang banyak ditubuhkan di Malaysia, Indonesia (dikenali sebagai pesantren) dan di Thailand (Patani). Sistem pendidikan ini berteraskan kurikulum pengajian Islam dan pelajar-pelajarnya tinggal di Pondok. Kurikulum di sekolah ini hanya menekankan aspek asas-asas ibadah fardu, ain dan fardhu kifayah tanpa pendidikan akademik yang formal.

Abdullah Ishak di dalam Mashitah et al. (2015) menyatakan bahawa para pelajar yang memasuki institusi pondok tidak dihadkan umur, sesiapa sahaja mampu memasuki institusi tersebut asalkan boleh membaca al-Quran, pandai menulis jawi atau mereka yang telah tamat pengajian agama di peringkat permulaan di kampung. Sebagaimana umur yang tidak dihadkan, begitulah juga dengan tempoh masa belajar. Penentuan lama mahupun singkat masa belajar tepulang kepada kesanggupan para pelajar itu sendiri. Umumnya ilmu yang dipelajari tidak berbeza ketika di peringkat rendah dan pertengahan, tetapi ia lebih meluas dan lebih mendalam dengan menumpukan pengajian terhadap kitab berbahasa Arab.

Objektif kajian

Secara khususnya, objektif kajian adalah adalah dirumuskan seperti berikut:

1) Mengenalpasti impak pelajar yang mengikuti sistem pendidikan pondok kepada diri,
2) Mengenalpasti impak pelajar yang mengikuti sistem pendidikan pondok kepada rakan sebaya
3) Mengenalpasti impak pelajar yang mengikuti sistem pendidikan pondok kepada keluarga

Metodologi Kajian

Kajian ini menggunakan kaedah kuantitatif. Satu soal selidik telah dijalankan yang melibatkan pelajar-pelajar di beberapa pondok terpilih Semenanjung Malaysia. Populasi dan sampel responden adalah pelajar yang mengikuti sistem pendidikan pondok. Lokasi yang dipilih adalah semenanjung Malaysia. Jumlah responden yang terlibat adalah seramai 233 orang. Pengumpulan data melalui instrumen soal selidik telah dilaksanakan mengikut prosedur dan telah dianalisis mengunakan software SPSS.

Dapatan kajian

Sebanyak 233 borang soal selidik yang telah diedarkan kepada responden. Tempoh masa yang diambil untuk menguruskan kerja-kerja mengutip data ini adalah selama tiga minggu. Jumlah responden yang dipilih dalam kajian ini adalah seramai 233 orang. Bilangan ini meliputi 160 orang (68.7%) pelajar di madrasah dan 73 orang (31.3%) pelajar di sekolah pondok.

Jadual 1: Bilangan dan Peratusan Populasi Pelajar di Beberapa Buah Institusi Terpilih.

Kategori	Kekerapan	Peratusan
MADRASAH	160	68.7
PONDOK	73	31.3
Total	233	100.0

Taburan Responden Mengikut Jantina

Responden adalah terdiri daripada kumpulan yang berbeza. Jadual 2 menunjukkan bilangan dan peratusan responden mengikut jantina berdasarkan borang soal selidik yang diedarkan. Bilangan responden mengikut jantina menunjukkan majoriti adalah lelaki iaitu seramai 178 orang (76.4%) manakala bakinya seramai 55 orang (23.6%) adalah perempuan.

Jadual 2: Bilangan dan Responden Mengikut Jantina

Kategori	Kekerapan	Peratusan
LELAKI	178	76.4
PEREMPUAN	55	23.6
Total	233	100.0

Taburan Responden Mengikut Warganegara

172 orang (73.8%) responden adalah warganegara Malaysia, 12 orang (5.2%) merupakan warganegara luar (Indonesia dan Thailand) manakala 49 orang responden (21.0%) tidak menyatakan maklumat kewarganegaraan mereka.

Jadual 3: Bilangan Responden Mengikut Warganegara

	Kategori	Kekereapan	Peratusan
	MALAYSIA	172	73.8
	LAIN-LAIN	12	5.2
	Total	184	79.0
Missing	**System**	49	21.0
	Total	233	100.0

Taburan Responden Mengikut Tahap Pendidikan

Majoriti responden memiliki tahap pendidikan sekurang-kurangnya tamat Darjah Enam (UPSR) iaitu seramai 145 orang (62.2%); 18 orang (7.7%) memiliki kelayakan PMR/SRP/LCE/PT3; 23 orang (9.9%) memiliki sijil SPM; 1 orang (.4%) memilik Diploma; 3 orang (1.3%) tidak menamatkan persekolahan manakala bakinya seramai 31 orang (13.3%) menyatakan mereka memiliki kelulusan lain.

Jadual 4: Bilangan Responden Mengikut Tahap Pendidikan

	Kategori	Kekerapan	Peratusan
	UPSR	145	62.2
	PMR/SRP/LCE/PT3	18	7.7
	SPM/MCE	23	9.9
	LAIN-LAIN	31	13.3
	DIPLOMA	1	.4
	TIDAK MENAMATKAN PERSEKOLAHAN	3	1.3
	Total	221	94.8
Missing	**System**	12	5.2
Total		233	100.0

Taburan Responden Mengikut Kategori Umur

125 orang responden (53.6%) responden berada dalam lingkungan umur antara 12 hingga 17 tahun; 98 orang (42.1%) berumur antara 18 hingga 25 tahun manakala bakinya seramai 10 orang (4.3%) berumur sekurang-kurangya 26 tahun. Responden paling muda berusia 11 tahun manakala reponden paling tua berusia 29 tahun.

Jadual 4: Bilangan Responden Mengikut Kategori Umur

Kategori	Kekerapan	Peratusan
12 tahun - 17 tahun	125	53.6
18 tahun - 25 tahun	98	42.1
26 tahun ke atas	10	4.3
Total	233	100.0

Impak Sistem Pendidikan Pondok Kepada Reponden

Sebanyak 16 item telah dibina oleh penyelidik bagi melihat impak sistem pendidikan pondok kepada reponden. Impak yang ingin dilihat adalah impak terhadap diri sendiri, keluarga dan juga rakan-rakan. Daripada kesemua item tersebut, didapati item “Mendekatkan diri kepada Allah SWT mencatatkan nilai min tertinggi iaitu 4.81 manakala item “Peluang kerjaya” mencatatkan nilai min paling rendah iaitu 4.12 (Jadual 5).

Jadual 5 : Impak Pendidikan Pondok Terhadap Responden

No.	ITEM	N	Min	Sisihan piawai
1	Menambah ilmu pengetahuan saya	232	4.75	.497
2	Peluang kerjaya	232	4.12	.955
3	Menjalankan amanah sebagai khalifah Allah	232	4.65	.561
4	Memahami konsep kesederhanaan dalam kehidupan	231	4.55	.615
5	Mendekatkan diri kepada Allah SWT	232	4.81	.407
6	Mengamalkan nilai-nilai Islam dalam kehidupan	232	4.74	.486
7	Membina keseimbangan antara dunia dan akhirat	232	4.67	.514
8	Menjadi ahli keluarga yang lebih baik	232	4.67	.556

9	Berkongsi imu dengan keluarga	232	4.66	.557
10	Menjadi contoh yang baik dalam keluarga	230	4.55	.572
11	Berkomunikasi dengan lebih baik dan berkesan dengan keluarga	230	4.53	.574
12	Menjadi rakan yang lebih baik	230	4.44	.720
13	Berkongsi ilmu dengan rakan	230	4.53	.618
14	Berdamping dengan orang yang berakhlak	230	4.53	.697
15	Mengajak rakan-rakan saya melakukan kebaikan	230	4.56	.616
16	Menggalakkan rakan-rakan mengikuti pengajian di sini	230	4.33	.822
	MIN KESELURUHAN		**4.56**	

Penyelidik juga telah membahagikan impak pengajian pondok kepada tiga kategori iaitu impak terhadap Diri Sendiri, Keluarga dan Rakan (Jadual 6). Daripada tiga kategori tersebut, didapati pengajian pondok memberikan impk paling tinggi terhadap diri , responden (min = 4.6, s.p = .382) dan impak terhadap rakan menunjukkan nilai paling rendah (min = 4.47, s.p = .554).

Jadual 6 : Kategori Impak Pengajian Pondok Terhadap Responden

KATEGORI	NO.ITEM	MIN	S.P
DIRI SENDIRI	1-7	4.6143	.38232
KELUARGA	8-11	4.5991	.45272
RAKAN	12-16	4.4748	.55443

Penyelidik juga ingin melihat tahap impak tersebut ke atas responden. Penyelidik telah membahagikan tahap kepada 3 peringkat iaitu tahap RENDAH, SEDERHANA dan TINGGI bagi setiap kategori impak. Pembahagian tahap adalah mengikut julat nilai min seperti dalam Jadual 7.

Jadual 7 Interpretasi Min

TAHAP	MIN
RENDAH	1-1.74
SEDERHANA	1.75 – 3.49
TINGGI	3.50 – 5.00

Analisa secara terperinci mendapati bahawa secara keseluruhan pengajian pondok telah memberikan impak yang sangat baik dan positif terhadap responden sama ada kepada diri mereka sendiri, keluarga mahupun rakan-rakan (Jadual 8).

Jadual 8 Tahap Impak Pengajian Pondok Ke Atas Responden

KATEGORI	TAHAP IMPAK		
	RENDAH BIL (%)	SEDERHANA BIL (%)	TINGGI BIL (%)
DIRI SENDIRI	TIADA	TIADA	232 (99.6%)
KELUARGA	TIADA	4 (1.7%)	228 (98.3%)
RAKAN	1 (0.4%)	9 (3.9%)	220 (95.7%)

Perbincangan

Dapatan kajian jelas menunjukkan bahawa sistem pendidikan di pondok berjaya dalam membina sahsiah pelajar berkualiti. Item “mendekatkan diri kepada Allah SWT” yang telah

mencatatkan purata tertinggi membuktikan bahawa pelajar cuba untuk meningkatkan sahsiah diri mereka kearah yang lebih baik. Sistem pengajaran dan pembelajaran di institusti pendidikan ini berjaya mempengaruhi keperibadian pelajar.
Hasil kajian ini telah menyokong Falsafah Pendidikan Islam iaitu; Pendidikan Islam ialah suatu usaha berterusan untuk menyampaikan ilmu, kemahiran dan penghayatan Islam berdasarkan Al-Quran dan As-Sunnah bagi membentuk sikap, kemahiran, keperibadian mulia dan pandangan hidup sebagai hamba Allah yang mempunyai tanggungjawab untuk membantu diri, masyarakat, alam sekitar dan negara ke arah mencapai kebaikan di dunia dan kesejahteraan abadi di akhirat.

Perbahasan Dr Abdullah Nasih Ulwan (2015) berkisar tentang akhlak dilihat seiring dengan hasil kajian ini. Manusia secara fitrahnya, jika dididik supaya beriman dan bergantung kepada Allah akan lebih mudah menerima perkara yang mulia dan akhlak yang baik. Sifat ini akan menjadi faktor penghalang daripada melakukan kemaksiatan kerana perisai agama itu telah tertanam di dalam hati dan sentiasa bersegera dalam melakukan perkara-perkara yang baik.
Pendekatan elemen keagamaan dalam sistem pendidikan pondok membantu dalam proses pemantapan iman pelajar. Pelajar dilatih untuk membina sahsiah diri melalui aktiviti keagamaan seperti solat malam dan ceramah-ceramah agama selain megikuti kelas wajib. Keperibadian Muslim mampu dibentuk melalui latihan ibadah yang utama iaitu solat. Solat yang sempurna akan mencerminkan keperibadian yang mulia. Firman Allah yang bermaksud, "sesungguhnya solat itu mencegah daripada perbuatan keji dan mungkar". Ini jelas menunjukkan kualiti solat yang baik mampu membendung diri daripada anasir buruk.

Selain daripada solat lima waktu yang wajib dilaksanakan, pelajar dilatih untuk membiasakan diri dengan solat sunat dan zikir harian. Bagi sesetengah pendidikan pondok, mereka menwajibkan zikir harian agar menjadi pelindung diri dan juga sebagai denda kepada pelajar yang melakukan kesalahan. Hasil daripada zikir tersebut telah berjaya menundukkan ego pelajar sekaligus membantu proses muhasabah diri. Ketaatan kepada Allah SWT mampu memberikan rasa kepuasan dalam beribadah sehingga menjadikan diri lebih tenang. Hal ini jelas dikatakan dalam Al-quran, surah al-Fajr ayat 27-30 yang bermaksud:

'wahai orang yang mempunyai jiwa yang sentiasa tenang tetap dengan kepercayaan dan bawaan baiknya! Kembalilah kepda Tuhanmu dengan keadaan engkau berpuas hati (dengan segala nikmat yang diberikan) lagi diredhai (di sisi Tuhanmu)! Serta masuklah engkau dalam kumpulan hamba-hambaku yang berbahagia. Dan masuklah ke dalam Syurgaku!

Selain itu, sistem pendidikan pondok dilihat mampu memberi manfaat yang baik kepada keluarga dan persekitaran pelajar. Impak mengikuti pengajian sistem tersebut menggalakkan pelajar untuk berkongsi pengetahuan mereka bersama ahli keluarga dan rakan. Pelajar dilatih untuk membina keyakinan diri melalui majlis muhadharah yang menwajibkan pelajar menyertai program pidato, khutbah, perbahasan melalui kaedah pertandingan. Aktiviti yang diadakan menyebabkan pelajar sentiasa berusaha untuk meningkatkan diri dengan pengetahuan dan sentiasa bermotivasi untuk berkongsi ilmu baru dengan orang di persekitaran mereka.

Hasil kajian lepas oleh Abdullah Muhammad Zain dalam Abd Rahman Abd Ghani, Misnan Jemali, Mohd Noor Daud & Abdul Munir Ismail (2015) menbahaskan tentang kurikulum yang diguna pakai oleh sistem pondok adalah kurang teratur dan lebih ditumpukan kepada aspek

ukhrawi ilmu agama meyebabkan pelajar agak ketinggalan. Namun, hasil kajian ini menunjukkan sistem pendidikan di pondok juga mendedahkan pelajar dengan pendidikan holistik termasuk kualiti kepimpinan, kemahiran menyelesaikan masalah, amalan komunikasi yang baik dan tanggungjawab sosial sebagai asas untuk membina insan seimbang yang dilengkapi dengan ilmu duniawi dan ukhrawi.

Kesimpulan

Daripada analisis data berdasarkan kajian ini, dapat disimpulkan bahawa sistem pendidikan pondok mampu untuk menangani permasalahan sosial yang kian berlaku dalam kalangan pelajar. Kaedah pembelajaran yang dilaksanakan telah berjaya memberi impak yang mendalam kepada diri pelajar khususnya dalam aspek mendekatkan diri kepada Allah. Sistem pendidikan yang mempunyai elemen Islam mampu menjadi agen pengubah kepada permasalahan yang berlaku kerana pendidikan berteraskan Islam adalah bertujuan untuk membentuk manusia yang berkeperibadian Islam yang utuh iaitu ideal dan sempurna dalam segala aspek individual dan sosial.

Walaupun sistem pendidikan pondok mempunyai kekurangan mereka tersendiri, namun tidak dinafikan institusi tersebut memainkan peranan dalam membentuk aklahk dan keperibadian muslim pelajar. Malah satu perkara yang lebih menarik dan perlu diberi perhatian bahawa sekolah pondok telah pun menjadi tempat untuk menerima pelajar-pelajar yang bermasalah dan ibubapa telah meletakkan harapan yang tinggi agar anak-anak mereka dapat dididik dengan baik. Adalah diharapkan agar sistem pendidikan pondok diikitiraf sebagai insitusi formal yang mampu berdiri seiring dengan sistem pendidikan arus perdana.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

CONCEPTUAL MODULAR TRADITIONAL MALAY HOUSING SYSTEM

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Abstract: *Preservation of the aesthetical aspects of the traditional buildings especially the traditional Malay house is relatively unsolved due to the limitation of the implementation the traditional human measurement system. Modular system allows many advantages in construction process and final production. Some of the lists are cost-effectiveness in terms of time consuming in site, labour, product materials and many more. The quality of modular system also can be monitored wisely as it develop in factory in mass production according to the design. Therefore there are posible to reduce risk in of non-functional components and create standardization of each component and interface. This paper proposes the implementation of modular system integrated with the traditional Malay house components. The traditional Malay house system is basically a modular system in terms of measurement, panel dismantle-reassemble method, expandable and moveable as well. The issues of modular using the traditional human measurement will be analysed using observation and site visit and analysis. Details of traditional Malay housing components will be analysed and the suitable components for modular system will be selected. The system that will be generated can be applied to the housing development in Malaysia and meantimes preserving the aesthetic elements of the traditional Malay house. The outcome of this paper will create a conceptual of modular housing system implemented of traditional housing components in building environment.*

Keywords: *Modular, housing, traditional, systems*

Introduction

According to Department of National Heritage there are issues regarding the heritage buildings preservation in Malaysia where many monumental and historical buildings cannot be preserved due to the limitation of the implementation of the traditional human measurement system like fathoms and inch to the width and cross-legged or stand for height or girth armful of poles (www.jwn.gov.my). Besides, the main problems for conservation of traditional wooden buildings is the lack of skilled craftsmen in the art of traditional carpentry and joinery work, especially for conservation of timber as the species are decreasing.

As the problem regarding the preservation of the aesthetic aspects of the traditional buildings especially the traditional Malay house is relatively unsolved, this research proposes the implementation of modular system integrated with the traditional Malay house components. The traditional Malay house system is basically a modular system in terms of measurement, panel dismantle-reassemble method, expandable and moveable as well. Therefore, the main concept of modular system is already met while the issue of modular using the traditional human measurement will be analysed deeply in this paper. The system that will be generated can be applied to the housing development in Malaysia and meantimes preserving the aesthetic elements of the traditional Malay house. The outcome of this paper will create a conceptual of modular housing system implemented of traditional housing components in building environment.

Theoretical Research and Methodology

The theoretical system of the traditional Malay house has included the adaptation of socio-cultural hierarchy; the roles of the women, the human measurement scale system and also the natural environment surrounding (Lim Jee Yuan, 1991). Amos Rapoport (1969) also argues that there are two aspects that determine the house form and function;

1. Modifying Factors of House Form (factors that directly affect form)
2. Socio-cultural factors and house form (factors that indirectly affect form. It affects socio-cultural aspects first and later architecture)

As relate to this research, Materials, Construction and Technology are fall under the First Aspect that determine the house form and function. These three elements (materials, construction, and technology) are defining to one another in forming the architecture of the house (Figure 1).

Figure 1: The defining elements of Modifying Factors of House Form (Amos Rapoport, 1969)

The theoretical framework taken from the human scale measurement implemented in traditional Malay house system will be conjoined with the defining elements as above. Modularisation of the components will be reviewed in order to select the potential components for the conceptual modular traditional Malay house suitable for current housing industry. Several interviews have been made with the architects and consultants regarding potential modular system as such Industrial Building System (IBS) using traditional measurement and components.

Modularisation in Industrial Building System (IBS)

IBS (Industrial Building System) is defined as a construction technique in which components are manufactured in a controlled environment (on or off site), transported, positioned and assembled into a structure with minimal additional site work (Hamid et al., 2008; CIDB, 2007; CIDB, 2005 and CIDB, 2003). The rising sustainability awareness around the globe has put the construction industry under immense pressure to improve project efficiency and deliverables. Industrialised Building System (IBS) has the potential to promote sustainability development and green construction. This may be achieved from a controlled production environment, minimization of construction waste, extensive usage of energy efficient building material, a safer and more stable work environment, and possibly better investment for long term project economy (Mohd Idrus Din, Noraini Bahri, Mohd Azmi Dzulkifly, et. Al, 2015). Therefore, the prefabricated housing is defined here as the manufacture of whole houses, or significant housing components, offsite in a factory setting prior to installation or assembly onsite. This is a promising innovation with a clear relationship to more environmentally friendly building practices (Hampson & Brandon, 2004). The concepts of prefabrication and simplification of tasks applied to the construction sector are not new, having been discussed extensively since the 1950's (Branson, Eishennawy, Swart, and Chandra, 1990).

Modular system is mainly comes from the subsystems and functions of modules that interconnected in construction. Modular system can be developed in manufacturer in order to produce complex product according to the design and desire. There are three main aspects that can be determined within modular design: firstly, product architecture, which specifies the modules and functions of the system. Secondly, the modules (components, subsystems or mechanisms) that interact and execute the functions: and finally, the interfaces that define the connections and communications between them (Martins, Oliveira & Relvas, 2005). In current construction industry, modular system is applicable as the industrial design have to provide reliable and capable demand in innovaion, quality, diversity and speed from the consumers or clients. As stated by the Kamrani and Salhieh (2000) that the success of the enterprises is now based on the capability and ability to answer rapidly to the consumer's demands and in the use of technological innovations. Innovation in architectural development has been introduced since the world of digital media and computerized ni drafting where the prefabricated in building materials and components in mass production become realistic. Modular system allows many advantages in construction process and final production. Some of the lists are cost-effective in terms of time consuming in site, labour, product materials and many more. The quality of modular system also can be monitored wisely as it develop in factory in mass production according to the design. Thus, it is posible to reduce risk in of non-functional components and create standardization of each component and interface.

Traditional Malay House Modular System

Traditional Malay house is respected as a cultural and social representation of Malay race whereby it resemble the indigenous technology wise upon the climate, human scale and social needs. As stated in Amos Rapoport (1979) that local architecture fulfilling the local social and cultural needs, provided setting for certain activities; and also separate domain and differentiate between and genders. Malays were believed adapted the analogy of crafting the boat into the construction spaces of their house as cited by Phillip Gibbs (1987).

> *The Malays were a seafaring people and the carpenters who built their houses also built their boats. There are thus many boat analogies used in the house. The word for the posts of the house is 'tiang', which is also the word for the mast of the boat. The word for the flooring is 'lantai', which is also the word for the boat's floor. The word for the equilateral triangle gable-end is 'tebar layar' which signifies the sail of the boat.* (p. 22)

Malays used the traditional human measurement scale and proportion in constructing a house and honoured woman as the house manager and therefore named the space as *rumah ibu* or the core part of the house. Traditionally, Malays used their body parts in measurement system such as fathoms and inch to the width and cross-legged or stand for height or girth armful of poles (Figure 2).

Figure 2: Human measurement scale applied in traditional construction (Abdul Halim Nasir & Wan Hashim Wan Teh, 1994)

The traditional Malay house applied a modular system where the spaces can be extended and also dismantle-reassemble. Figure 3 below shows the implementation of the extension system.

Figure 3: Examples of expandable spaces from the core space or *rumah ibu* (Lim Jee Yuan, 1987)

The spatial extension and expandable of the house parts are known as modular system where the components of the house coordinated to attach to another part proportionally. Killman (1994) has stated that the indigenous traditional method construction the traditional Malay house is near-perfect solutions to the control of climate, multi-functional use of spaces, flexibility in design and a sophisticated prefabricated system which can extend the house with the growing needs of the family. In social, Malays chosed to expand the core part due to the addition of the family members or hierarchy in the society. As the social activities may increase in a house, the spatial needs also expanded due to demand of the members. Modular system in traditional Malay house was begin at the core part. It applied nail-less jointing system such as dowel joint, bridle joint, finger joint, tongue and groove, mortise and tenon; and more. These jointing ease the carpenters and Malays to desmantle and reassemble the house either to move the house or to expand the components. Table 1 and Figure 4 show the basic components of the traditional Malay house .

Table 1: The components in basic traditional Malay house construction system

No	Component	Definition
1	*Tiang gantung*	Pillars
2	*Susoh*	Edges to support cross floor-beams
3	*Rasok*	Cross-beams from pillar to pillar
4	*Gelegar*	Girders/joist
5	*Jeriau*	Split laths, just below the floor proper
6	*Lantai*	Floor
7	*Tunjuk langit*	King post
8	*Tulang bumbong*	Roof-ridge
9	*Kasau jantan*	Main rafters
10	*Tutup tiang*	Beam across top of pillars
11	*Alang pandak*	Short cross-beam
12	*Bendul*	Beam at threshold
13	*Gulong-gulong*	Rollers/purlin
14	*Kasau betina*	Subsidiary rafters
15	*Jenang*	Uprights of door
16	*Tutup jenang*	Lintel
17	*Belebas*	Main horizontal and vertical laths for fixing atap wall
18	*Jerejak*	Thinner perpendicular laths for ditto
19	*Pekukian atap*	A lath holding down the lowest part of the atap roof

20	*Atap*	Palm-leaf thatch
21	*Perabong*	Double row of atap protecting the roof-ridge
22	*Alang panjang*	Low cross-beams
23	*Chuchoran atap*	Lowest edge of palm-leaf roof

Figure 4 : The basic traditional Malay house (Rumah Perak) (Yaakub Idrus, 1966)

Many researchers emphasized the uniqueness of modularisation implemented in constructing the traditional Malay house (Zainol, Al-Mamun and Permarupan (2013); Ismail and Ahmad (2006); Husli (2011); Lim (1987); Gibbs (1987)). Connection between components applied variety nail-less jointing system create defect less on the component and prolong the used of the component specifically timber component.

Conceptual Modular System

As Malaysia is already adapted the modular system of prefabricated housing development, it is a potential implementation the method and technology towards the integration of the aesthetical characteristics and the components of the traditional Malay house. However, the core material of the traditional Malay house which is timber creates high maintenance in repairing the defect due to the weather and insects, and decreasing the number of skilled craftmen limits the construction of the traditional Malay house.

Considering timber as the material for traditional house, the craftsmanship such as carving and details are possible to craft compared to concrete or brick. However, there is possible opportunity that traditional house style would be selected as IBS housing industry. The uniqueness of the traditional Malay house can be adapted by selecting the suitable component that represent the aesthetic of traditional craftsmanship such as the girders, floor, column, beams, and wall. Housing industry may contribute to the national identity in implementing the traditional components of housing system in mass construction of modular house although using other materials than timber. Terengganu State Museum is one of the example of the application of traditional elements with aesthetic value on the concrete wall (Figure 5).

Figure 5: Example of concrete wall with traditional aethetic elements applied at Terengganu State Museum

Regards to the possibility in constructing the housing industry with IBS and implementing traditional Malay components, the measurement respected to human body can be applied as well as traditionally the craft and carves are measured according to the traditional method of scale.

Tabel 2: Example of traditional Malay components for modular system for housing industry

Elements : a) Stair b) Girders c) Beams	Elements : a) Wall *(janda berhias)* b) Opening carvings	Elements : a) Gabled-end *(tebar layar)* b) Lath

Conclusion

There is high potential of implementation the traditional Malay house of modular system in current housing industry particularly as the IBS is already produce in Malaysia. The conceptual modular traditional Malay housing system will enhance the issue of identity of the traditional Malay house in future development.

Acknowledgement

This paper is sponsored under SGJP-USM – R/MYRA/A12.00/00554A/002/2017/000480. Thank you to Universiti Malaysia Kelantan for the opportunity and contribution.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE RELATIONSHIP BETWEEN MOTIVATION AND TURNOVER INTENTION AMONG NURSES IN PRIVATE HEALTHCARE INDUSTRY OF KOTA KINABALU, SABAH

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Abstract: *Nowadays, healthcare industry is one of the most rapidly growing industry in the world and also used to be the powerful driven economic growth. In this context, nurses playing an important role in order to improve the quality of healthcare system in Malaysia. However, the turnover rate among nurses is in alarming rates. This circumstance can result in financial loss and weakens health systems in Malaysia. Hence, this study aims to examine whether motivation has influence on turnover intention among nurses who are working in private healthcare industry in Sabah. This study has conceptualized the motivation as a multidimensional construct which consisted of intrinsic and extrinsic motivation. Quantitative approach has been used in this study by using questionnaires through survey. The sample size of this study was 218 nurses in Kota Kinabalu, Sabah. The data were analyzed by using Statistical Package for Social Sciences (SPSS) version 21 and SmartPLS 2.0. The result of this study was fully supported that the intrinsic motivation and extrinsic motivation has a direct significant relationship with turnover intention among nurses. This study is beneficial to the management in healthcare industry where it provides the better understanding of employee perceived motivation factor toward their turnover intention.*

Keywords: *motivation, turnover intention, nurse, healthcare industry*

Introduction

According to Malaysia Economic Transformation Program (2014), one of the most rapidly growing industries in the world economy included healthcare industry. Interestingly, healthcare industry used to be the powerful driven of economic growth nowadays. Therefore, Malaysia were putting many efforts in order to widespread the healthcare system in both government healthcare system and private healthcare system. In this context, nurse was plays an important role in order to improve the quality of healthcare system in Malaysia. Nurses plays a significant role and are needed in all healthcare organization since they are the one who need to attend patients and cope with variety task daily (Siew, Chitpakdee & Chontawan, 2011). Besides, Teng, Hsiao & Chou (2010) in their studied also indicated that nurses played a pivotal role as customer-contact employee especially in care delivery and healthcare service quality.

However, the population of nurses in Malaysia was located in the low-density cluster in the world where there are only 84,968 nurses in the year of 2015. This can be explained by Malaysia had the lower nurse density due to the strong migration of nurses to other countries (Masroor & Fakir, 2010). The main reasons of Malaysia suffering the loss of nurse are due to

the poor retention as well as the high turnover occur amongst nurses in Malaysia (Casey, Regina & Krugman, 2004). Surprisingly, healthcare industry was indicated the third highest turnover rate industry in Malaysia which is 18.9% in the year of 2015 (Compensation Force, 2015). Besides, according to Siew et al. (2011), the turnover rate of nurses in Malaysia has been increase about 50 per cent from the year 2005 to 2010. In between the time, 40 to 1,049 nurses are decided to quit their jobs as nurse.

The migration of nurses was increasing worldwide as they tend to find the better career advancement and more training availability in healthcare industry. About 2,500 Malaysian nurses was tends to work at oversea and decided to migrated to other developing countries like United Kingdom and United States (Siew et. al., 2011). As a result, healthcare industry in Malaysia was definitely affected due to the loss of experienced nurses. The increase in nurses' turnover intention can contribute the high cost to the hospitals as well as disrupted the working environment as a whole (Bassett & Lloyd, 2005). In addition, Bassett & Lloyd (2005) also stated in their study that the loss of nurses is due the low motivation level and lack insufficient training provided to those nurses in healthcare industry. According to International Council of Nurses (2012), the turnover intention of qualified nurses has increase because of increasing alternative job opportunities for nurses at oversea. This indirectly causing nurse in Malaysia has low level of job commitment due to they received less motivation in current organization as well as the training opportunities was limited for them.

The current shortage of nurse issue in Malaysia highlighted the significance for understanding the effects of motivation in order to reduce their intention to leave the organization. This is important in ensuring that nurses remain working in their respective hospitals and giving their full commitment as they are motivated (Galletta, Portoghese & Battistelli, 2011). Furthermore, Bassett & Lloyd (2015) recommended that motivation was significant factor to reduce the turnover intention of nurses in healthcare industry. He declared that the high turnover intention of nurses was due to the low motivation level and lack of support from the organization in healthcare industry. Therefore, this study seek to examine whether the two dimensional motivation which divided into intrinsic motivation and extrinsic motivation have a direct linkage in order to reduce the turnover intention issue amongst the nurse in private healthcare industry.

Literature review

Turnover Intention

Turnover is defined as the employee had left the organization and turnover intention, on the other hand, defined as the employee has the intention to leave (Price, 2001). This is in line with many scholars that turnover intention has been defined as the employee's intention to leave and withdraw from the current organization (Jansen & Roodt, 2015; Ma & Du, 2014; Chambers, 2008; Peterson, 2004). In addition, Tett & Meyer (1993) refer turnover intention as a conscious and deliberate wilfulness to leave organisation. Turnover intention occurred when individual feel the goal of organization is no longer a line with their goal as organization involved in charge management or policies (Tett & Meyer, 1993). Pasewark & Strawse (1996) stated that turnover intention is a phenomenon where individual plan to move out from the existing organization and seek for other job opportunities outside.

Motivation

Many scholars have defined the definition of training broadly. According to Mohammad Saeid Aarabi, Indra Devi Subramaniam & Abu Bakar Alminitisir (2013), motivation will give an objective to an individual and he or she is required to achieve it. When there has a negative situation towards an individual, motivation is play an important role to help them overcome those negative situations (Mohammad Saeid Aarabi et al. 2013). Motivation is known as a force where it will help the employee to achieve the organization's goal and objectives (Irum Shahzadi, Ayesha Javed, Syed Shahzaib Pirazada, Shagufta Nasreen & Farida Khanam, 2014). Rizwan Saleem, Azeem Mahmood & Asif Mahmood (2010) defined motivation as a process where it help to bring up, energize and maintains an individual's behavior and performance. Motivation is able to help an individual to get promote in order to
achieve the particular goals said by Rizwan Saleem et al. (2010).

Intrinsic Motivation

Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable but also has emerged as important phenomena for employee as a natural wellspring of learning and achievement that can be systematically catalyzed or undermined by the organization (Ryan & Deci, 1991). According to Choong, Wong & Lau (2011), the intrinsic variables includes feeling of involvement, supervisor's help with personal problems, interesting work, promotion or career development, and appreciation of a job well done. Furthermore, Thakor & Joshi (2005) indicate that the feeling of accomplishment that arises from successful activity performance is regarded as an intrinsic motivator because it is rewarding psychological state that is directly attained through successful activity performance.

Extrinsic Motivation

Extrinsic motivation is defined as doing something because it leads to a separable outcome (Weinstein, 2010). This means that individual perform a task due to the outside encouragement or rewards rather than actual enjoyment of the task. According to Luara (2011), extrinsic motivation involved external incentive such as reward. Mahaney & Lederer (2006) also declared that extrinsic motivation tools are comprise such factors as pay, fringe benefits, job security, promotions, private office space and the social climate. Moreover, they involve competitive salaries, pay raises, merit bonuses and such indirect forms of payment as vacation and compensatory time off and external to the job itself. (Mahaney & Lederer, 2006).

Methodology

Hypotheses Development

Research conducted by Gallette et al. (2011) in Italian healthcare stated that intrinsic motivation has a negative significant relationship with turnover intention amongst the nurse in Italy. Furthermore, Ali, Akhter & Newaz (2007) found out that there is a negative significant relationship between intrinsic motivation and turnover intention in banking sector of Bangladesh. Houker, Janssen, Jonge & Bakker (2003) studies the specific determinants of

intrinsic work motivation and turnover intention among bank employees and teacher. The result indicated there is a negatively significant relationship between intrinsic motivation and turnover intention among teachers. However, bank employee indicated the different result where the intrinsic motivation has a negative significant relationship to turnover intention. Therefore, this study attempts to test the following hypothesis:

H1: There is a negative significant relationship between intrinsic motivation and turnover intention.

Oludayo & Omonijo (2013) indicated that extrinsic motivation especially fringe benefit is the strong determinant of turnover intention and it indicated a negative significant relationship with turnover intention, which in line with Ali et al. (2007). Shinew (1992) also found that that there is a negative significant relationship between extrinsic motivation and turnover intention in the service oriented organization in manufacturing sector. However, Newman, Maylor & Chansarkar (2002) declared that the relationship between nurses and turnover intention is a significant positive. Therefore, this study attempts to test the following hypothesis:

H2: There is a negative significant relationship between extrinsic motivation and turnover intention.

Conceptual Framework

In this research, the conceptual framework was adapted based on Clugston's Model (2000). Figure 1 presents the multi-dimensional of motivation which consists of intrinsic motivation and extrinsic motivation as the independent variables and turnover intention as the dependent variable. Bassett & Lyoyd (2015) recommended that motivation is significant factor to reduce the turnover intention of nurses in healthcare industry. He declared that the high turnover intention of nurses is due the low level of motivation and lack of support from the organization in healthcare industry. The conceptual framework of this study in Figure 1, which as follows:

Figure 1: The Conceptual Framework

Reserch Design

Quantitative research was used in this study in order to test the hypotheses from the questionnaires developed and quantitative data is collect through self-administered questionnaires. Questionnaires through survey were used as data collection instruments and distributed to nurses, who are willing to participate in this study. The population of this study is targeted and focusing on nurses who are currently working in the private healthcare industry of Kota Kinabalu, Sabah. The study was using non-probability sampling, a convenience sampling technique in the selection of respondents. The respondents of this study included

nurses of both male and female who are working in private healthcare industry in Kota Kinabalu, Sabah. Relatively, the targeted nurses are only focusing in the five private healthcare centers which located in Kota Kinabalu, Sabah. The unit of analysis is individual, as a nurse of the private healthcare industry.

The questionnaire items of intrinsic motivation (6 items) and extrinsic motivation (9 items) were adapted from Dundar et al. (2007). On the other hand, the questionnaire items of turnover intention (5 items) were adapted from Farh's (1998). A five-point Likert scale was used in this study in order to indicate level of respondent's agreement and disagreement which ranging from strongly disagree (1) to strongly agree (5). A total of 250 questionnaires was distributed to the nurses in the respective hospitals but there are only 232 questionnaires were returned. There are total of 14 questionnaires out of 232 questionnaires was unusable due to incomplete information such as missed out of questions in the questionnaire and respondents ticked more than one answers in a question. Therefore, the usable number of questionnaire in this study is 218.

The Statistically Package for Social Science (SPSS) version 21 were used to key in the data collected whereas Partial Least Square Equation Modelling (PLS-SEM) by SmartPLS version 2.0 path modelling pathway was used in data analysis. This is due to PLS able to provide a comprehensive statistical test that includes evaluating the indicators validity, checking for collinearity problem and estimation of the path modelling relationship (Razilan, Fatimah and Diljit, 2012). SPSS was used to analyze the demographic data of the respondents by measuring the respondents' demographic profile. On the other hand, the measurement model was conducted to determine the validity and reliability of the data by using PLS-SEM through convergent validity, construct validity and loadings. This analysis was conducted with the aims to determine the level of consistency on measuring items in the instruments as well as determine whether the group of items is consistently reflecting the measured construct.

Result

Measurement Model

The result of the convergent validity by evaluating the loadings, AVE and composite reliability values as presented in Table 1. The cut off values on the factor loadings for items retention might be differing from one scholar to another scholar which varies from 0.35 to 0.70. (Hair, Anderson, Tatham & Black, 1998; Chin, Gopal & Salisbury, 1997; Hair, Ringle Sarstedt, 2011). Hence, loadings of greater than 0.5 are considered 65 as minimum acceptable value and statistically significant in this study. The result in this study demonstrated that the loadings for all items are in the range between 0.705 and 0.927 which was achieved the cut off value of 0.50. The recommended value for the composite reliability (CR), which is minimum value of 0.70 (Gefen, Straub & Boudreau, 2000; Hair, Black, Babin & Anderson, 2010) while the cronbach's alpha accepted at the recommended value of 0.70 (George & Mallery, 2003).

In the average variance extracted (AVE), the acceptable value should exceed the recommended value of 0.50 (Fornell & Larcker, 1981; Bogozzi & Yi, 1998; Hair et al. 2010). In this research, the result shows that the value of composite reliability for all of the items measured was exceeding the minimum cut off value which is 0.7; the cronbach's alpha was all above cut off

value of 0.7 and the average variance extracted was also all above 0.5 suggesting that the measurement items were reliable and valid.

Table 1: Measurement Model

Constructs	Items	Loadings	AVE[a]	CR[b]	Cronbach's Alpha (α)
Intrinsic Motivation	IM1	0.852	0.709	0.924	0.897
	IM2	0.860			
	IM3	0.793			
	IM5	0.857			
	IM6	0.846			
Extrinsic Motivation	EM1	0.860	0.689	0.939	0.924
	EM3	0.812			
	EM4	0.834			
	EM5	0.820			
	EM6	0.854			
	EM7	0.816			
	EM8	0.812			
Turnover Intention	TI1	0.915	0.772	0.931	0.901
	TI2	0.896			
	TI3	0.886			
	TI4	0.814			

[a]Average Variance Extracted (AVE) = (summation of the square of the factor loadings)/{(summation of the square of the factor loadings) + (summation of the error variances)}
[b]Composite Reliability (CR) = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) + (square of the summation of the error variances)}
Note: IM4 item in intrinsic motivation and EM2, EM9 item in extrinsic motivation are deleted due to the loading is below than 0.5.

Next, the result of the discriminant validity by comparing the square root of the average variance extracted and the correlations (Fornell & Larcker, 1981) as presented in Table 2. The discriminant validity result showed that all the values in the diagonal are greater than other indicator variables in their respective rows and columns, thus indicating all indicators are good measurement for their constructs (Fornell & Larcker, 1981; Chin, 2010; Chin, 1998).

Table 2: Discriminant Validity: Fornell-Larcker Criterion

	Extrinsic Motivation	Intrinsic Motivation	Turnover Intention
Extrinsic Motivation	**0.83006**		
Intrinsic Motivation	0.777332	**0.84202**	
Turnover Intention	-0.5927	-0.56544	**0.8792**

Note: The square root of AVE values is shown on the diagonal and printed in bold; off diagonals are the latent variable correlations

Structural Model

Path coefficients (β) are obtained for the structural model relationship in order to testing the hypothesized relationship among the variable constructs by using bootstrapping procedure with

5000 subsamples. According to Chin (1998), bootstrapping procedure with 5,000 of bootstrap samples should be used in SmartPLS 2.0 in order to test the hypotheses of the research model. Meanwhile, the significant of the path coefficients is based on t-value. The significance testing results of the structural model as presented in Table 3.

The analysis showed that out of two (2) hypotheses one (1) were supported (H1) and one (1) was not supported (H2). For H1, the relationship between intrinsic motivation (IM) and turnover intention (TI) was negatively significant with β = -0.184 and T-value = 2.848 which indicating that the intrinsic motivation (IM) has direct influence on turnover intention (TI). This result indicated that a 100% changes in the intrinsic motivation (IM) bring 18.4% changes in turnover intention (TI). For H2, the relationship between extrinsic motivation (EM) and turnover intention (TI) was positively significant with β = 0.272 and T-value = 4.179 at which indicating that the extrinsic motivation (EM) has direct effect on turnover intention (TI). In other words, a 100% changes in the extrinsic motivation (EM) contributed 27.2% increase in turnover intention (TI).

Table 3: Significance Testing Results of the Structural Model

H	Path		Beta (β)	Strd. Error (SE)	T-value[a]	Decision
H1	Intrinsic Motivation Turnover Intention	→	-0.184	0.064	2.848**	Supported
H2	Extrinsic Motivation Turnover Intention	→	0.272	0.065	4.179**	Not Supported

*Significant at p<0.05; **Significant at p<0.01
aNotes: (t(499), One tailed test: t(0.05; 499)=1.65; t(0.01;499)=2.33

Discussion and Conclusion

This research was conducted with the aims to provide a better understanding of the relationship between dimensional of motivation (intrinsic motivation, extrinsic motivation) and turnover intention amongst nurses in private healthcare industry. The specific research objectives on this study is to examine the relationship between motivation (intrinsic, extrinsic) and turnover intention among nurses in private healthcare industry of Kota Kinabalu, Sabah. The finding in this study shows that the motivation (intrinsic motivation and extrinsic motivation) has significant relationship with the turnover intention. This implies that the role of intrinsic motivation and extrinsic motivation as a platform in influence the nurse's turnover intention in private healthcare industry of Kota Kinabalu, Sabah. This result was a line with the previous study which conducted by Cernea (1975) that showing that there is a significant relationship between motivation and turnover intention in the industrial sector.

The result of the study was supported that the intrinsic motivation has positive significant relationship with turnover intention amongst the nurse which are a line the finding of previous researcher. This can be explained by nurses are intrinsically motivated by the responsibility related to work as a nurse because they feels respectable by the public. Therefore, intrinsic motivation able to affected the turnover intention of nurses because they perceived that the recognition working as a nurse is meaningful for them. This result was consistent with the

finding of Janssen, Jonge & Bakker (2003) where the researcher also found that intrinsic motivation has negative significant relationship on turnover intention amongst the teachers. The teacher tends to stay at the same school to pursue their teaching career when the responsibility to teach is greater.

With the respect of extrinsic motivation, the finding in this study indicated that there is positive significant relationship between extrinsic motivation and turnover intention of nurses in private healthcare industry. Therefore, the result was not supported due to the positive significant relationship was found in this study. In other words, nurses are significantly influence by the extrinsic motivation toward turnover intention in private healthcare industry. This shows that the higher reward provided by the hospital led to higher nurses' turnover intention where they are extrinsically motivated by the extra pay for high performance. Therefore, nurses will leave their current working hospital as the extrinsic motivation such as reward, higher salary and greater promotion opportunities provided to nurses in private healthcare industry.

This result was different with the prior research which indicating that extrinsic motivation has the direct impact on employee turnover intention in service oriented organization in manufacturing sector (Shinew, 1992). The study indicated that with the extrinsic motivation provided able to enhance employee's productivity of customer service thus decrease their turnover intention. However, Newman, Maylor & Chansarkar (2002) declared that higher extrinsic motivation led to higher turnover intention amongst nurses was due to the pay that offered by private hospital in Malaysia was still considered low if compared to the pay offered by Saudi Arabia where the income is not taxable and commanded a salary of almost two to three times higher.

Lastly, the present study suggests that in order to reduce the turnover intention amongst the nurses in private healthcare industry, management officer in Human Resource Department in hospital should have the insight to develop a systematic nurse retention strategy plan by provide them the right motivation which able to generate higher level of commitment. Management in healthcare industry should have the understanding of employee perceived motivation factor toward their turnover intention. Consequently, management executives in Human Resource in healthcare industry able to figure out and identify the important of motivation factor that the nurses actually look into in order to reduce their turnover intention. This would be enhancing nurses' commitment at private healthcare industry of Kota Kinabalu, Sabah.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

GUARANTEEING SAFER CONSUMPTION OF NUTRACEUTICAL PRODUCTS IN MALAYSIA: MUST IT ALWAYS BE ON THE GOVERNMENT?

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Abstract: *Nutraceutical products have become widespread phenomenon for proclaimed benefits they seem to offer. To define what nutraceutical is has always been confusing in certain jurisdictions especially Malaysia. Legally, they cannot be considered as mere food, and they are not pharmaceutical drugs either. Due to uncertainty in its categorisation, manufacturing and product delivery processes have become easier for nutraceutical manufacturers. They have made numerous health claims that were not based on clinical evidence and there is no legal requirement for such. Although some consumers have benefited from the products, established research suggested that consumers could risks their health through long-term consumption. Hence, this paper intends to discover regulatory issues and challenges encountered by the National Pharmaceutical Regulatory Authority (NPRA) and the Food Safety and Quality Division (FSQD) under the Ministry of Health Malaysia in regulating nutraceutical products – from production to marketing processes to ensure safer consumption. Focus group discussions have been conducted with officers from NPRA and FSQD, which led to the following results. This paper finds two intriguing discovery namely: - (1) there is an ineffective self-regulatory framework governing nutraceutical industry in Malaysia as both agencies aforementioned have no effective control particularly in key areas such as enforcement, product labelling, and advertising. Secondly, the paper also finds lack of awareness and knowledge on safe production amongst nutraceutical manufacturers – which could be reflected on the products they produce and may threatens consumers in the longer run. It seems that in the Malaysian atmosphere, governmental intervention may be highly required to guarantee safer consumption of nutraceutical products – so that consumers may truly benefit from them. Self-regulation as practiced may have made the nutraceutical industry too complacent hence have placed consumers" safety at stake.*

Keywords: *Nutraceutical, Regulatory Body, Food Act 1983, NPRA, FSQD*

Introduction

Nutrition plays an important role in ensuring the state of our well being. People started to consume product derived from food in ensuring their good health. This scenario open the opportunity for the manufacture to produce those product in satisfying the appetite of the consumer. As a result, the kind of product known as „nutraceutical‟ are now mushrooming in the open market. The term nutraceutical was first introduced by Dr. Stephen DeFelice where he defines nutraceutical as "any substance that may be considered as a food or part of a food and provide medical or health benefits including the prevention and treatment of disease" (DeFelice, 1992). Nutraceutical is a very broad term as it is use to desribe any product derived from food sources that provide extra health benefits in addition to the basic nutritional value found in food (Debjit Bhowmik, Harish Gopinath, B. Pragati Kumar, S. Duraivel, 2013)

Palthur, Palthur, & Chitta, (2010) asserts that nutraceutical is an intersection between the pharmaceutical and food industries. They had suggested a working definition of nutraceutical where, "A nutraceutical is a food or a part of food for oral administration with demonstarted safety and health benefits beyond the basic nutritional functions to supplement diet, presented in a non-food matrix or non-conventional food formats, in such a quantity that exceeds those that could be obtained from normal foods and with such frequency as required to realize such properties, and is labeled as nutraceutical."

Wildman & Kelly (2010) assert that functional food would be a kind of nutraceutical. Functional food are ordinary foods that has been enriched or fortified through a nutrification process which is to restore the nutrient content in a food back to similar levels from before the food was processed. The food must be in its naturally-occuring form. It is similar in appearance to a conventional food, consume as part of usual diet, with demonstrated physiological benefit and/or to reduce the risk of chronic disease beyond basic nutritional function. Functional food includes those whole, fortified, enriched or enhanced foods that provide health benefits beyond the provision of essential nutrients (e.g., vitamins and minerals), when they are consumed at efficacious levels as part of a varied diet on a regular basis (Hasler, 2002).

The modern nutraceutical market began to develop in Japan during 1980 (Debjit Bhowmik, Harish Gopinath, B. Pragati Kumar, S. Duraivel, 2013). In Japan, nutraceutical falls within the category of "food for specific health use". This concept was initiated by the Ministry of Health and Welfare with the aim to improve the health of the nation‟s aging population (Hasler, 2002). Certain food with documented health benefit which has been approved by the Ministry will be eligible to bear a special seal.(see Figure 1)

Figure 1: FOSHU seal

Nutraceutical need to be clearly established and defined in order to distinguish them with the other types of product which has been sold in an open market. When a precise definition has been determined, it is easy to regulate the nutraceutical products. There are certain types of products that may fall under the broad definition of nutraceutical. In most jurisdictions, nutraceutical is not a standalone category as has to fit in into the existing category and legislation. For instance, in European Union, there is no specific regulation dealing with nutraceutical. Instead there is EU legislation on food supplements and novel foods. A "food supplement" is defined in Directive 2002/46/EC 3 as *foodstuffs the purpose of which is to supplement the normal diet and which are concentrated sources of nutrients or other substances with a nutritional or physiological effect, alone or in combination, marketed in dose form, namely forms such as capsules, pastilles, tablets, pills and other similar forms, sachets of powder, ampoules of liquids, drop dispensing bottles, and other similar forms of liquids and powders designed to be taken in measured small unit quantities. A "Novel foods" are defined in Regulation (EC) No 258/97 6 as foods and food ingredients that have not been used for human consumption to a significant degree within the Community before 15 May 1997 and which fall under various categories.*

Furthermore, in Canada there is no secific legislation governing specifically on nutraceutical as it can falls either in the category of food or drugs. A product may be considered as drugs if it satisfy the definition of drugs. A "drug" defind in the Food and Drugs Act *as "any substance or mixture of substances manufactured, sold or represented for use in (a) the diagnosis, treatment, mitigation or prevention of a disease, disorder, abnormal physical state, or the symptoms thereof, in man or animal, (b) restoring, correcting or modifying organic functions in man or animal or, (c) disinfection in premises in which food is manufactured, prepared or kept"*. If a product meet the said criteria, it will be regulated as a subset of drugs under the Natural Health Products Regulations. On the other hand, Food and Drugs Act 1985 defines "food" as "any article manufactured, sold or represented for use as food or drink by man, chewing gum, and *any ingredient that may be mixed with food for any purpose whatever."* Although, there exist no specific legislation on nutraceutical, an attempt to define the term has been made by the Bureau of Nutritional Sciences, of the Food Directorate of Health Canada. According to them, nutraceutical is a product isolated or purified from foods that is generally sold in medicinal forms not usually associated with food. A nutraceutical is demonstrated to have a physiological benefit or provide protection against chronic disease.

In United States, nutraceuticals are known as dietary supplement (Debjit Bhowmik, Harish Gopinath, B. Pragati Kumar, S. Duraivel, 2013). It is a product that contains nutrients derived

from food products that are concentrated in liquid, capsule, tablets, softgels, gelcaps or powder form. According to Section 3 of the Dietary Supplement Health and Education Act (DSHEA) 1994, a dietary supplement is a product that contains dietary ingerdients such as vitamin, minerals, herbs or other botanicals and amino acid that intended to supplement the diet. Such product need no approval from the United States Food and Drug Administration (FDA) before it can be marketed. As this product claim to provide health benefits, Commission on Dietary Supplement Labels, established under Section 12(c) of DSHEA 1994, holds the duty to evaluate how best to provide truthful, scientifically valid, and not misleading information to consumers. This is to help such consumers to make informed and appropriate health care choices for themselves and their families.

Meanwhile, in India, the Food Safety and Standard Act 2006 had created a special third category for „Food for Dietary Uses/Functional Foods/Nutraceutical/Health Supplements‟ in addition to the first two categories namely the „conventional food‟ and „drugs‟. This is to allow those product to have a specific regulatory requirement (Palthur et al., 2010) Since the term nutraceutical is so broad and have no uniform definition, it is a need for the term to be define with precision for regulatory purposes. A clear definition is needed as in certain jurisdictions, it is unclear whether such product should remain as either food or drugs. It is also important to regulate nutraceutical without unduly compromising the consumer‟s right to take greater responsibility for their own good health.

Classification of Nutraceuticals in Malaysia

Palthur et al., (2010) suggested that appropriately defining the nutraceutical category is the first step in framing a regulatory framework and to protect consumers with accurate, nonmisleading information about their health benefits. Furthermore, a proper defined concept of nutraceuticals will helps to estimate the scope of the regulatory framework required to be fulfilled by the manufacture of the product. It will give an overview or guideline to the manufacture on the aspects that they must consider before manufacturing the product such as formulation development, labeling, product claims and process that must be followed before placing a product onto the market. If the manufacturer fail to determine under which category that their product belongs to, it will be very difficult for them to determine which regulation that they should comply with.

Nutraceuticals are pooly define and its regulatory status lie somewhere between those of pharmaceutical and foods (Wildman & Kelly, 2010). The definition of nutraceutical in Malaysia is still vague and inconclusive. Nutraceutical product is not a standalone product. Normally, nutraceutical falls under the general umbrella of foods which lead them to be govern under the Food Act 1983. However, the term nutraceutical has not been used or defined in the act itself making it hard for us to dertemine what product that actually can falls under the heading of nutraceutical.

In Malaysia, there are two main bodies to govern the product namely the National Pharmaceutical Regulatory Agency (NPRA) and Food Safety & Quality Division (FSQD). Both agencies are under the perview of Ministry of Health. The NPRA was established in order to implement quality control on pharmaceutical products. It was given the task of ensuring the quality, efficacy and safety of pharmaceuticals through the registration and licensing scheme. This is achieved through evaluation of scientific data and laboratory tests on all products before

they are marketed (National Pharmaceutical Regulatory Agency, 2015). On the other hand, the FSQD is responsible for the planning, implementation, monitoring and evaluation of the Food Safety and Quality Programme that is implemented at the national, state and district levels, the entry points and the local authorities. The main objective is to protect the public against health hazards and fraud in the preparation, sale and consumption of food and to facilitate trade. The mandate comes from the Food Act 1983 and its regulations (FSQD Anual Report, 2012).

Since nutraceutical products are not clearly defined either as food or drugs, it is difficult to determine under which bodies they should be governed. In the year 2000, a committee for the Classification of Food Drug Interphase Product was established. This committee helps to assists both division namely the NPRA and FSQD in classifying, in a consistent manner, an application from the industry which is not clearly defined their product either as food or drugs (National Pharmaceutical Regulatory Agency, 2017). The committee will determine if the product is to be regulated by the NPRA or FSQD. However, effectively on 14th December 2012, the NPRA has become the one stop centre for the classification of the Food-Drugs Interphase product (FSQD Anual Report, 2012). If there is an uncertainty regarding the safety of the Food-Drugs Interphase product, NPRA will be in charge of those product. It is to safeguard the health of the consumer as the NPRA will take adequate measure to colsely monitoring the product. Food-Drug Interphase products are products for oral consumption containing a combination of food ingredients with active substances for oral consumption (National Pharmaceutical Regulatory Agency, 2017). A guide to classify the products has been illustarted in Table 1.

Table 1: Guide to classification of Food-Drug Interphase Products

Category	Food	Drugs	Food-Drugs Interphase	
	• Food based product with or without active ingredient • Energy drinks, isotonic drinks, sport nutrition and special purpose food product • Conventional food form product (biscuit, cake, noodle, etc) • Product use for cooking and food preparation (cooking oil) • Herbs and spies in crude (unprocesses) for	• Product containing active ingredient with or without excipient. • Products containing specific active ingredients (paracetamol, aspirin, glucosamine, etc) which possess high pharmacological or therapeutic potencies. • Product containing specific active ingredients which possess dose-related therapeutic potencies (plant sterols/stanol and esters that are consumed less than 3.5g/day) • Product in pharmaceutical dosage form such as soft gel,capsule or tablet (directly swallowed), sublingual, spray into the mouth, etc.	• Products containing ingredients from Negative List For Food • Products not containing ingredients from Negative List For Food and with medicinal/heal th claim	• Product containing ingredients from Negetive List For Food and without medicinal/hea lth claim.

Regulatory Body	FSQD	NPRA	NPRA	FSQD

According to the guidelines stated in the Drug Registration Guidance Document (DRGD), if any product has less than eighty percent of food based ingredients and more than twenty percent active ingredient (any component that provides pharmacological activity or other direct effect in the diagnosis, cure, mitigation, treatment, or prevention of disease, or affects the structure or any function of the body of man or animals), that product shall be regulated by the NPRA. Meanwhile if the product contain more than eighty percent food based ingredients and less than twenty percent of active ingredients, the product shall be regulated by the FSQD. When a product has been categorized as food, the manufacture must make sure that the packaging of the product does not resembles the packaging of drugs product. For instance, food products are not allowed to be packed in blister pack, a type of packaging in which a product is sealed in plastic, often with a cardboard backing. Further more, food product must not be in pharmaceutical dosage form such as soft gel,capsule or tablet. If the manufacture fail to comply with the condition, such product will be advised to be reformulate into a non-pharmaceutical dosage form.

Furthermore, the DRGD also clarifies that if the product contains any of the substances from the Negative List For Food (table 2), it will be considered as a drug product and will be regulated by the NPRA. If the product falls within the category of pharmaceutical drugs, they are under the perview of Drugs Control Authority (DCA). According to Regulation 7 of the Control of Drugs and Cosmetics Regulation 1984, no person shall manufacture, sell, support, import, possess or administer any product unless the product is a registered product and that person holds the appropriate licence required and issued by the Drug Control Authority (DCA). Registration of product is mandatory as to ensure the safety and quality of the product. Registration also important for the purpose of monitoring and enforcement. Registration of product will minimize risk to consumers as a result of insufficient or incorrect information or faudulent products. The word “product” has been define in Regulation 2 of the Control of Drugs and Cosmetics Regulation 1984 which include a drug in a dosage unit or otherwise, for use wholly or mainly by being administered to one or more human beings or animals for a medicinal purpose or a drug to be used as an ingredient of a preparation for a medicinal purpose.

It could be inferred that, nutraceutical in Malaysia can fall within the jurisdiction of NPRA or FSQD depending on the substance contain in the product. When a product is under the perview of FSQD, they are bound to fullfill and follow the requirement under the Food Act 1983. If nutraceuticals fall within the category of food, they were not subjected under the strict registration requirements prescribed by the Control of Drugs and Cosmetics Regulation 1984. They can be sold freely in an open market compare to medicine or pharmaceutical drugs which must have prescriptions or can only be sold at the counter by a registered pharmacist. The classification of products in Malaysia either as food, drugs or food-drugs interphase are clear. Eventhough, there is no proper definition of nutraceutical, still the product can be classified according to the substances contain in it.

Table 2: Negative List For Food

Ingredient	Common/Other Name
Stichopus Spp.	Gamat
Gypsum Fibrosum	
Monascus Purpureus	Red Yeast Rice
Natto Extract	Fermented Soy Bean Extract
Placenta	
Pearl	
Bile	
Glucosamine	
Hyaluronic Acid	
Gluthathione	
Gamma-Amino Butyric Acid (GABA)	
Resveratrol	
Actaea Racemosa	Black Cohosh, Cimicifuga Racemosa
Artemisia Spp. (All Species)	Wormwood, Mugwort
Azadirachta Indica	Nimba, Neem
Brucea Javanica, Brucea Amarissima	Sumatrana Amarissimus, Java Brucea
Bufo Gargarizans Cantor, Bufo Melanostictus Schneider, Bufo Vulgaris Lour	Toad, Samsu, Kodok, Kerok
Chelidonium Majus	Celandine, Great Celandine, Nipplewort
Conium Maculatum	Hemlock
Coptis Chinensis, Coptis Teeta	Chinese Goldthread
Croton Tiglium L.	Croton
Datura Spp. (All Species)	Jimson Weed, Devil's Apple, Green Dragon, Zombie's Cucumber, Moon Weed, Trumpet Lily, Stinkweed
Digitalis Spp. (All Species)	
Dryobalanos Lanceolata Burck	Borneo Camphor, Kapur, Malay Camphor, Sumatra Camphor
Fritillaria Spp.	Fritillary Bulb
Gelsemium Semperi Virens	Palaung Thay
Hypericum Perforatum	St John's Wort
Juniperus Sabina	Savin, Savine
Mahonia Aquifolium, Mahonia Repens, Mahonia Nervosa	Mahonia Aquifolium: Oregon Grape, Mountain Grape, Barberry Mahonia Repens: Creeping Barberry, Creeping Mahonia, Creeping Oregon-Grape
Melanorrhoea Usitata Wall.	Vanish Tree
Mucuna Pruriens	Cowhage, Cowage
Mylabris Phalerata, Mylabis Cichorii	Blister Beatle, Mylabris
Nerium Indicum	Indian Oleander, Exile Tree
Nerium Oleander	Indian Oleander, Exile Tree
Phellodendron Amurense, Phellodendron Chinense	Amur Cork Tree
Plumbago Indica	Rose-Colored Leadwort
Plumbago Zeylanica	White Leadwood
Psilocybe Cubensis	Boomers, Gold Caps
Sanguinaria Canadensis	Bloodroot, Indian Paint
Scilla Senensis	
Simmondsia Chinesis	Jojoba
Saphora Tomentosa	Sea Coast Laburnum, Silver Bush
Spigelia Marilandica	Worm Grass, Pinkroot
Strophanthus Spp. (All Species)	Kombe
Strychnoe Ignatii, Strychnos Lucida, Strychnos Robenas	Nur-Vomica
Symphytum Peregrinum	Comfrey

Challenges in Regulating Nutraceutical in Malaysia

Based on the focus group discussions that have been conducted with officers from NPRA and FSQD, the following challenges are detected.

1. Registration of Food Product

Registration of product is important for the authorities to supervise the product and to ensure that the products are complied with the requiement under the regulation. Any product which has been classified as food will be under the supervision of FSQD. Unlike pharmaceutical product which is mandatory to be registered with NPRA, food product did not requires such procedure. The only products required to be register according to FSQD are natural mineral water, packaged drinking water, ice and vended water. This registration requirement had caused confusion to the industry as the present regulatory position in Malaysia seems to put nutraceutical into an awkard fit. There might be nutraceutical that falls under the jurisdiction of NPRA and other might falls under the perview of FSQD depending on the substances contain in the said product. Most nutraceuticals are classified as food, hence they are under the perview of Food Act 1983. Since the Food Act 1983 is silent on the registration of product, the industry could take advantage upon this loophole. Unsafe food product might panetrate the market, thus causing harm to the consumers. However, there are also some nutraceutical which appear to be in a drug like form and need to be registered as they falls under the jurisdiction of NPRA. However, the manufacturer sometimes refuse their product from being treated as drugs. It is due to the fact that pharmaceutical drugs are under a strict observation of NPRA. Furthermore, the refusal of the manufacturer to classified their product as drug is because of the public perception that food are normally consume for wellnes whereas drugs are associate with fighting illness.

For the nutraceuticals to be openly sold in Malaysia, the product need to be evaluate, analyse and license. Registration of product enable the authority to detact any harmful ingredients or substances in the product. For instance, a product might contain plant and animals compound that offer therapeutic benefit or danger. Often the compound offers both element of benefit and danger,with the different being dependent upon the dose. Therefore the product need to be studied and the compound in it must tested before it could be marketed to ensure its effectiveness and safety. Wildman & Kelly (2010) assert that clinical and animal studies need to be conducted to assess the product toxicity in acute, chronic and multigenerational generation. Once the efficacy of product has been determine through clinical studies, then only it can be allowed to be registered. Again, as registration is not required under the Food Act 1983, the consumers are exposed to the danger and negative effect upon consumption of the product.

2. Self-Regulation of Food Act 1983

Food Act 1983 is a self-regulation act. It means that, it is the duty of the industry to make sure that the food product is safe to be consumed by the consumer. The responsibility to make sure that the food product is safe is not on the FSQD. It is the responsibility of a person to ensures that within the business under their control that all stages of production and distribution of food satisfy the legal requirement, in particular the health protection, the protection against fraud

and the hygienic handling of food. They must examine and make available for examination the food/goods according to the "good manufacturing procedures". The Food Act 1983 is a self-regulation act but the industry is not aware or not well verse of the content of Food Act 1983. Therefore, they sometime neglect the issue of quality and safety of their product. What the FSQD can do is to educate the industry by organizing seminar or hand-on training from various agencies such as MARDI, SIRIM and FSQD itself. However all this trainings are not compulsory. Food Act 1983 and Food Regulation 1985 are details and clear enough.

Conclusion

With the growing percentage of nutraceutical industry in Malaysia, it is doubtful that the current legislation able to cater the need of the industry. It seems that in the Malaysian atmosphere, governmental intervention may be highly required to guarantee safer consumption of nutraceutical products, so that consumers may truly benefit from them. Selfregulation as practiced may have made the nutraceutical industry too complacent hence have placed consumers‟ safety at stake. As assert by Patel, Dufour, & Domigan (2008) that the governmnent authorities must ensure that functional foods are regulated in a manner that maximises health benefits and minimizes health risk and that claims that are made by the firm producing and seling them are genuine. In the abscence of any regulatory guideline for nutraceuticals in Malaysia, it is hard to ensure that the manufactures are compromising with the quality of the product. Thus, it is suggested that nutaceutical should have its own definitions and regulation.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

ISLAMIC LAW AND FREEDOM OF RELIGION: A CRITICAL REVIEW ON THE RIGHT OF APOSTASY AND ITS LEGAL IMPLICATIONS IN MALAYSIA

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Abstract*: This paper provides a critical review on freedom of religion, particularly with regards to Muslims right to apostate and its legal implications in Malaysia, bringing to the light some of the academicians' opinion and courts decisions pertaining to the issue. Apostasy is a complex and controversial issue. Despite of a number of cases occurred in the past years, the interpretations to the relevant constitutional provisions are still be debated and some in the opinion that apostasy should be legalized in Malaysia. However, it is strongly argued and suggested that apostasy should not be legalized and taken as a legal right in Malaysia. This paper includes some arguments that are opposed the said suggestion together with the refutation of it. The Islamic view on the status of apostasy is also discussed in this paper. Since apostasy issue remained debated and questioned, this paper proposes that there is a need for a clear law to be implemented in Malaysia to settle this matter.*

Keywords: *Islamic law, Freedom of religion, Apostasy*

Introduction

The right to freedom of religion in Malaysia has been critically discussed since the application to change status of Muslim in the identity card was made by Lina Joy in 1998. The academicians have not stop in giving their opinion regarding this matter. Some of them supported the application while the others objected it (Zarizana Abdul Aziz, 2008). Her application to have her conversion legally recognised by Malaysian courts was rejected in 2007.

There have been other cases happened in the past few years. Recently in 2016, Rooney Rebit's case became a controversial and sensitive issue. The High Court in Kuching on March 24 granted his judicial review and ruled that he had a constitutional right to choose his faith. The

judgment establishes a precedent in a country where religious conversions, particularly from Islam to Christianity, have been steeped in controversy (MK George, 2016).
However, different verdict for three people from the state who want to leave Islam. The Court of Appeal in Kuching, Sarawak, dismissed an appeal by Jenny Peter @ Nur Muzdhalifah Abdullah, Tiong Choo Ting @ Mohd Syafiq Abdullah and Salina Jau Abdullah. (L. Susan, 2016).

Based on cases occurred in the past years, eventhough the Right to religious freedom is provided under art 11(1) of the Federal Constitution and seems to be applicable to every person in Malaysia, but the application of the provision still be debated and questioned, especially when it involves the Muslims right to leave religion. This issue remained unsettled and caused confusion among Malaysian.

Right of apostasy in Malaysia: should it be legalized?

Islam has been recognized as the religion of the Federation under Article 3 of the Federal Constitution[23]. Abdul Aziz Bari, (2004) argues that this position is relevant to the issue of apostasy because the phrase 'religion of the Federation' shows that Federation has got Islam as her religion.

This gives the implication that the country is under the obligation to implement the teaching of Islam. So, Malaysia must, in performing its obligations, prohibit the apostasy since it is a crime under Islamic law. In other words, the position of Islam in Malaysia makes it bound to rejects apostasy.

The right to religious freedom is guaranteed in Malaysia since everyone has the right to profess any religion (Article 11(1) of the Federal Constitution, 2006)[24]. But it is worth to be reminded that this right is not absolute since it is subjected to provisions in other articles such as Article 3, Article 11(4)[25] and Article 12[26] where the scope of this right is further explained. Hence, it is clear that the right to religious freedom in Malaysia is limited.

By the coming of British, Islamic laws in Tanah Melayu had been confined to personal matters of Muslims. These secular characteristics were intended by the framers of the Federal Constitution to continuously uphold even with the existence of the provision under Article 3

[23] Article 3 (1) Islam is the religion of the Federation; but other religions may be practised in peace and harmony in any part of the Federation.
[24] Article 11 (1) Every person has the right to profess and practise his religion and, subject to Clause (4), to propagate it.
[25] Article 11 (4) State law and in respect of the Federal Territories of Kuala Lumpur, Labuan and Putrajaya, federal law may control or restrict the propagation of any religious doctrine or belief among persons professing the religion of Islam.
[26] Article 12 (1) Without prejudice to the generality of Article 8, there shall be no discrimination against any citizen on the grounds only of religion, race, descent or place of birth—
(a) in the administration of any educational institution maintained by a public authority, and, in particular, the admission of pupils or students or the payment of fees; or
(b) in providing out of the funds of a public authority financial aid for the maintenance or education of pupils or students
in any educational institution (whether or not maintained by a public authority and whether within or outside the Federation).

of Federal Constitution. Thus, according to the opposition, since apostasy is allowed in secular state, the same should be done in Malaysia since Malaysia is a secular state (Bon, 2005). However, according to Shamrahayu A. Aziz (2007), it might be true that Malaysia is a secular state as proposed by the opposition, but the concept of secularism in Malaysia is totally different compared to west. This is because the Malaysian laws contain the provisions relating to the religions such as the position of Islam which is never existed in secular state in the west. Therefore, Malaysia could prohibit apostasy despite the fact that it is a secular state.

In Islam, even though there is no compulsion to profess Islam, once one has professed it, he could not apostate as it is a crime under Islamic law. Thus, it is argued that apostasy should not be legalized in Malaysia and taken as a legal right in Malaysia due to the special position of Islam in Malaysia, the restricted scope of religious freedom in Federal Constitution and the different concept of secularism in the Malaysian context.

i. The special position of Islam in Federal Constitution

Islam has the special position in the Federal Constitution based on provisions in Article 3, Article 12 and Article 150(5)[27]. According to Abdul Aziz Bari (2007), Islam is traditional and indigenous character of the Federal Constitution. Islam has been recognized as the religion of the Federation under Article 3 (1) of the Federal Constitution (2006) where it is stated that "Islam is the religion of the Federation" (p. 20).

Ones might find it difficult to relate between the issue of apostasy and the position of Islam. In fact, these two issues are relating to each other in the sense the phrase 'religion of the Federation' indicates that the Federation has Islam as her religion and must perform the religious obligations (Abdul Aziz Bari, 2004). This gives the implication that the country is under the obligation to implement the teaching of Islam.

However, there could be a view that it is impossible for the Federation to manifest all religious obligations and it is unable to posses the *aqidah* as it is not a human being. In order to answer this argument, it would be nice if the opinion of Shamrahayu A. Aziz (2006) could be referred in this matter. She said:

> The manifestation of religious teaching in the context of a state may not necessarily be the same to that of individuals' –it is sufficient for the Federation to proclaim its religion in the supreme law of the land as the provision preserved in Art. 3(1). In the constitutional context, it may be said that it is inherent in Art. 3(1) the ideology of the state signifying Islam as a way of life where its doctrines and laws are the integral part of Malaysian polity (p. 40).

[27] Article 150 (5) Subject to Clause (6A), while a Proclamation of Emergency is in force, Parliament may, notwithstanding anything in this Constitution make laws with respect to any matter, if it appears to Parliament that the law is required by reason of the emergency; and Article 79 shall not apply to a Bill for such a law or an amendment to such a Bill, nor shall any provision of this Constitution or of any written law which requires any consent or concurrence to the passing of a law or any consultation with respect thereto, or which restricts the coming into force of a law after it is passed or the presentation of a Bill to the Yang di-Pertuan Agong for his assent.

Therefore, it can be inferred that Malaysia must, in performing its obligations, prohibit apostasy since it is a crime under Islamic law.

Article 3 is not the only relevant provision to support this point. Article 12 of the Federal Constitution, for example, allows every religion to established and maintain educational institution. The special position of Islam is demonstrated by an explicit provision authorizing the government to provide financial assistance to Islamic education (Article 12 (2) of the Federal Constitution, 2006)[28]. Although by virtue of this provision, the government is allowed to give financial assistance to other religious educational institution, it does not have any constitutional sanction as in the case of Islamic educational institution. This proves the higher concern of the Constitution about Islam other than other religions in Malaysia (Abdul Aziz Bari, 2003).

The protection and special position of Islam in the Constitution is seen even in the state of emergency where the Parliament may make law inconsistent to the Constitution as provided in Article 150(5) of the Federal Constitution. Shamrahayu A. Aziz (2006) believes that this provision is an exception to the rules that the Federal Constitution is the supreme law of the land and the invalidity of any laws which is inconsistent with the Constitution (Article 4 of the Federal Constitution, 2006)[29] since it authorizes the making of such laws. But even the Parliament may impose a law that might be conflicted with the Constitution, Clause (6A) of the Constitution (2006) do not allow it to make a law in matter of Islamic laws. This shows a great protection of the Federal Constitution towards Islam even in the state of emergency.

As a result of these provisions on the special position of Islam in Malaysian laws, there is no possible reason why apostasy should be allowed in Malaysia since it contradicts to Islamic teaching.

ii. The restricted scope of religious freedom

The right to freedom of religion in Malaysia is not an absolute right as it is further explained in Article 11 (4) and Article 12 (3)[30] of the Federal Constitution.

The governing law for the right to religious freedom is Article 11(1) of the Federal Constitution (2005) where it is confirmed that everyone has the right to profess and practice any religion as he or she wished. This provision seems to give unlimited right of religious freedom to all persons in Malaysia. This view might be true if this provision is read in isolation. But it is worth to be reminded that all provisions in the Federal Constitution must be read in harmony with each other. Thus this right could not be an absolute right since it is subjected to provisions in other articles in the Constitution where the right has been restricted (Abdul Aziz Bari, 2003).

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[28] Article 12 (2) (2) Every religious group has the right to establish and maintain institutions for the education of children in its own religion, and there shall be no discrimination on the ground only of religion in any law relating to such institutions or in the administration of any such law; but it shall be lawful for the Federation or a State to establish or maintain or assist in establishing or maintaining Islamic institutions or provide or assist in providing instruction in the religion of Islam and incur such expenditure as may be necessary for the purpose.
[29] Article 4 (1) This Constitution is the supreme law of the Federation and any law passed after Merdeka Day which is inconsistent with this Constitution shall, to the extent of the inconsistency, be void.
[30] Article 12 (3) (3) No person shall be required to receive instruction in or to take part in any ceremony or act of worship of a religion other than his own.

Shamrahayu A. Aziz (2007) argues that Article 11 (4) and Article 11(5) of the Federal Constitution state that the right under Article 11(1) could be restricted by state laws and the practice of this right should not cause a threat to public order, public health and morality. Article 11(4) and Article 11(5) read:

> (4) State law and in respect of the Federal Territories of Kuala Lumpur, Labuan and Putrajaya, federal law may control or restricts the propagation of any religious doctrine or belief among persons professing the religion of Islam.
>
> (5) This Article does not authorize any act contrary to any general law relating to public order, public health or morality (p. 28)

These two provisions illustrate the limitation to the right of religious freedom in Article 11(1) where a person might be restrained by state law from propagating his religious teaching to Muslims and any action which could be a threat to public order, public health or morality will be void and illegal even though it is practiced according to the right in Article 11(1).

Article 12 (3) of the Federal Constitution (2006) provides that a person could not be instructed to take part in any ceremony or act of worship of a religion other than his own. This Article guarantees a person's right from being forced or ordered to practice the teaching of other religion than his faith. However, Clause (4) of the Article has limited this right in the sense that it gives the right to a parent or guardian to determine the religion for a person under the age of eighteen. The Article states:

> 12. (3) No person shall be required to receive instruction in or to take part in any ceremony or act of worship of a religion other than his own.
>
> 12. (4) For the purpose of Clause (3) the religion of a person under the age of eighteen years shall be decided by his parent or guardian (pp. 28-29).

In other words, as stated by Abdul Aziz Bari (2007), a person below eighteen years old does not have a complete right of religion freedom since he cannot choose his own religion.

These provisions of the Federal Constitution prove that the right to freedom of religion in Malaysia is limited and not absolute. Thus, the argument that apostasy should be legalized as it is within the right of religious freedom in Malaysia is rejected.

iii. Malaysia is a secular state v. The different concept of secularism in Malaysian context

Malaysia is a secular state

The oppositions argue that apostasy should be legalized in Malaysia because of the fact that Malaysia is a secular state. In a secular state, apostasy should be legalized because it is an individual personal matter and state does not have any authority over personal matters.

According to the oppositions, the secular characteristics of Malaysia could be seen through the history of Islam in Malaysia after the British intervention in the affairs of Malay States. Before

the coming of the British, the sultans in each of their respective states were the heads in all matters including religion and politics and were regarded as God's vicegerent. When the British came, the position of rulers had been limited and they were regarded as a sovereign within his territory only. By the change in this concept, the divine source of legal validity is severed and the British turned the system into secular institution. As a result, all laws including the administration of Islamic laws had to receive this validity through a secular fiat. Consequently, only laws relating to family and inheritance were left to be administrated according to Islamic laws and only applicable to Muslims as their personal laws (Bon, 2005). Thus, during the British colonial period, Islamic law was rendered isolated in a narrow confinement of the law of marriage, divorce and inheritance only.

Based on above facts, the oppositions declare that Malaysia was a secular state during the colonization of the British and the status still does not change as Malaysian laws are inherited from the British (Thio, 2006). The provision on the position of Islam as the religion of the Federation also does not change the secularism of Malaysian law. Tun Salleh Abas CJ (1988) in the case of *Che Omar bin Che Soh v Public Prosecutor*, after considering the legal history of Islam in Malaysia said:

> In our view, it is in this sense of dichotomy that the framers of the Constitution understood the meaning of the word "Islam" in the context of Article 3 (of Federal Constitution). If it had been otherwise, there would have been another provision in the Constitution which would have the effect that any law contrary to the injunction of Islam will be void. Far from making such provision, Article 162 on the other hand, purposely preserves the continuity of secular law prior to the Constitution, unless such law is contrary to the latter…we have to set aside our personal feeling because the law in this country is still what it is today, secular law… (p. 56)

In his judgment, Tun Salleh Abas CJ said that the word "Islam" meant by the framers of the Constitution was "Islam" as in the period of colonization which only confined to personal matters only. According to Bon (2005) and Thio (2006), the constitutional framers also assured that Article 3 does not diminish state secularity and does not prevent Malaysia from being a secular state.

So, according to the oppositions, Malaysia has no authority to prohibit apostasy since it is a secular state. This argument is solely based on the intention of the framers of the Constitution as argued before.

The different concept of secularism in Malaysian context

It might be true that Malaysia is a secular state as proposed by the opposition, but the concept of secularism in Malaysia is totally different compared to the west.

Abdul Aziz Bari (2005) has explained clearly about the secularity of Malaysia in his article, "Freedom of Religion in Malaysia: It is not Complicated". This article was written particularly to answer the statement made by Bon (2005) who said that Malaysia is a secular state intended by the framers of the Constitution. He said:

> There is no need to discuss the secular nature of the Constitution. In any case the Reid Commission – which has made it clear that the Constitution seeks to implement democracy and democratic ideals-, did not say on the alleged secular nature; only certain members of the Commission mentioned the secular nature of the Constitution in passing (p. 266).

He further argued that even though the case of *Che Omar bin Che Soh v Public Prosecutor (1988)* which is used by the oppositions in their argument was decided by the Supreme Court thus became a binding law, it was not clear about certain points. The case discussed about the intention of the framers of the Constitution, but in fact the framers did not say anything about the so-called intention. Thus, in his opinion, by looking at this factor, there is no absolute proof to say that Malaysia is a secular state. The reliance on the intention of the framers of the Constitution is very weak and could not be used to support the opponent's argument.

Even if the intention of the constitutional framers could be used as an argument to say that Malaysia is a secular state and consequently apostasy should be legalized, it could still be rebutted. Shamrahayu A. Aziz (2007) suggested that the discussion on the meaning of 'secular' in the Malaysian context must be based on provisions under the Constitution. If 'complete separation between religion and state' is meant by the word 'secular' by the framers of the Constitution in the Federation of Malaya Constitutional Proposal 1957, it would be inconsistent with the various provisions relating to the religion in the Constitution especially Article 3(1) which guarantees the high position of Islam.

Another good example for this type of provision is the proclamation of the Yang di-Pertuan Agong's oath to protect the religion of Islam under the Forth Schedule of the Constitution. The second limb to Article 3(1) also is a criteria contradicting to the ideology of secularism in the sense that it acknowledges the right to practice other religions.

Abdul Aziz Bari (2005) and Shamrahayu A. Aziz (2007) pointed out that since in a true secular state or Constitution religion has no place at all, the existence of various provisions in the Constitution relating to the religion denies the secularity of the Malaysian laws even it does not successfully turn Malaysia into a full-fledge Islamic state.

Thus, the Malaysian laws could still restraint the right of apostasy even if it is a secular state as stated by the framers of the Constitution in the Reid Commission Report and White Paper (Abdul Aziz Bari, 2003) since the concept of secularism in Malaysia is different.

Conclusion and recommendation

To conclude, the freedom of religion does not apply to Muslim as this is opposed the religion's teaching itself. Allah states in His Holy Quran (Al-Baqarah, 256) that there is no compulsion in religion. In another verse He says (Al-Kafirun, 6) to you be your way, and to me mine.

These verses have been used by those who alleged that freedom of religion also applies to Muslims. On the other hand, Allah condemns those who do apostasy (Al-Baqarah, 217). This is because, Islam promotes the freedom of religion however only to the extent that one will not be forced to embrace Islam. It does not mean that Muslims are allowed to renounce Islam. If they do so, they have committed a grievous sin to Allah.

Constitutionally speaking, every right under the Constitution has to be viewed with its background and context. When it involves the right of religious freedom, it must be read within the constitutional framework, namely the position of Islam. It does not sound right where a state that inserts Islam as its official religion, allows a renunciation from its official religion. This shows that the laws conflicting within itself. It is the duty of the Federation to protect, defend and promote Islam.

However, given the controversy and debate on the issue, perhaps there is a need to set up a commission or commission of inquiry to look into the matter. To ensure a fair solution, members of this body should comprise of all interested parties. The authorities also is hoped to provide the necessary information including the number of conversion into and out of Islam to the public. It is important to know the profiles of the applicants since there are people saying that in reality apostasy generally involved new converts who did not really understand the religion.

In the conclusion, based on the arguments presented, it is clear now that there is no solid reason why the government should allow apostasy. The arguments used by the oppositions are rather weak and not impressive enough to prove the contrary. However, these fragile arguments have successfully confused the society in understanding this issue. Thus, as stated before, there is a need for a clear law to be implemented in Malaysia to settle this matter.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

IDENTIFYING STAKEHOLDER ROLES IN DEVELOPING COMMUNICATION SKILLS IN ADDRESSING EMPLOYMENT BARRIERS AMONG MALAYSIAN YOUTHS

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Abstract: *There is a growing consensus among the employers and employees on the need for effective communication in the workplace. The youths in the school-to-work transition, however, encounter barriers, particularly in communication, and perceive stumbling blocks in the path of employment. This is an extended challenge among the youths due to communication apprehension. This paper reviews the existing literature on barriers to effective communication and roles in developing communication skills among young people with communication apprehension. With all things considered, we seek to develop a theoretical framework that encompasses potential factors conducive to the communication competence of Malaysian youths. These factors include personal, family and community factors. The proposed framework is focusing on how the present educational setting, society, government and employers are able to contribute in addressing this matter. Thus, it is expected to provide an intensive solution in addressing the communication barriers faced by the youths through a multi-entity engagement.*

Keywords: communication competence, employment barriers, framework, stakeholder engagement, youths

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Introduction

Youth is characterised as the period and process of development from childhood to adulthood (Allen & Land, 2008). In this life span, most of them earn their freedom to participate in their desirable activities, or contribute to their favourable fields. After completion of the minimum academic requirement, youths either pursue studies further with a higher grade, or start considering their career choice. These days, however, many young people find it difficult to secure employment or even to engage in the labour market (O'Connell & Russell, 2005). Among all candidates, youths, especially aged between 15 and 25 who undergo transition from school to work, receive considerable attention concerning their competence to contribute to the economy of the country (Department of Statistics Malaysia, 2016).

In today's job market, soft skills have become critical among employees. In view of the fact, the Ministry of Higher Education, Malaysia (2006) has determined seven soft skill elements to be introduced and incorporated into the curriculum of every undergraduate course. These elements include leadership, communication, critical thinking and problem solving, lifelong

learning and information management, teamwork, entrepreneurial skill, as well as moral and professional ethics. Among all soft skills, communication as the process of conveying information and common understanding from one person to another (Keyton, 2011), is frequently referred as one of the most essential skills required among employees. In a recent survey undertaken by Yuzainee, Zaharim and Omar (2010) in the year 2009, the findings reflected the significant role of communication skills in employment. Despite the knowledge of science and engineering system approach, a total of 300 employers from the engineering sectors in Klang Valley area perceive communication skills as the top weakness among local graduates, yet the most required skill based on the model of Malaysian Engineering Employability Skills. Erratically, in the same discussion on the preferred entry-level employability skills, the least required skill in the selection of ten main employability skills is 'engineering system approach'. It apparently highlights the importance of communication skills during youth development, or the earlier the better during childhood development.

Effective communication skills are essential. Through effective communication, learners can shape their ideas, concepts, and initiatives by communicating effectively with the right skills (Mahmud, 2014). It brings advantages for an individual across development, particularly towards employability and workplace readiness. During youth, communication with others is a vital skill required. However, communication apprehension has frequently been highlighted as one of the barriers to communication development. In relation to communication apprehension, McCroskey (1977) defined the term as an individual level of fear or anxiety associates with either real or anticipated communication with others. People who experience high communication apprehension are generally perceived to be low in assertiveness and responsiveness (Knutson & Lashbrook, 1976). In support of McCroskey's findings, within recent years, many local researches have pointed out communication apprehension among undergraduates and graduates that ultimately impacts their communication behaviour, performance, communication competence, as well as on other essential aspects of their lives (Azrizal, 2014; Darmi & Albion, 2012; Foo, 2011; Tom, Johari, Rozaimi, & Huzaimah, 2013; Zumusni, Ismail, Singh, & Elias, 2010). In certain occasion, although they have adequate input of the language, their feeling of reticence, shyness, introversion, and social anxiety still influence their ability to communicate. In most cases, it could be the challenge particularly among the youths with lower academic achievement.

Another factor that contributes toward the deterioration of communication skills is related to language proficiency (Shakir, 2009). When we are referring to communication, we always associate its barrier to language acquisition as language is essential for communication. In Malaysia, the implementation of the New National Education Policy in 1970 marked the amalgamation of a system having Malay language as the medium of instruction, whereas English as the second language. Both languages remain significant status in a multi-racial country to promote serenity and harmony among nation. Subsequently in the year 2012, the Malaysia Education Blueprint 2013-2025 encouraged bilingual proficiency to ensure every child to be, at minimum, proficient in the Malay language as the national language and language of unity, and in English as the international language of communication. Youths, especially those who are not keen on the specific language, turn to be introvert when they are required to speak in the language and eventually tend to stay away from interacting. Nevertheless, their poor language proficiency could as well relate to the learners who are still inhibited by their social factors, namely the lack of motivation and interest to learn the language

(Thang, Ting & Nurjanah, 2011), hence largely impact their confidence during communication and presentations (Samuel & Bakar, 2008).
In view of the importance of communication and its barriers among youths that limit their performance in the society or the workplace, the researchers aim to seek potential role players in supporting this population and addressing this critical matter. These prominent stakeholder roles include the society, educational institutions, employers, and policy makers. In particular, the society requires cooperation from the family, friends, neighbourhood and community to promote optimal communication competency.

Developing Communication Skills and Its Stakeholder Roles

Communication is the process of sharing ideas, information, and messages with others. It includes listening, writing, speaking, as well as non-verbal communication, for instance facial expressions and body language, visual communication (the use of images or pictures, such as painting, photography, video or film) and electronic communication, namely telephone calls, electronic mail, or satellite broadcasts (Mallet-Hamer, 2005).

As communication is said to be essential in one's life to convey information to others as well as to equip oneself towards employability, it is important to look into the relationship between communication skills and youth development, and identify the influential roles particularly important in developing communication skills.

Society

In exploring the role of society in communication development, we aim to look into three potential stakeholders, comprising family, friends, as well as neighbourhood and community, who may largely contribute in addressing employment barriers among youths.

Family

Family plays a significant role in an individual's communication development due to the fact that family is the first grounder of children's character, values, and intellectual standards (Kamijani & Maher, 2007). If parents are not used to discuss their own feelings and emotions openly or communicate to their children, the children do not have effective models for daily interaction or for discussion of feelings (Kelly et al., 2002).

The family communication has a meaningful role in the youth's communication competence. As supported by Cummins (2001), when parents are able to spend time with their children, either to discuss issues with them or leisurely chat with them in a way that develops their mother tongue vocabulary and concepts, children come to school well-prepared to learn the school language and succeed educationally. It is due to the fact that children's knowledge and skills transfer across languages from the mother tongue they have learned in the home to the school language.

To elaborate further, research findings showed that children who enrol in pre-school programmes tend to be more committed to learning and earn higher incomes in later years. Nevertheless, some poor families have neglected their essential role in sending their children

for education, for the reason that they are financially restricted, or geographically constrained. To aid the poor, more efforts should be channelled into getting the children into pre-school programmes by raising the awareness of their parents about the importance of pre-school education and by providing financial assistance to the families (Organisation for Economic Co-operation and Development, 2013). In brief, caring and supporting families offer the primary and pivotal aid to their children, ahead of all other influential parties.

Friends

Friendship is an important aspect during youth periods. Understand the nature of peer influence can help support as they enter the society. Friendship has an impact on the way of dressing, speaking, anti-social behaviours and many other areas of the adolescent's life (Padilla-Walker & Bean, 2009). It allows youths to practise and foster effective social skills neccesary for future success (Guzman, 2007). In the contrary, not having friends might lead to social isolation and limited social contacts due to the lacking in opportunities to develop new relations and social interactional skills (Tomé, Matos, Simŏes, Camacho, & AlvesDiniz, 2012).

Peer relationships encompasses positive or negative features. Positive features of friendships comprise trust, communication and willingness to help, whereas negative features include disloyalty and rejection (Sebanc, 2003). When an individual involves in friendships with positive features, they will feel accepted by their peers and thus are expected to engage in prosocial behaviors and positive peer relationships (Sebanc, 2003; Spira & Fischel, 2005). This relationship supports the development of communication based social skills, which helps improve academic achievement (Raver, 2002; Sebanc, 2003).

There are debates on the positive or negative influences from friends. However, the researchers highlighted the motivation a friend could provide to lead an individual to productive endeavors. As one gravitates toward encouraging and supporting peer groups during youth period, they tend to look into the bright side and strive to reach the peak in their lives.

Neighbourhood and Community

Language is a tool to communicate with others. It is a primary means of communication, and communication takes place within some sort of social context at all times. It is essential to acquire an understanding and recognition of the connections between a language and the people who use it for effective communication (Amberg & Vause, 2009). Hence, every individual should be aware of the importance to acquire as a minimum a language, to relate oneself to the community.

Malaysia as a multi-racial country is rich in different languages. Of all languages and dialects, Malay and English play a significant role in labour market demand. For this, youths who are comfortable with own mother tongue may find it very difficult when they involve themselves in the society. In our country, the presence of ethnic groups with different languages ensures that language plays a significant role not only in access to jobs and employment (University of Colombo, 2004), but also as a means to communicate with people in the community. Therefore, all citizens in the country, including youths, play a role in acquiring languages that bring unity among the nation. As such, it will be helpful in increasing their self-esteem, reducing their sense of loneliness, and improving their overall satisfaction with life.

Educational Institutions

After family, which described as the first school for an individual to experience learning richness and content, the educational environment plays a deserving role (Fallahchai & Darkhord, 2011). In Malaysia, the Form Three Assessment (Pentaksiran Peperiksaan Tingkatan 3, PT3) is considered the minimum academic requirement. Most of the students go further to reach the Malaysian Certificate of Education (Sijil Pelajaran Malaysia, SPM) in the secondary level of education. Without financial restriction, most of them will pursue studies in college or university, whereas the less fortunate ones start involving themselves in the workforce. Many youths at this school-to-work transition, however, have a hard time making career decisions. Even though some are aware of their direction, they have anxiety in certain barriers, for instance communication barrier that might affect their performance in this first contribution to the labour market.

In 2011, Malaysia achieved high participation rates at the primary level at 96% and 82% at upper secondary level (Ministry of Education Malaysia, 2012). Nevertheless, the achievement gaps between urban and rural schools remain a critical issue to be resolved. Findings suggested students from poor families are likely to perform less well compared to students from middle-income and high-income families. Slowly but surely, this socio-economic gap help to widen the urban-rural disparity since rural income levels are generally below those of urban areas (Organisation for Economic Co-operation and Development, 2013).

In consideration of the needs to revamp the present education system, the Malaysia Education Blueprint 2013-2025 was launched in September 2012 (Ministry of Education Malaysia, 2012), aiming to produce students with strong analytical and problem-solving capabilities, a good bilingual command, and effective social networking to meet the needs of the new economy.

Educators

School is a setting that promotes interpersonal relations, which are important for youngsters' personal and social development (Ruini et al., 2009). The quality of an education system is very much dependent on the quality of its teachers. Weaknesses in teacher competencies therefore are a serious impediment to overall education quality in the country (Organisation for Economic Co-operation and Development, 2013).

Educators need thoughtful commitment, but not ill-considered actions to aid the youths. They need to consider new roles and different ways of trying to meet the needs of a diverse youth population, visualise what they want to do, and eventually work together with the parents, businesses, religious community, human service agencies, government representatives, and youths to create opportunities (Thornburg, Hoffman, & Remeika, 1991). As supported by Gurcharan and Garib (2008), educators play the role to assign learners working-related communicative activities, subsequently interact with learners and provide necessary monitoring and encouragement to help them achieve success.

Language Centres

In enhancing communication competence, language is frequently referred as the means to transmit information to others. To cater to the needs of the public to improve their languages, many language centres are established to offer skills-related or job-related courses. To capitalise on youth's communication strengths, it is vital to strategize relevant communication enhancement programmes that optimise interaction opportunities.

Malaysia as a multi-racial country with a population consists of Malay, Chinese, Indian, as well as other indigenous races, is rich in different languages. Due to the purpose of forging one nationality, Malay language becomes the official language of Malaysia. Simultaneously, communities commonly practise English as this is the international language widely used to communicate with others, particularly in the workplace in this day and age. As a result, both languages influence employment mechanisms in the Malaysian job market for youths. To aid the youths with low proficiency in Malay or English language, the researchers suggested language classes start at the beginner level, where basic presentation skills, for instance how to organise an individual presentation, ways to begin and end a presentation, as well as verbal and non-verbal communication skills are taught to offer the best of help to the learners. Apart from that, implementing phonetic activities in the language centres may help alleviate their apprehension of being unable to pronounce unfamiliar words (Tom et al., 2013).

Communication-related Activities

In a recent study undertaken by Tom et al. (2013), the results revealed that, among the selected 49 pre-diploma students from rural areas in Sarawak, most of the learners dislike public speaking and group discussions and they are uncomfortable speaking in English due to their low level of English language proficiency. It is indeed a valuable finding to help language educators get rid of the types of communication-related activities that may cause communication apprehension, hence look for better means in order to assist the target group in communicating using the target language. Instead of conducting activities that may lead to negative outcomes, language educators need to contribute efforts in using fun speaking activities, such as songs, poems or board games, that might encourage the learners to speak, and at the same time bring down their anxiety levels.

Employers

To increase youths' acquisition of communication skills, employers undoubtedly play a part by aiding them in different ways. One of the examples is that, the employers organise in-house trainings on language courses related to job requirements for their staff development (Darmi & Albion, 2013). Gurcharan and Garib (2008) went further to say that, employers, who are familiar with the job market's needs, take responsibility to communicate and collaborate with schools to provide learning experiences that will foster learners' development of communication skills despite developing internal training programmes to equip employees with required basic skills.

Hence, it goes without saying that socially responsible employers who appreciate and recognise the contributions of their employees will cultivate the full potential of all employees and raise confidence in them to communicate among colleagues.

Policy Makers

The country is developing and on the track for betterment, however, the government should always look back and never neglect the new blood. It is important to design programmes not only to provide youths with work experience and career development education, but also to improve their career self-efficacy and psychological well-beings. As an evidence, Loughead, Lui and Middleton (1995) who designed a 7-week summer career development programme for inner city impoverished youths found that youths show improvement in their career planning and job searching skills, but failed to change their self-concept. As a consequence, the core barrier was not thoroughly eradicated. Apart from that, government should at all time direct resources toward the objectives to increase language teachers' capacity for youths' benefits, as well as to engage participation of the private sector in providing learning opportunities for learners and employees (Gurcharan & Garib, 2008).

Language Policy in Employment

Given the desire of the country to become a developed nation by 2020, the government develops constructive policies that are of helpful to increase the supply of highly skilled and trained human resources.

In a multi-racial country such as Malaysia, mono language policy in employment is viewed to be futile to the economy development of the country as it is motivated by xenophobic sentiments and targeted to discriminate against employees with diverse backgrounds. As the Equal Employment Opportunity Commission (EEOC) reported, the number of charges filed relating to English-only policies has significantly increased from 91 to 443 charges between 1996 and 2000 in the United States (Gevertz & Dowell, 2014). Hence, the disturb minds and discordance in the workplace ultimately impact the performance of an individual.

It reveals the importance of language policy in employment in a country. In most applications, English as the global language and Malay language as the national language are frequently utilised in the labour market. In support of cultivating employees with good communication skills, the training and acquisition of skills among workers should be introduced as a life-long process in order to provide youths more opportunities to participate in language courses and skills training to meet the demand for skilled human resources. In this country which consists of different races, the policy however should not neglect the usage of other languages. It is to say that, proficiency in other languages could be of necessary precondition for acquiring a job for some occupations.

Publicity on Communication and Needs in Media

Networks provide differential access to resources that include opportunities, skills, information, social support, and sociability (Mesch, 2012). In relation to the availability, many studies upheld the socio-economic determinants of physical comprising income, education, gender and ethnicity that cause inequality in accessing to information and communication technology (ICT). To explain further, there is a wide range of web tools provided, but underprivileged young people from often lack knowledge or language proficiency to understand and utilise the facilities.

To publicise programmes and important information to disadvantaged youths, it is recommended that the government uses youth-friendly language in materials intended to inform the public and enhance the use of social media for that purpose. Apart from that, the government puts effort to employ campaigns explaining the importance of community engagement and to promote volunteerism among youths to aid them whenever necessary.

Framework

The synthesis of all potential factors forms the core of the conceptual model as outlined below in figure 1.

Figure 1: Communication Engagement Conceptual Model

Discussion

Youth communication engagement is the most challenging task in bridging the hurdles towards successful life journey. As such, the population requires support from the four key stakeholders, namely the society, educational institutions, employers and policy makers. Each entity plays a prominent role in communication engagement which at the end makes a positive difference on youth development.

Among all entities, the weightage is more on society contribution with support of family, friends, neighbourhood and community. To explore further, each party prepares youths and engages them in different context or styles. Family as the first ground helps engaging children and youths in effective communication in custody circumstance. As they grow, the youths build relationship with friends and neighbours. Both parties in most situations create comfortable interactions with youths, thus gradually enhance their communication capability. With

adequate language acquisition and minimum communication apprehension, youths are ready to engage themselves in bigger society and interact with the community when necessary.

Apart from that, youths may enhance communication and language acquisition through learning as an approach in educational institutions. This potential stakeholder plays a significant role in preparing youths for employment in future. Subsequently to aid youths, employers continue hold the role to build confidence and capability in communication through beneficial trainings and courses. Not only that, policy makers contribute in policies and relevant acts to promote communication development among youths. Figure 2 illustrates communication engagement framework and roles of the stakeholders in addressing employment barriers.

Figure 2: Communication Engagement Framework

In viewing the existing literature and findings, the researchers recommend this framework as the platform to be developed into an instrument to be tested in a pilot study among youths. For the next step, the framework is referred in order to engage relevant interventions among youths to cultivate effective communication.

Conclusion

To conclude, this paper aims to review existing literature on barriers to effective communication among youths and roles of the stakeholders in addressing the matter. While consensus exists among the key stakeholders and employees about the importance of communication skills in the workplace, we develop a theoretical framework that we hope can provide suggestions for further research on developing communication skills and encouraging an optimal competency of communication among youths. Nobody takes full responsibility for the problem. However, we can define the role of each stakeholder in the solutions and accept our rightful responsibilities for significant contribution to the matter. As one might expect, maintaining long-term youth development is essential to eventually benefit society as a whole. Thus, it is important to gather national power by requesting maximal support from all potential roles to help diminishing youths' communication apprehension for better preparedness in the workplace. In so doing, future researches and on-going evaluation on this area will help consolidate the capabilities of youths to meet the challenge thus sustain in employment, and then strive towards abolishing the barriers.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

MALAY WOMEN ENTREPRENEURIAL SUCCESS: CHALLENGES AND BARRIERS

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Abstract : *Toward the vision of bringing Malaysia as a developed country by 2020, the government of Malaysia has implement rigorous effort to encourage development in variety sectors as to obliterate the poverty by attracting the women to involve in economic sector. A part of current government initiative is raising women to be entrepreneurs as entrepreneurship have been recognized as the catalyst for economic growth and development of a country. Many women choose to be entrepreneurs whether by full time or part time as a source of income. Malay women entrepreneurs have to face many challenges and emulation in business and economic sector as this field is monopoly by the Chinese ethnic in Malaysia. The challenges and barriers to the success of Malay women entrepreneurs have to be identified in ensuring that they are ready to face everything that coming along the way of their journey as entrepreneurs. Thus, this study is to review the challenges and barriers of Malay women entrepreneurs to success in the entrepreneurial and empowering women to enhance their economic contribution in entrepreneurship.*

Keywords: *malay, malay women entrepreneurs, success, challenges and barriers*

Introduction

Malaysia is a developing country with almost 32 million population consists of three major ethnics known as Malay, Chinese and Indian. According to the Statistic Department of Malaysia, in 2011 the Malay is still the majority of the population which accumulated about 60% of the total population in Malaysia. However, in the other perspective primarily in the economic sector, Malay did not perform concomitant to the total population as majority. Malay is far behind in the economic sector. For the time being, the Chinese ethnic is conquering more than 50 percent of the economic activity in Malaysia. The government attempted to achieve the economy of Malaysia in reaching the vision of 2020 and the women are called-out to stick together in making the vision come true.

There are many women in developing countries involve in entrepreneurship as an opportunity to gained additional income whereas some of them quit job and start career as entrepreneurs. In particular, the shrinking job opportunities in the market have also compelled these women to venture into business and entrepreneurship is seen as an attractive option (Alam, Senik &

Jani, 2012). According to the Female Labor Participation Rate (FLPR), the rate wallowed at around 46% for many years until prior to 2010. This showed that for every 100 women of working age, only about 46 is working, including both full-time and part-time employment.

Table 1.1 : Total population based on ethnicity 2015

Ethnic	Female	Male and Female
Bumiputera	9 496 200	19 150 900
Chinese	3 218 500	6 620 300
Indian	996 000	1 988 600
Others	132 400	270 700
Non-citizens	1 158 300	2 965 300
Total population	**15 001 400**	**30 995 800**

Source: *Social Statistics Bulletin Malaysia 2015*

Bumiputera is consists of 99% Malays. As shown in Table 1.1 the female population for Malay ethnic is the highest among other ethnics in Malaysia and total of Bumiputera which including the male and female is about nearly 62% of the total population in Malaysia. Malay is the largest ethnic population in Malaysia and considered as the majority.

Literature review

Malay Women Entrepreneurs in Malaysia

Women entrepreneurs are define as someone who run a business, taking risk and innovate. Sidal (2014) agreed with Andrea Smith-Hunter (2006) that women entrepreneurs run a small business owned by them and manage the business according to the objective and their principal of practice.

According to the Global Entrepreneurship Monitor (GEM) 2012, the total entrepreneurial activity (TEA) in Malaysia was the lowest percentage compare to Thailand and China which are among the Asia developing countries. In Malaysia, even though there is a very small gap in entrepreneurship involvement between women and man only fewer women entrepreneurs are established compared to men entrepreneurs (Kelley, Brush, Greene, & Litovsky, 2012).The establishment period is define as survive in the business for more than 48 months or 3.5 years. Other than that 99.9% entrepreneurs in Malaysia are in the small and medium enterprises category while 19.7% of total SMEs are owned by women (Department of Statistic Malaysia, 2012). This show that women entrepreneurs are play safe and choose the business which is not high risk as there are many obstacles and challenges faced by the women entrepreneurs to survive in their businesses. Moreover, gender plays an important role that reveals the notion of inter-sectionalism between gender and multiple influences that shape how entrepreneurs think about their own identities in an entrepreneurial setting (Rhouse, 2013).

There is only a few research on Malay women entrepreneurs and the study on the success of Malay women entrepreneurs were mainly on the qualitative research most of all. Table 1.2 is the summary of existing reviews of the Malay Women's Entrepreneurship Literature.

Table 1.2: Summary of Existing Reviews of the Malay Women's Entrepreneurship Literature

Year	Author	Topic	Methodology
2010	Rosli Mahmood, Azrain Nasyrah Mustapa & Norzalila Jamaludin	A Qualitative study of Successful Malay Women Taksonomi Keupayaan Usahawan Wanita Melayu	Qualitative (interview)
2013	Suraini Mohd Rhouse	Entrepreneurs in Malaysia. Value and identities of women entrepreneurs: A study of Muslim Women of Malay Ethnicity in Malaysia	Qualitative (interview)
2014	Alaudin Sidal		Qualitative (interview)

From the table, it can be seen that there is a paucity of research on Malay women entrepreneurs. While numerous studies had examined women entrepreneurs (H. Aldrich, Reese, & Dubini, 2013; Greene, Hart, Gatewood, Brush, & Carter, 2003; Jennings & Brush, 2013; Terjesen & Lloyd, 2014), most of these studies were conducted in developed and western cultural spaces. There is still gap on women entrepreneur's research as many of the researchers were focused on women entrepreneur's performance rather than women entrepreneurial success.

The establishment period could be considered as the success period estimating 48months to 60 months. Any businesses that exceeding the critical period is success in surviving. Furthermore, success could be seen as achievement of something being anticipated (Miller et al. 2006); as an achieved event, reached growth (Baum & Locke 2004) or an appreciated wish and businesses aim to get success irrespective of any preset definition of success. The definition of success could be subjective or objective depending on the person's remark.

Men and women may theorized success differently. As for example, men may appreciate success as attaining fame and respect (external criterions). In the other hand, women define success when they achieve the accomplishment of their set targets or a matter of internal criterions (H. E. Aldrich & Cliff, 2003). Astonishingly, women owned business's growth tendency is lower than males and it might not necessarily link with only financial gains. Additionally, women owned businesses choose to be smaller in size. Commonly used gauge of success i.e. attainment of wealth (McMullen et al. 2006) may not be the truly echoed success

measure. It may have been the possibility that women may set their success targets based on their internal standards and therefore, the success phenomenon is aimed to be explored for women in Malaysia as culture may likely to affect success perceptions(Usman, Buang, & Yousaf, 2015). Many women have sought entrepreneurship as a way to empower themselves and relieve the burden of gender and pay discrimination in the workplace (Mahmood, Mustapa, & Jamaludin, 2010).

Challenges and Barriers

There are few challenges and problems listed by Kim (1996) that faced by women entrepreneurs which including

- Lack of marketing knowledge
- Lack in pricing knowledge
- Less knowledge in management and administrative technique
- Social problem which including the trust, commitment and resentful towards rivals
- Personal problem such as conflict with the employees and business partners
- Personal problem cause by the conflict with family, stress and lack of social support
- Problem of product quality and services
- Knowledge problem

According to Hisrich and Öztürk (1999), many women entrepreneurs faced lack of business training, less experiences in management, less in financial skills experiences, less in guidance and getting advices, while (Mitchelmore & Rowley, 2013) found out that most women entrepreneurs faced problems at early stage in getting the capital to start the business from the banks and financial institution. In other aspect, problem with family was among other reason that barrier women entrepreneurs to success. Besides, family structure is playing another dominant role persisting women from entrepreneurial society. Women in transition economies suffered from traditional perceptions about women's role in society, and these attitudes persist as for example, the women careers depend on the decision of their spouses rather than the other way around (Alam et al., 2012).

Mostly women entrepreneurs in Malaysia, faced variety of problems and challenges such as lack of capital and skills especially in marketing, lack of motivation and low confidence-level (Roddin, 2012). In other hand, weakness skill in making decision, marketing planning and capital gain were common factors faced by the failure women entrepreneurs (Abu Bakar, 2007). The issue of labor burden, limited access to financial resources, limited access to markets, low education and training, less access to networks and unfavorable government policies were among challenges faced by women entrepreneurs (Loveline, Uchenna, & Karubi, 2014).

Implication, Future Research and Conclusion

As to reach the vision of Malaysia as a Developed Country status by 2020, the income per capita must be at least AS $ 15,000. It is a need for the government to ensure there are programs and support to help women in improving the economic growth by formal and informal employment to increase the household income. Entrepreneurship is one of the great opportunity to grab by women who are interested to own a business and capable to take the challenges and

barriers. There are more challenges along the way toward the 21st century with all the technologies upgraded while in other hand the raw materials source is shrinking and the shortage in resources. As to that reason, the innovative entrepreneurs should be born to create ideas in ensuring the limited resources could be fully use in a brilliant way. Malay as a majority ethnic have to take the chances and opportunities in entrepreneurship and be competitive in this globalization era. The focus of introducing women entrepreneurship program in Malaysia is still limited. Hence, there should be more initiative to empower women by providing various alternative entrepreneurship programs that suit to women entrepreneurs' background. It is suggested that women's groups and relevant business associations together with female entrepreneurs, should be involved earlier in the identification and design of the programs.

Women entrepreneurs also, need mentoring for guidance and career counselling, better access to credit lines, stronger networking and the chances to involve in the male-donated businesses. The future scenario in Malaysia will be the proliferation of more businesses in various industries, and that means more opportunities for skilled women.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

PERCEPTIONS OF ACCOUNTING STUDENTS TOWARDS QUALITIES OF GOOD LECTURER IN ACCOUNTING AND NON-ACCOUNTING COURSES

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Abstract: This study aims to access the perceptions of undergraduate students on the quality of a good lecturer. Eight qualities of good lecturers identified from previous research were included in the questionnaire. A total of 180 questionnaires were collected and valid for analysis. The results show that there are significant differences between students' perceptions on the teaching quality both for accounting and business subjects. The findings revealed that, the most important quality that good lecturers should posess is the ability to simplify the difficult concept in order to ease students understanding on the subject matter, regardless of teaching accounting or business subjects. Knowledgeable and ability for consultation were ranked number two and three, interchangeably between accounting and business subjects. The appropriateness of teaching technique employed in class was ranked last for accounting subject. On the other hand, prompt feedback on students' progress by the lecturer was ranked last for the business subject. The findings from this study will be able to assist new and inexperience lecturers to gain important information on becoming a good lecturer through their teaching approach as well as personality development as an individual.

Keywords: *Quality good lecturer, Perceptions, Teaching quality, Accounting students, Undergraduate students*

Introduction

The definition of a good lecturer varies with the characteristics of the audience, particularly, its previous experience with higher education and their society values (Lee, Sattayawaksakul, Waleesila and Sriharat, 2009). However, the definition of a good educator mostly surrounds on having empathy for students, an experienced person, organised and expressive (Hernard & Leprince-Ringuet, 2008). Therefore, a good quality teaching lecturer is a person with a degree of excellence in teaching. In line with this, lecturers should posses accepted characteristics such as passionate in teaching, knowledgeable on the subject area, able to provide inspiration, organised, obtained sense of clarity, concern and cared for students. Apart from that, as an educator in a higher institution, a good lecturer should also use higher cognitive levels in discussions and examination and also provide good visual aids, encouragement in active

learning, provision of feedback and avoidance of harsh criticism (Goodwin & Stevens, 1993; Aregbeyen, 2010, Lee et al., 2009).
In the recent years, higher education is facing continuous changes in teaching methods, from the traditional teaching teacher-based to student-centred learning (SCL). Malaysian Higher Education has currently recommended and encouraged SCL approach in the universities. This means that learners (students) will transform their passive roles into an active one, where at the same time learners need to consider their own path in learning and at last establish a mutual relationship with their instructor (lecturer) (Mohd Yusoff et al., 2013).

However, SCL may be a problem if the students depend heavily on their teachers (lecturers) to guide in their learning process as they perceived the teachers as the main source of knowledge (Lee et al., 2009). In the Asian education perspective, including Malaysia, SCL is not the norm in teaching and learning process. Therefore, the introduction of SCL to students in the higher education institution might face some challenges to the lectures and rejections from the students. Therefore, both parties (lecturer and students) must willingly accept this new approach and make some adjustments in their teaching and learning process (Lee et al., 2009).

In line with the changes in the teaching method, modern technologies were introduced in the teaching and learning process. Due to the changes in the teaching methods throughout the years, students' perceptions towards good lecturer may differ (Lee et al., 2009). Therefore, the quality of teaching has to be improved and this has become an important issue in the state of higher learning in the new era of education.

The introduction of SCL and the inclusion of modern technologies into teaching and learning may lead to difficulties in accessing quality teaching and good lecturer. Apart from that, the definition of quality teaching or effective teaching is still debatable and generally is assessed through student engagement and positive achievement outcomes (Allan, Clarke & Jopling, 2009). There are a number of methods used in evaluating effective teaching but the most commonly used is students' evaluation (Ghazali et. al, 2012; Samian & Md-Noor, 2012; Allan, Clarke & Jopling, 2009; Lee et al., 2009; Sakurai, 2012).

Failure as a lecturer in the university or higher institution depends on the students' perception of lecturer's performance in the lecture hall or class. In that case, the perception of students toward the qualities of a good lecturer should be reviewed and revisited on a regular basis as the perceptions may change due to changes in the teaching and learning environment (Lee et al., 2009). Since, accounting is a professional program where future graduates are required to possess good accounting skills, it is vital to conduct this types of survey among them.

Hence, this study aims to investigate the perceptions of undergraduate accounting students on the quality of a good lecturer in the SCL education system. Specifically, the specific objectives are as follows:

i) to examine the perceptions of the accounting students on good lecturer
ii) to examine the perceptions of the accounting students on good lecturer in advance accounting and advance business subject.

Literature Review

Quality of a good lecturer

The lecturers are the key-staff in the university. According to Voss and Gruber (2006), the behaviours and attitudes of lecturers should be the primary determinant of students' perception in the quality of teaching in higher institution. Therefore, they summarised eight dimensions as the most critical attributes of becoming a good lecturer such as expertise, approachability, communication skills, teaching skills, friendliness, enthusiasm, humour and teaching methods.

However, the definition of the quality of teaching is relatively falls under the stakeholders (students, teachers, evaluation agencies) perception as it remains controversial and subjective.

The desired teaching qualities of lecturers in higher education are knowledgeable, enthusiastic, approachable, friendly, possess sufficient communication skill, teaching skills and teaching method that suits the subject matter (Voss & Gruber, 2006). Despite that, Voss and Gruber (2006) also reported that friendliness, enthusiasm and humour are also the vital factors of good lecturers.

Lee, Sattayawaksakul, Waleesila and Sriharat (2009) supported the findings by Voss and Gruber (2006). They found that Asian students prefer lecturers who are knowledgeable on the subject matter. In short, this is one of the important quality that lecturers should have or acquired. However, they also found that, knowledge alone does not produce good lecturer. Other factors should be considered together with knowledge such as the preparations of teaching material, clear objective of teaching and learning, enthusiasm and ability to present the subject matter clearly.

According to Aregbeyen (2010), good lecturers should impart clear explanation, shown interest in teaching, concern with the quality of teaching, well prepared and have interesting teaching style. Despite that, good lecturers should also discuss recent development of the subject matter, respect students, able to identify the importance in teaching, answer students' question in a precise manner and always emphasise on conceptual understanding.

Friendly atmosphere in the teaching and learning process is also related to good lecturers. Besides that, good lecturers should have practical teaching competence and support student learning process (Sakurai, 2012).

Table 1 summarises the previous findings of top five elements of good lecturers.

Table 1 : Top five elements of good lecturer

Elements of good teaching	Author	Respondents
• Management of teaching and learning • Awareness and human capital • Display commitment and professionalism in conducting teaching and learning • Monitor and give feedbacks • Motivate students	Chua and Kho (2014)	Malaysian students
• Knowledge and experience • Practical teaching competence • Support for student learning • Friendly atmosphere	Sakurai (2012)	Middle east learners

• Excellent knowledge • Good preparation and organisation • Fair and impartial in evaluation • Concern and respect for students • Clarity of presentation	Lee, Sattayawaksakul, Waleesila and Sriharat (2009)	Southeast Asian students
• Clear explanation • Show interest in teaching • Concern in the quality of teaching • Well prepared • Interesting teaching style	Aregbeyen (2010)	Second year undergraduate Nigerian
• Expertise • Approachability • Communication skills • Teaching skills • Friendliness	Voss and Gruber (2006)	Teacher education students Germany
• Excellent knowledge • Include group activities during teaching session • Encourage discussion • Approachable • Start session on time	Allan, Clark and Jopling (2009)	First year undergraduate United Kingdom
• Preparation of lecture • Teaching style • Responsibilities	Muda et. al (2012)	Undergraduate Malaysia

Students' perception

Perception of students towards good quality lecturers are mainly based on the students' evaluation on lecturers' teaching performance. Study has shown that student ratings are valid assessment of teaching quality (Samian & Md-Noor, 2012) and the most commonly used source of evidence of effective teaching (Ghazali et.al, 2012).

A study on the learners' perceptions of good foreign language teachers was conducted by Sakurai (2012). The study evidenced that students with shorter study length place more importance on lecturers' knowledge, experience, pedagogical support and friendliness (Sakurai, 2012). This may be due to higher expectations towards unfamiliar native speakers on language study. This study also found that in general, perceptions of good teacher are memontarily based on professional knowledge, professional experiences and warm relationships with learners.

Students' perception of a good lecturer are influenced by their educational background, cultural factors and the political and educational systems from which they were brought-up (Lee, Sattayawaksakul, Waleesila & Sriharat, 2009).

Delivery which refers to the way lecturers' conduct teaching and learning in class plays an important role in differentiating between a good and low achiever lecturer (Samian &

Md-Noor, 2012). Delivery of teaching using creative and interactive teaching methods is one of the elements in teaching style which is considered important (Muda et.al, 2012).

Students' perception towards the effectiveness of lesson delivery in class depends on the lecturers' characteristics, students' attitude, students' satisfaction, facilities and students' grade as well as the smaller sized class is also one of the contributing factor towards effective delivery (Ghazali et.al, 2012).

In regardless of students in the Asian countries who are more teacher-centred (Lee, et al., 2009), the students in the developed country like United Kingdom has placed high value in group activities and discussions during class sessions which promote active learning (Allan, Clarke & Jopling, 2009).

On the other hand, Sakurai (2012), conducted a comparative study between native and non-native teachers who teaches foreign language, focusing on the Japanese language. The study revealed four factors of good teachers namely, interaction with learners, knowledge, experience and qualification and also friendly atmosphere. The study also reported that there are similarities and differences between these qualities between native and non-native teachers. The similar characteristics are knowledge, experience and personality. The learners expected that native language teachers should be more skilful and have wider experience than non-native language teachers.

Methodology

This study aimed to investigate the perception of students towards the characteristics of a good lecturer. The research employed a quantitative research method to address the research questions and objectives determine in this study.

Sample

The population comprises of accounting degree students in university in the year 2016. Based on the data provided by the Academic Management Department of the university, there are a total of 534 accounting degree students. The separation of students into year of study is shown in Table 1. Accounting students are the highest enrolment of students in the university.

Table 1 : Population and sample size of the accounting degree students

Population	Number of students
Year 1	145
Year 2	136
Year 3	119
Year 4	134
Total	534
Sample	
Initial number of students Year 3 and 4	253
Final sample	180

The respondents for the study were selected through purposive sampling which consists of year 2 and 3 students. The sample represents 47.37 percent of the population. These respondents met the requirement of the study where they are not only matured and can provide faithful and reliable response towards the survey questions but they also have undergone the advance papers in accounting and business. Using a convenience sampling, 253 questionnaires were distributed

but only 180 returned questionnaires were valid and completed, yielding a response rate of about 71.14 percent. The questionnaires were in the English language.

Instrumentation

The main instrument used in this study is the questionnaire, which was adapted from previous studies (Aregbeyen, 2010; Lee et al., 2009; Tootoonchi, Lyons and Hagen, 2002). The questions used in this instrument were developed based on the adaptation from the previous literatures. The questionnaire was divided into three sections. Section 1 dealt with the undergraduates' profile while section 2 examined the perception of good lecturers. The final section, was an open ended questions on the students' opinion about their lecture class, their comments on the teaching and learning during class and students were also required to provide suggestion for the improvement of the said course. Each statement in section 2 was assigned a five-point Likert scale with a score of 1 indicating strongly disagree and a score of 5 to indicate strongly agree with the given statement. Completion of the questionnaire takes about five to ten minutes.

Towards the end of the semester, in week fourteen, students were instructed to complete the questionnaire pertaining the teaching and learning activities in two courses, namely financial accounting and reporting four as well as international business and globalisation. The reliability of questionnaire indicates good and strong consistency as the Cronbach Alpha shows the value of students' perception is 0.962 (Sekaran & Bougie, 2010).

Results and Discussion

Respondents' Profile

Table 2 represents the demographic profile of the respondents in the survey. Seventy eight percent of the samples are female students. Only 22 percent of the respondents are male students. Most of the respondents are Malay students (91.1%), followed by Chinese (6.1%) and Indians (2.8%). About 77 % of respondents are between the age of 22 to 23 years. The respondent for the advance business course represents 46.7% of the sample while 53.3% are the students taking the advance accounting course. All of these students are the undergraduate accounting students from year 3 and 4.

Table 2 : Demographic Profile of Respondents

		Frequency	Percent (%)
Gender	Male	40	22%
	Female	140	78%
Race	Malay	164	91.1%
	Chinese	11	6.1%
	Indian	5	2.8%
Age	19-21	10	5.55%
	22-23	138	76.67%
	24-25	23	12.78%
	26-27	9	5.00%
Course	Business	84	46.7%
	Accounting	96	53.3%

Students' Perception of Good Lecturers

The overall findings on learners' perception of good lecturers are tabulated in Table 3, which presents the mean, standard deviation and the ranking of the domains of good lecturers. All these mean values were more than 4 which shows that the respondents' point score were between agree and strongly agree.

Table 3 : The overall mean and standard deviation on the characteristics of good a lecturer

Items on good lecturer	Mean	SD	Rank
Explain important concepts using easy ways	4.429	0.704	1
Knowledgeable	4.369	0.647	2
Always available for consultation (physical and virtual)	4.358	0.710	3
Helpful	4.307	0.698	4
Stimulates interest in the subject	4.290	0.710	5
Prompt feedback on students' progress	4.282	0.698	6
Enthusiasm in teaching	4.274	0.696	7
Used appropriate teaching techniques	4.267	0.718	8

Among the eight items surveyed, the highest rank perceived by students is good lecturers should be able to explain important concepts in the subject area in an easy ways. Good explanation is important in order to capture students understanding on the subject matter and also to ensure that the knowledge gained is stored in long term memory as it will serve as lifelong learning process.

The second highest rank is that good lecturers must be knowledgeable in the area they teach. This finding is in line with Sakurai (2012), Lee et al. (2009) and Allan, Clark and Jopling (2009). Lecturers should be aware of not only the existing but also the new knowledge as it is important in teaching (Chua & Kho, 2014) so that the students are aware and enable them to keep track with the changes in the subject matter.

Students also perceived that lecturers should always be available for consultation and at the same time able to assist them in learning process outside from classroom environment. This finding is in line with Allan, Clark and Jopling (2009) and Muda et al. (2012). In today's world, with the emergence of technology, the used of media application such as whatsapp and telegrams can become a wonderful tools for lecturers to employ in order to be more open with their respective students besides using the traditional method which is face-to-face interaction.

Ranked the fifth highest is stimulation of interest in the subject area. Equally important to this is prompt feedback by the lecturers so that students have the time to improve their weaknesses. Enthusiasm was ranked second last and appropriate teaching technique was the least important element. This finding shows that students prefer lecturers to stimulate their interest in learning the subject rather than the teaching techniques.

Apart from the above results, further analyses were conducted. The samples were then separated into advance accounting and advance business courses to investigate whether there

is any mean difference between the two groups of students. Table 4 shows that the T-test analysis for both courses.

Table 4 : Result on the t-Test Analysis

Course	Mean	Standard deviation
Advance Business	4.47	0.446
Advance Accounting	4.09	0.619
F statistics	4.654 (significant at 5%)	
T-test	4.616	

The results in Table 4 show that there are significant differences between both sample groups (advance accounting course and advance business course) whereby the mean for business and accounting are 4.47 and 4.09 respectively, with the F statistics of 4.654 (significant at 5 percent level).

The mean ranking of perceptions between advance accounting and advance business courses are presented in Table 5.

Table 5 : The result on the perceptions of students taking the accounting and non accounting course

Items on good lecturer	Accounting course			Business course		
	Mean	SD	Rank	Mean	SD	Rank
Explain important concepts using easy ways	4.237	0.770	1	4.648	0.547	1
Knowledgeable	4.209	0.719	2	4.552	0.604	3
Always available for consultation (physical and virtual)	4.167	0.744	3	4.576	0.588	2
Prompt feedback on students' progress	4.161	0.739	4	4.420	0.607	8
Stimulates interest in the subject	4.144	0.776	5	4.456	0.587	6
Enthusiasm in teaching	4.136	0.714	6	4.432	0.547	7
Helpful	4.103	0.712	7	4.539	0.643	4
Used appropriate teaching techniques	4.092	0.777	8	4.467	0.587	5

Students from both courses agree that the vital characteristic of a good lecturer is the ability to simplify the important concepts into a simple explanation. This finding supports the findings by Lee et al. (2009) where they found that good lecturers are those that are able to present their subject material in an interesting way. This requires good teaching skills (Voss & Gruber, 2006) and teaching styles (Muda et al., 2012). Besides that, this finding align with the earlier finding by Aregbeyen (2010) where he found that good teachers are those who emphasise on conceptual understanding. This finding was supported by the comments from the students:

> *Examples were given in terms of story-telling that were related to the lecture topic (Student 1, Year3).*
>
> *The story-telling method helped students to understand the subject matter, avoid boring and sleepiness among students in the class (Student 2, Year 3).*
>
> *I like when the lecturer prepared the questions for each chapter in assisting the learning process in class. This method gives more understanding towards the chapter (Student 3, Year 3).*

> *The lecturer used several ways to attract students' attention and very interesting whereby the students were always looking forward for the class. The lecturer also delivers simple teaching (using easy words) that helped the students to understand the subject matter (Student 4, Year 3).*

The findings on the other seven qualities in teaching were found to have some differences in the ranking. For the advance accounting course, students ranked knowledge lecturer as second and availability in consultation as third. Thus, the reverse finding was shown in the advance business course for both of these items. This finding supported the earlier findings by Lee et al. (2009).

Prompt feedback by a lecturer was ranked fourth for accounting course whereby for business course the students require lecturers to be helpful. Giving feedbacks to students help them in identifying their progress and provide space for improvement (Chua & Kho, 2014). Apart from this, Lee et al. (2009) found that helpfulness is one of the items listed under the second category of good lecturers. Good lectures are those who are helpful when student seek for their help. In order to be helpful, lecturers must be assessable when needed (Lee et al., 2009).

The next important aspect that a lecturer should have when teaching accounting subject is they should be able to stimulate the interest in the subject matter. This may be due to that the content in the advance accounting syllabus was quite difficult and comprehensive. Contradicted to students taking advance business course, stimulation of interest towards the subject was ranked number six. Using appropriate teaching technique was found to be more important than stimulating interest in teaching business course. This may be due to the factor that accounting students have difficulties to understand the business and management content which were more of theories rather than calculation. In order for lecturers to offer interesting lessons, they should at first able to choose the most suitable teaching method from selections of teaching methods (Voss& Gruber, 2006). By this way, lecturers will be able to capture the attention of students in their class.

Enthusiasm in teaching was ranked six place for accounting course and ranked seventh place for the advance business course. According to Voss and Gruber (2006), enthusiasm refers to the transmission of excitement and interest from the lecturer towards their teaching course. Lee et al. (2009) categorised enthusiasm as the combination variable under knowledge and communication of knowledge which is the dominant factor among four identified factors in the study. There are linkages between enthusiasm and knowledge of the lecturers. The Asian students perceived that, lecturers who start with firm knowledge on the taught course with good preparation of the teaching material, able to state clearly the learning objectives will able to deliver the teaching material with enthusiasm (Lee et al., 2009).

Conclusion

This study explores the characteristics of a good lecturer who teaches the accounting and business courses to students of year three and four in the public university. Based on previous research, eight dimensions of good lecturers were selected and a survey was conducted. Using the five-point Likert-scale, the mean of these dimensions were calculated and ranked accordingly.

The findings revealed that as a whole, students perceived that good lecturers should be able to explain important concepts in an easy manner, must be knowledgeable and always available for consultation regardless physically (face to face) or virtually (email, mobile message etc). When the samples were separated between advance accounting course and advance business course, the results obtained were similar except for a slight twist in rank number 2 and 3. As a whole, able to use appropriate technique in teaching, was ranked last and the finding was agreed by the students taking advance accounting course. However, for the students taking advance business course, prompt feedback from lecturers was the least important characteristics of a good lecturer.

The focus of samples was only meant for year three and four undergraduate accounting students at one public university. This might be one of the limitations of the study that leads to a small sample size to be analysed and the results might not be able to generalised to other student population at other universities or higher learning institutions. Apart from that, the study used only the mean of the dimensions to rank the results. A more comprehensive analysis could be used to obtain better results.

Bigger population such as undergraduates from other programs should be included in the future research to enable to add into the body of knowledge in the aspect of teaching and learning. Comparison of perception of students based on gender could be included in the future research. More dimensions of good lecturers should also be included in the future research so that the factor analysis could be conducted for a better result.

Findings from this study contribute to the literature in adding information related to the characteristics of good lecturer in teaching and learning advance accounting and business courses in the student-centred learning approach. It is hoped that these findings will be able to help new and inexperience lecturers to gain valuable insights on becoming a good educator through their teaching approach as well as building their own character.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

AN OVERVIEW OF ISPS CODE IMPLEMENTATION IN MALAYSIA

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Abstract: *The International Ship and Port Facility Security (ISPS) Code was introduced by International Maritime Organization (IMO) on December 2002. The ISPS Code was introduced to enhance maritime security by outlining minimum security standards for ships and port facilities. Its aims are to establish an international framework for cooperation in efficiently collecting and sharing information to detect security threats such terrorism and to take preventive actions. Thus, this article will examine the implementation of ISPS Code in Malaysia and its implications to Malaysia. This article concludes that the implementation of ISPS Code has given positive implications by increasing security level of ships and port facilities in Malaysia. This can be seen in strict requirement of the certificate of the ship, the better control of port facility, and restriction of unauthorised access to ship and port facilities area***.**

Keywords: ISPS Code, Implementation, Ship, Port

Introduction

The ISPS Code was introduced on December 2002 by International Maritime Organization (IMO) after September 11, 2001 when terrorist attacks against the World Trade Centre in New York. This code was introduced by amended Safety of Life at Sea (SOLAS) Convention and includes in new Chapter XI-2 of SOLAS. This code has two parts. Part A is mandatory and Part B is recommendatory. Part A concerned with contracting government responsible to set security level, declaration of security, obligation of shipping companies, ship security, ship security assessment, company and ship security officer, port facility security and so on. While Part B is taken into account after implementing Chapter XI-2 of SOLAS and provisions of Part A, as Part B is only recommendatory nature.

In general, ISPS Code applies to passenger ships and cargo ships which are include tankers of 500 gross tonnages or more. This also includes port facilities serving ships on international voyages, and mobile offshore units. (Solas, 2003) This code is implies to shipping companies, port or facility personnel, and shipboard personnel. The main functions of this code are to detect security threats and take preventive action and measures against security incidents which are affecting ships or port facilities used in international trade. Moreover, it is also the maritime

leg of the supply chain, namely port and shipping that is most at risk from terrorism related threats.

The objective of ISPS Code are to establish an international framework involving cooperation between contracting government, government agencies, local administrations and the shipping and port industries to detect security threats and take preventive measures against security incidents affecting ships or port in international trade. Furthermore it also to ensure confidence that adequate and proportionate maritime security measures are in place. (John, 2005) Thus, in really practice of the code, it comprises checks prior to entry of a ship into a port, as well as certificate verification in the port. (Solas, 2003)

Before the emergence of ISPS Code, world was facing many maritime threats especially on ship and port activities. The hijacking of the ACHILLE LAURO in October 1985 alerted the world to the terrorist threat to ship, and the suicide attack on USS COLE while bunkering at Aden. Seventeen of the COLE crew were killed and 39 wounded. Meanwhile, on October 2002, the French Tanker LIMBURG off the coast of Yemen had been attack by terrorist. Thus in this article will discussed the implementation of ISPS Code in Malaysia and its implications.

Implementation of ISPS Code

Ministry of Transport is under duty in charge of ISPS Code, in implementing this code involved this ministry, designated authority, port officer, port and ships companies are provided with the standardization, consistent framework for managing risk and permit meaningful exchange and evaluation of information. Ministry of Transport is under duty to set security levels applicable at any particular of time with regards to ships flying and approaching port within their territory.

This Ministry held to set security levels applicable at any particular time with regard to ships flying and approaching their ports within their territory, (Solas, 2003) and to issue appropriate instruction and provide security related information when the Security Level is raised to 3 (High Level). Furthermore, this Ministry also responsible to designate an authority through the government mechanism to be responsible for ensuring the implementation of the provisions in the ISPS Code pertaining to port facility security and ship or port interface, from the point of view of the port facility.

Thus although the Ministry of Transport is a lead ministry, as this involves security issues the National Security Council (NSC), an agency under the Prime Ministers Department also came into the picture. This is because the National Security Council (NSC) has the authority to mobilize security forces such as the Royal Malaysian Navy, Malaysian Maritime Enforcement Agencies, Royal Marine Police, and the Immigration Department if there is a need to do so. Based on this, it was also agreed that the National Security Council (NSC) shall be responsible in determining the security level in consultation with the Malaysian Marine Department (MARDEP), which is the designated authority responsible for the implementation of the ISPS. (Nor Apandi, 2009)

The designated authority which is Malaysian Marine Department (MARDEP) is responsible to approve the Port Facility Security Assessment (PFSA) and subsequent amendments to an approved assessment. Moreover this department also responsible to determine the port facilities which will be required to designate a Port Facility Security Officer (PFSO), to approve the Port

Facility Security Plan (PFSP) and subsequent amendments to an approved plan. Designated authority which is (MARDEP) also responsible in exercising control in compliance measures and testing approved plans or its amendment. (Nor Apandi, 2009)

As the ISPS Code is securing of port area there must be appointment of Port Area Security Officer. He will responsible to facilitate the development, implementation review and maintenance of a Port Area Security Plan and also responsible to liaise with Port Facility Security Officer to facilitate administration and improve communication. The Port Facility Security Officer is responsible to conduct initial security survey of the port facility, others is to develop, maintain, implement and exercising the Port Facility Security Plan. Moreover to undertake security inspections of the port facility and to ensure the continuation of appropriate security measures. Recommend and incorporate changes to improve the Port Facility Security Plan, enhancing security awareness to the port facility personnel and also to ensure adequate training for the port. (ISPS Code, 2003)

As stated above, in implementing of ISPS Code, the commitment of many parties needed for succeed of this. This was including contracting government, designated authority, and ship and port facilities. At the first of implementing ISPS Code, Malaysia was facing some problem, such as the cost of implementing the code. An Organization for Economic Co-operation and Development (OECD) study estimated that the initial cost on global ship operators to comply with the ISPS Code amount to at least USD 1.279 billion, and USD 730 million per year thereafter. For Malaysian ship owners, who have spent a substantial amount of money and effort to obtain the International Ship Security Certificate (ISSC), another round of problems begin, with ports and contracting government implementing differing port state control measures. Malaysian ports and port authorities too will be busy carrying out their obligations under the Code. In addition, should prepare for visits from the US Coast Guard under the US Coast Guards International Port Security Program. Thus the better preparation should be made before the side visits by the US Coast Guard. (Syahriman, 2004)

The other problem is trainees for staff are not sufficient and not expected. Thus the code implementation needed such Port Facility Security Officer, Ship Security Officer and this entire staff needs training and explanation of operation ISPS Code.(MIMA)

Moreover, at the first when Malaysia ratified ISPS Code on July 2003, and the enforcement of ISPS Code worldwide on July 1, 2004 she had faced problem with shipping companies when its operate so slow in implementing of the code at first. It is because the shipping companies have to bear big amount in compliance of this such as the expenses to appoint Company Security Officer, Ship Security Officer, Ship Security Plan, and Ship Security Assessment and so on.

There are also opinions of ISPS Code states that by increasing security of the code, can potentially become a major source of shipping delays (Banamyong, 2005). Local shipping delays specifically impact port efficiency. Besides that some other authors are mindful of the inverse relationship between efficiency and costs and recognize. The importance of achieving high levels of both security and efficiency at costs that can be managed and controlled (Kwek & Goswami, 2004).There is also opinion by author state that fear of security creating a hierarchy or a black list of ports, with developing countries losing out by removal from liner services is expressed (Banomyong, 2005).

Security Level

The ISPS Code had setting the security levels applying at any particular time that will be the responsibility of Contracting Government (Ministry of Transport) and will apply to ships and port facilities. This security level is important in order to know the situation and condition of port or ship in safety or not. There are three security levels for international use, firstly is Level 1 which is normal. In Level 1, the minimum position protective security measures to be maintained at all times. Secondly is Level 2, which is heightened risk. In Level 2, an additional protective security measures shall be maintained for a period of time as a result of heightened risk of security incident. Thirdly is Level 3, which is exceptional risk. In Level 3, a further specific protective security measures shall be maintained for a limited period of time. It is happen when a security incident is probable or imminent, although it may not be possible to identify the specific target. (Hartmut & Nicholas, 2004)

Ship and Port Facility

Ship

The ISPS Code embodied through a number of minimum functional security requirements for ships and port facilities. Meanwhile, ships are subject to verification and certification. They have to bear an International Ship Security Certificate (ISSC), indicating compliance with the requirements of the mandatory provisions of the ISPS Code. (Hartmut & Nicholas, 2004)

The shipping companies operating ships are required to prepare Ship Security Plan (SSP). Ship Security Plan (SSP) will have to be established under the responsibility of the Company Security Officer (CSO) which provides inter alia for the minimum operational and physical security measures the ship under security level 1 at all times. (ISPS Code)

Meanwhile, a Company Security Officer (CSO) as the representative of the company also has to conduct Ship Security Assessment (SSA). From this assessment, Ship Security Plan (SSP) will be drawn up which is then submitted to the approval. The Recognized Security Organization (RSO) would approve Ship Security Plan (SSP) and Ship Security Assessment (SSA). (ISPS Code)

The International Ship Security Certificate (ISSC) will be issued to the ship after Ship Security Assessment (SSA) and Ship Security Plan (SSP) had been approved by Recognized Security Organization (RSO). This certificate only valid for five years only. After five years shipping companies have to follow the same procedure that had been guided in ISPS Code. Besides that, the shipping companies have to appoint a Ship Security Officer (SSO) for each of their ship, responsible in implementing Ship Security Plan (SSP) on board of the ship.

Besides implementing Ship Security Plan (SSP), Ship Security Officer also has responsible to Ship Security Alert System (SSAS). This alert system is prescribed for the use of seafarers in order for Ship Security Officer (SSO) to be able to notify authorities and other ships or vessels

of the terrorist act on board ships. This is how the ISPS Code operated to aware of terrorist by using alert system. (ISPS Code)

Ship Security Officer (SSO) holds responsibility to communicate with the Port Facilities Security Officer for the port facility that the ship will be calling at. SSO is required to communicate certain information such as whether the ship is in possession of a valid ISSC, the last port of call, and the security level of the ship. Similarly, SSO can communicate with the Company Security Officer (CSO) to obtain any pertinent information relevant to the port the ship is going to call at.(Chris, 2005) While this entire requirement must be followed in order to succeed of the implementing of this code, and also to in enhance the maritime security in Malaysia. Furthermore, the commitment all of the officer and their cooperation is important in implement this code.

Port Facility

The ISPS Code also gave the minimum requirement of the port facilities. Port Facility Security Plan (PFSP) should be drawn in compliance with ISPS Code. But before PFSP be drawn, Port Facility Security Assessment (PFSA) should be conducted and need to be reviewed periodically. The Port Facility Security Assessment (PFSA) and Port Facility Security Plan (PFSP) have to approve by Designated Authority. PFSA is used to help determine which Port Facilities are required to appoint a Port Facility Security Officer (PFSO).

Meanwhile, Port Facility Security Officer (PFSO) is responsible for the preparation of the Port Facility Security Plan (PFSP). Like the Ship Security Plan, the Port Facility Security Plan shall indicate the minimum operational and physical security measures the Port Facility shall take at all times in security Level 1. The plan should also indicate the additional, or intensified, security measures the Port Facility can take to move to security level 2. Furthermore the plan should indicate the possible preparatory actions the Port Facility could take to allow prompt response to the instructions that may be issued by the authorities responding at security level 3 to a security incident or threat.

Moreover, the Port Facility Security Officer also need to ensure that the Port Facility Security Plan provisions are implemented and monitor the continuing effectiveness and relevance of the approved plan, including commissioning independent internal audits of the application of the plan. The Port Facility Security Assessment covering the Port Facility need also be reviewed. The reviewed of assessment may lead to amendments to the approved plan. (Chris, 2005) Major amendments will have to be submitted to the Designated Authority for re-approval.

Port in Malaysia

Ports in Malaysia can be classified as federal ports and state ports. Apart from these major ports, there are other minor ports and landing places that come under the purview of the Malaysian Marine Department (MARDEP). The federal ports, which are under the jurisdiction of the Ministry of Transport, are further divided into major and minor ports. There are at present seven major federal ports consisting of Port Klang, Penang Port, Bintulu Port, Johor Port, Pasir Gudang Port, Pelabuhan Tanjung Pelepas, Kuantan Port, and Kemaman Port. Out of seven federal ports, six of them except Kemaman Port have been privatized.

These privatized ports are regulated by port authorities. Apart from the ports mentioned earlier, there are additional minor ports and jetties under the control of the Malaysian Marine Department (MARDEP), making a total of 78 Port Facility. Out of these 78 Port Facilities, 71 are listed as being in compliance with the ISPS Code. (Nor Apandi, 2009)

Effects and Implications of ISPS Code

There are positive implications of ISPS Code to Malaysia, the positive implications are that new security initiatives have had some positive impacts to ships and ports in Malaysia. Not only that, there is a good relation between contracting governments (Ministry of Transport), designated authority (MARDEP), ships officer and port officer, when they cooperate together to detect and deter acts which threaten security in the maritime transport sector in Malaysia. Besides that, by providing training and heightening awareness of security has promoted good relationships between the shipping lines and also the ports.

Meanwhile the implication of the code can reduce the vulnerability of the industry to attack, thus countering threat and reducing the risk. Furthermore, by this code there is enhancement of security level of ships and port facilities in Malaysia. By putting in place an effective and complaint security regime, ports will be able to continue to participate fully in global trade, and the potential economic consequences of a major security breach, which might result in disruption or even port closure, are serious indeed. The ISPS Code also provide security measures will even save costs in the long term, as better security will reduce incidents of terrorist, thefts and smuggling and can support the call for reduction of insurance premiums, resulting in reduced transportation costs.

Conclusion

As a conclusion the implementation of ISPS Code in Malaysia had given advantages in order to enhance the maritime security, especially on ship and port facilities in Malaysia. The implementation of ISPS Code will enhance national and international security. Meanwhile, by this code implementation can build multi agency approach by co-ordination, cooperation, and communication between contracting government, designated authority, ship and port officer and so on. Besides that, the strict requirement of the ISPS Code such by appointed Port Facility Security Officer and also Ship Security Officer can give information to authorities about the condition of both port and ships are in good condition or not. Thus the security level guided by ISPS Code can be the first information aware of the condition of port and ship, and this can make the authorities to take any preventive action. While the emergence of ISPS Code had come out in response to threats of terrorism, its goal to detect and deterrence of threats to ships and ports can give security measures at international level and also national level, especially in Malaysia.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

KEFAHAMAN DAN KEBERKESANAN CERAMAH ZAKAT TERHADAP AMALAN PEMBAYARAN ZAKAT PERNIAGAAN: KAJIAN DI DAERAH SEPANG, SELANGOR

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Abstrak: *Artikel ini bertujuan untuk mengkaji aspek penyampaian maklumat zakat melalui ceramah yang dilakukan oleh pihak institusi zakat. Hasil kajian lepas menunjukkan komunikasi berbentuk dua hala lebih memberi kesan terhadap kefahaman pendengar kerana penyampaian yang lebih teliti dan jelas. Oleh itu, kajian ini cuba mengkaji keberkesanan pelaksanaan ceramah sebagai medium alternatif untuk mengubah persepsi masyarakat terutamanya usahawan Muslim yang masih lagi belum menunaikan kewajipan zakat perniagaan. Justeru adalah diharapkan kefahaman masyarakat Islam dalam aspek zakat dapat dipertingkatkan di samping menyemaikan satu azam dan niat yang jitu untuk membayar zakat perniagaan. Kajian ini akan mengkaji di daerah Sepang sebagai satu titik permulaan kajian sebelum melakukan kajian di daerah yang lain di negeri Selangor. Sampel kajian merangkumi usahawan dari pelbagai syarikat di negeri Selangor yang menghadiri ceramah penerangan zakat perniagaan oleh pihak LZS di daerah Sepang. Seramai 59 responden terlibat dalam program tersebut dan data dianalisis menggunakan kaedah deskriptif berasaskan kerangka teori SERVQUAL. Hasil kajian menunjukkan medium penyampaian maklumat melalui ceramah memainkan peranan yang amat penting dalam usaha merancakkan kutipan zakat perniagaan. Majoriti responden amat berpuas hati dengan ceramah yang diberikan dan telah memasang niat untuk membayar zakat perniagaan sekiranya cukup haul dan nisab perniagaan. Hasil kajian menunjukkan para usahawan amat memerlukan program ini dalam memahami kaedah pengiraan zakat perniagaan yang bakal membuka jalan kepada mereka untuk membayar zakat. Beberapa cadangan serta implikasi dasar turut dibincangkan dalam kajian ini.*

Kata kunci: *kefahaman usahawan, kepatuhan zakat, metod ceramah, zakat perniagaan*

Pengenalan

Asal perkataan zakat bermula daripada perkataan Arab dengan makna subur, berkat, dan suci. Dari segi istilah syarak, zakat bermaksud pembahagian tertentu yang difardukan oleh Allah SWT kepada golongan tertentu pada harta tertentu dengan syarat-syarat yang khusus

(Muhammad Ismail, 1978). Ibadah zakat dikategorikan kepada dua jenis iaitu zakat fitrah dan zakat harta. Dalam Al-Quran dan As-Sunnah, dalil pensyariatan zakat jelas ditunjukkan sejak zaman pemerintahan Rasulullah SAW. Begitu juga dengan kewajipan zakat perniagaan yang dapat dilihat menerusi firman-Nya yang bermaksud:

"Wahai orang-orang yang beriman! Belanjakanlah (pada jalan Allah) sebahagian dari hasil usaha kamu yang baik-baik…" (Al-Baqarah 2:267)

Ayat tersebut menyeru umat manusia agar membelanjakan sebahagian harta yang baik-baik sebagai agihan zakat kepada asnaf tertentu. Malah, Allah SWT menyuruh seluruh hamba-Nya meringankan tangan untuk memberi segala yang baik di kaca mata manusia untuk diagihkan kepada orang lain yang berhak. Keadaan ini selari dengan pengertian ibadah zakat yang sebenar-benarnya iaitu penyucian. Hal ini demikian kerana apabila berzakat seolah-olah telah menyucikan harta daripada sebarang kotoran yang batin seperti sifat *mazmumah* yang perlu dihindari. Tidak dilupakan juga bahawa ibadah zakat merupakan salah satu rukun Islam yang wajib dilaksanakan setiap individu Muslim yang sempurna syarat *mukallaf*nya.

Ketidaksempurnaan untuk melaksanakan seluruh rukun Islam membawa kepada punca iman seseorang individu yang masih dianggap kurang sempurna. Namun keadaan ini dimaafkan sekiranya ada *mashaqah* tertentu yang dibolehkan syarak seperti keuzuran ataupun kekangan kewangan. Pembahagian zakat harta dapat dibahagikan kepada beberapa jenis iaitu; zakat perniagaan, zakat saham, zakat emas, zakat perak, zakat KWSP, zakat padi, zakat wang simpanan dan zakat pendapatan (Lembaga Zakat Selangor, 2016). Menurut Mohd Ali (2007), zakat perniagaan hanya dikenakan kepada individu yang memperoleh keuntungan melalui kegiatan perniagaan dan perdagangan yang berjaya.

Kajian oleh Adibah dan Joni Tamkin (2014) mendapati jumlah kutipan zakat di Malaysia terdiri daripada pungutan zakat perniagaan yang berjaya memonopoli hampir seluruh kutipan zakat yang telah dibuat. Hal ini dapat dilihat berdasarkan Jadual 1 yang menunjukkan data statistik jumlah kutipan zakat perniagaan bagi tempoh 5 tahun ke belakang. Sebanyak RM 106.30 juta zakat perniagaan telah berjaya dikutip pada tahun 2016, melebihi jumlah kutipan sebelum ini iaitu sebanyak RM 94.12 juta. Secara kesimpulannya, didapati kadar kutipan zakat perniagaan di Selangor sentiasa meningkat saban tahun.

Jadual 1: Data Statistik Kutipan Zakat Perniagaan oleh LZS (2012-2016)

Tahun	Kutipan Zakat Perniagaan (RM Juta)	Jumlah Pembayar (Orang)	Peratusan Peningkatan tahunan (%)
2012	84.92	-	6.3
2013	92.71	-	9.2
2014	108.01	-	16.5
2015	94.12	2,454	-
2016	106.30	2,558	13

Sumber: Laporan Kutipan Zakat, Lembaga Zakat Selangor pelbagai tahun

Namun begitu terdapat beberapa kajian yang berpendapat bahawa jumlah kutipan zakat perniagaan di Malaysia masih berada di tahap yang kurang memuaskan (Ram, Zainol, Kamil dan Md Hairi, 2010; dan Adibah dan Joni Tamkin, 2014). Hal ini berkemungkinan didorong oleh beberapa faktor yang dijangkakan telah mempengaruhi gelagat pembayar zakat

perniagaan seperti faktor institusi, faktor kerajaan dan faktor dalaman (Adibah dan Joni Tamkin, 2014). Kajian tersebut juga turut menyimpulkan bahawa institusi zakat perlu berperanan dengan lebih proaktif dengan menganjurkan pelbagai aktiviti dakwah secara khusus kepada sasaran usahawan yang berpotensi meningkatkan kesedaran membayar zakat perniagaan kepada usahawan tersebut dan ini sekaligus berupaya mengoptimumkan potensi kutipan zakat tahunan. Contohnya pihak LZS telah mengambil langkah drastik dengan menganjurkan ceramah zakat perniagaan sebanyak dua kali setahun sahaja berbanding dengan kebiasaan kekerapan penganjuran program adalah sebanyak empat kali setahun untuk memastikan keberkesanan penyampaian maklumat zakat perniagaan.

Kajian ini mendapati faktor komunikasi dalam penyampaian sesuatu maklumat amat penting dalam menyampaikan sesuatu maklumat kepada responden dengan betul (rujuk istilah komunikasi menurut Dewan Bahasa dan Pustaka, 2008). Fakta ini dikukuhkan oleh pandangan Wan Idros dan Maizatul Haizan (2013) yang telah mengkaji keberkesanan komunikasi keorganisasian dalam sektor awam dan kajian oleh Hairunnizam dan Sanep (2013) pula telah berusaha untuk menonjolkan peranan medium promosi dalam menyampaikan maklumat zakat dan mencadangkan medium berbentuk dua hala seperti ceramah dan penerangan oleh pegawai zakat di peringkat daerah. Justeru, kajian tersebut telah membuka satu ruang kajian yang seterusnya bagi melihat sejauh mana keberkesanan ceramah yang berbentuk komunikasi dua hala dapat meningkatkan kefahaman berzakat serta meningkatkan kesedaran usahawan untuk membayar zakat perniagaan di daerah Sepang, Selangor. Selain itu, kajian ini turut meneliti beberapa faktor lain seperti kefahaman awal, peranan institusi zakat, penguatkuasaan undang-undang dan fatwa oleh pihak berwajib sebagai faktor sokongan kepada kesedaran membayar zakat perniagaan berdasarkan kajian oleh Adibah dan Joni Tamkin (2014) dan Hairunnizam, Abdul Halim dan Sanep (2016).

Kajian Literatur

Maklumat boleh disebarkan dalam pelbagai cara sama ada secara formal atau tidak formal. Apabila penyampaian secara tidak formal maka ceramah merupakan salah satu dari bentuknya. Menurut kajian oleh Hairunnizam dan Sanep (2013), medium promosi yang melibatkan pegawai LZS secara langsung perlu diberi perhatian dan keutamaan berbanding dengan promosi hebahan dalam bentuk bahan bercetak dan melalui laman web. Hal ini demikian kerana maklumat yang bakal diterima akan lebih tepat dan diyakini kerana berlakunya komunikasi dua hala. Meskipun hebahan menerusi bahan bercetak dan laman web memainkan peranan dalam mendedahkan maklumat kepada masyarakat Islam namun penyampaiannya terbatas dalam bentuk sehala sahaja.

Di samping itu, peranan komunikasi tidak kurang pentingnya dalam usaha menyampaikan sesuatu maklumat dengan berkesan. Ini adalah kerana kemahiran komunikasi yang baik memainkan peranan utama dalam sesebuah organisasi terutamanya pengurusan. Kelancaran pengurusan sesebuah organisasi bergantung kepada kerjasama antara majikan dan pekerjanya yang dapat berkomunikasi dengan baik dan berkesan. Komunikasi ini dinamakan komunikasi keorganisasian yang berlaku dalam jaringan kerjasama yang melibatkan struktur organisasi antara pekerja dan majikan. Segala bentuk komunikasi umum yang berhubung kait dengan perantaraan dikenali sebagai komunikasi massa. Kenyataan ini disokong oleh kajian Saodah, Narimam dan Mohd Yusof (2004) serta Wan Idros dan Maizatul Haizan (2013).

Kajian Wan Idros dan Maizatul Haizan (2013) lebih menjurus kepada program latihan dan pembangunan yang akan mengukuhkan kemahiran komunikasi keorganisasian dalam diri setiap penjawat awam yang berkhidmat di Wilayah Persekutuan Putrajaya. Hasil daripada kajian yang dibuat, sikap sukar untuk bekerjasama dalam konteks sikap kakitangan menyumbang kepada kurangnya penyertaan aktif, kelemahan pengaliran maklumat dalam organisasi dan proses pembelajaran berjalan dalam keadaan tidak sempurna di samping kurang pemantauan daripada pihak pengurusan atasan terhadap kepentingan maklumat yang harus sampai kepada kakitangan dalam melancarkan lagi pengurusan organisasi. Secara keseluruhan, kajian ini mendapati program latihan dan pembangunan yang dilaksanakan memberi kesan positif kepada pembangunan dan transformasi modal insan.

Tambahan, kajian Zareen (2013) telah membuktikan aspek komunikasi berjaya membuat perubahan yang besar dalam organisasi perniagaan. Antara faktor yang menjurus ke arah komunikasi yang berkesan ialah tahap semangat, kepercayaan, motivasi, komitmen, rasa selamat terhadap pekerjaan dan penyertaan yang perlu difahami oleh setiap kakitangan agar berjaya memenuhi kehendak dan sasaran dari pihak pengurusan syarikat. Jelaslah komunikasi berupaya menggalakkan orang ramai untuk menunaikan zakat perniagaan dengan lebih yakin.

Melalui sorotan literatur, banyak teori dapat dilihat menerusi pengkaji sebelum ini yang direka mengikut bentuk kajian yang pelbagai terutama yang memfokuskan gelagat kepatuhan zakat. Antaranya kajian Adibah dan Joni Tamkin (2014) yang menegaskan teori kepatuhan zakat boleh dibahagikan kepada dua skop utama iaitu kajian yang menggunakan teori asas psikologi dan kajian yang menggunakan asas Islam sebagai kerangka kajian. Ini bertepatan dengan latar belakang kajian beliau yang berbentuk tinjauan teori. Menerusi kertas kajian tersebut, pihak institusi zakat dikatakan boleh meningkatkan kepatuhan masyarakat terhadap pembayaran zakat dengan menjalankan aktiviti promosi yang pelbagai.

Sementara, hasil kajian yang dibuat oleh Muhammad, Amir Marzuki dan Ainulashikin (2005) telah mendapati kadar pendedahan yang diterima mendorong kepada gelagat pembayaran zakat. Hal ini dapat dilihat apabila semakin tinggi pendedahan mengenai zakat diterima oleh individu maka, kecenderungan beliau ke arah kepatuhan membayar zakat akan turut meningkat. Antara pendekatan yang dicadangkan bagi menyampaikan mesej zakat ialah khutbah, ceramah, forum, pengedaran risalah, seminar, pemasangan kain rentang dan sebagainya. Peningkatan bilangan pembayar dari semasa ke semasa menunjukkan kempen yang dilakukan oleh institusi zakat berjaya.

Menurut Adibah dan Joni Tamkin (2014), jumlah kutipan zakat perniagaan mencecah RM460 juta berbanding RM1.936 bilion keseluruhan kutipan zakat negara. Apa yang mengejutkan kutipan zakat perniagaan membawa perubahan yang sangat besar kepada hasil kutipan zakat secara keseluruhan. Sejak akhir-akhir ini, didapati kepatuhan para peniaga terhadap kewajipan zakat perniagaan menjadi satu isu yang perlu dibahaskan kerana sikap mereka boleh menyumbangkan kepada peningkatan hasil zakat di samping dapat membantu golongan asnaf zakat yang memerlukan bantuan dari sudut kewangan.

Manakala Mohd Ali, Hairunnizam dan Nor Ghani (2004) pula mendapati faktor iman dan pengetahuan agama amat mempengaruhi pembayaran zakat pendapatan secara signifikan. Skop kajian ini meliputi golongan profesional Islam yang kurang sedar akan tanggungjawab untuk melaksanakan zakat khususnya zakat pendapatan. Antara faktor yang menurunkan

kebarangkalian pembayaran zakat ialah sikap malas untuk membayar, tiada keyakinan dengan institusi zakat dan fahaman politik yang berbeza.

Dalam kajian lain yang dibuat oleh Nik Norazmalinda (2011) pula mendapati responden yang terdiri daripada pengusaha batik di Kelantan tidak sepenuhnya melunaskan zakat perniagaan kepada institusi zakat kerana kurangnya kefahaman terhadap zakat yang diberikan oleh institusi zakat. Oleh itu, institusi zakat disarankan melaksanakan aktiviti dakwah dan memberikan kefahaman tentang zakat kepada para peniaga. Kajian yang dijalankan oleh Baizuri, Zainalabidin, Juwaidah, Golnaz, Amin Mahir, Ismail dan Mohd Ghazali (2012) telah memilih model SERVQUAL dalam usaha mengkaji kepuasan pelanggan sebagai salah satu cara untuk menambah baik kualiti perkhidmatan. Ringkasnya model SERVQUAL mendedahkan salah satu daripada tujuh jurang dalam kualiti perkhidmatan ialah jurang antara jangkaan kualiti perkhidmatan dan pengalaman kualiti perkhidmatan (Parasuraman, Zeithaml, Berry, 1988). Semakin kecil skor gap yang diperolehi menunjukkan semakin berkualiti sesuatu perkhidmatan yang disediakan.

Justeru itu, dalam menjawab persoalan yang telah dibincangkan sebelum ini, kajian ini bertujuan untuk mengkaji tahap kualiti ceramah zakat secara keseluruhan melalui kajian kepuasan pelanggan terhadap ceramah zakat perniagaan yang tertumpu kepada usahawan di daerah Sepang di samping melihat analisis jurang antara usahawan yang pernah membayar zakat dan usahawan yang belum pernah membayar zakat sebelum ini. Skop kajian ini tertumpu di daerah Sepang yang memfokuskan terhadap persepsi daripada usahawan di daerah tersebut. Hipotesis kajian ini menjangkakan bahawa seseorang usahawan akan berterusan membayar zakat dan akan membayar zakat perniagaan atas faktor kualiti ceramah yang disediakan oleh LZS Sepang meningkatkan kefahaman pelanggan.

Metodologi Kajian

Pensampelan data

Kajian ini menggunakan soal selidik sebagai instrumen utama kajian telah diedarkan kepada responden dengan kadar pulangan sebanyak 59 soal selidik. Pemilihan responden hanya terhad kepada 59 orang sahaja berikutan pihak LZS hanya mengadakan ceramah sebanyak dua kali setahun. Responden adalah terdiri daripada usahawan yang mengikuti ceramah anjuran pihak LZS daerah Sepang di dua lokasi yang berbeza. Data diambil dari hasil keputusan borang soal selidik yang diedarkan kepada responden yang mengandungi 50 soalan. Bahagian A mengandungi 11 soalan berkaitan dengan maklumat demografi dan status pembayaran zakat responden. Manakala, bahagian B pula mengandungi 15 soalan berkaitan faktor yang mempengaruhi pembayaran zakat perniagaan yang meliputi kefahaman, institusi zakat, serta undang-undang dan fatwa. Manakala kualiti pelaksanaan ceramah dapat dilihat menerusi bahagian C merangkumi tiga dimensi iaitu kefahaman ceramah, penceramah dan kemudahan yang disediakan sepanjang tempoh berlangsung ceramah. Bahagian terakhir ingin melihat sejauh mana pandangan responden terhadap kualiti ceramah yang disampaikan oleh penceramah.

Dalam penggunaan skala, 3 bahagian menggunakan skala likert lima mata yang menunjukkan 1 mewakili “Sangat Tidak Setuju”, 2 “Tidak Setuju”, 3 “Sederhana”, 4 “Setuju” dan 5 “Sangat Setuju” sementara bahagian D menggunakan skala likert lima mata yang menunjukkan 1

mewakili "Sangat Tidak Berminat", 2 "Kurang Berminat", 3 "Sederhana", 4 "Berminat" dan 5 "Sangat Berminat". Kajian ini juga menggunakan skala 5 sebagai skala tetap terhadap jangkaan responden bagi pelaksanaan ceramah oleh LZS. Responden juga terdiri dalam kalangan usahawan kerana mereka lebih banyak terlibat dengan pengurusan dan dipercayai mereka dapat menilai pelaksanaan ceramah zakat dengan lebih tepat. Ceramah berlangsung selama dua hari bertempat di Hotel Sri Langit, Sepang pada hari pertama dan Pejabat Daerah Sepang untuk hari kedua. Pemilihan tempoh pelaksanaan ceramah selama dua hari adalah disebabkan oleh faktor kehadiran peserta dan tempat program adalah terhad kepada bilangan tertentu sahaja.

Kaedah Analisis Data

Seterusnya, kajian ini cuba menganggar kebarangkalian wujud hubungan antara enam faktor utama yang mempengaruhi pembayaran zakat perniagaan menggunakan Ujian Analisis Faktor (EFA). Hal ini bertujuan untuk memastikan semua faktor penyumbang kepada setiap pembolehubah utama mempunyai varians yang tinggi untuk memastikan kesahan sesebuah pembolehubah. Model SERVQUAL digunakan dalam kajian yang diadaptasi mengikut kerangka teori institusi zakat. Kesemua konstruk ini adalah berbentuk skala likert bernilai 1 iaitu sangat tidak setuju hingga nilai 5 iaitu sangat setuju. Kajian ini akan mengadaptasi kajian *measuring ESL students reading strategies.* (Mokhtari, K., & Sheorey, R, 2002), dalam membentuk tahap kepuashatian responden iaitu nilai min di bawah 2.4 adalah tahap kepuashatian rendah, nilai antara 2.5 hingga 3.4 adalah sederhana dan nilai min melebihi 3.5 adalah tahap kepuashatian yang tinggi.

Kajian ini memilih penggunaan model SERVQUAL yang diasaskan oleh Parasuraman et. al (1988) dan diadaptasi melalui kajian berkaitan dengan pensijilan halal (Baizuri et. al, 2012) dan pengurusan zakat (Hairunnizam, 2009; Ram, 2011; Mohamad Zaini, 2011 dan Hairunnisa et. al, 2015). Kerangka teori boleh dilihat menerusi Rajah 1. Pemilihan model ini bertepatan dengan objektif kajian kerana ia boleh menganggar (ukur) dan membandingkan kepuasan sebenar responden dengan kepuasan yang diinginkan pelanggan. Kebiasaannya akan wujud perbezaan antara apa yang diinginkan dan apa yang sebenar-benar diperolehi. Kajian ini juga menggunakan gap 6 yang menunjukkan perbezaan antara apa yang pelanggan jangkakan dan apa persepsi mereka terhadap ceramah yang disampaikan oleh pihak LZS. Kajian ini akan menggunakan nilai skor maksimum 5 sebagai nilai jangkaan.

RAJAH 1: Kerangka Teori SERVQUAL Bagi Kualiti Ceramah LZS

Sumber: Parasuraman et al. (1985, 1988, 1990 and 1991) dimodifikasi Baizuri (2011) dan diadaptasi oleh kajian Hairunnizam (2009), Ram al-Jaffri (2011) dan Mohamad Zaini (2011).

Analisis jurang juga digunakan untuk menentukan tahap jangkaan dan persepsi pelanggan terhadap ceramah yang disediakan oleh LZS. Jumlah item SERVQUAL yang digunakan juga berdasarkan kepada rujukan kajian oleh Baizuri Badruldin et. al (2012) terdiri daripada 43 item dalam industri halal, Muhamad Abduh dan Abdallah (2014) menggunakan 16 item dan Izah Mohd Tahir (2007) menggunakan 22 item dalam industri perbankan dan Norlida et. al (2011) menggunakan 46 item dalam industri pelancongan. Dalam menentukan bilangan item yang digunakan dalam kajian, kebanyakan penyelidik merangka kelompok skala kenyataan daripada kajian literatur. Kajian ini menggunakan 50 item dan diubahsuai berdasarkan kepada kualiti ceramah yang dianjurkan oleh LZS. Persepsi responden dinilai berdasarkan kepada 14 item soalan yang menggambarkan tahap persepsi mereka terhadap ceramah zakat manakala jangkaan mereka ditetapkan pada nilai skala 5 yang menunjukkan mereka sangat berpuas hati terhadap perkhidmatan yang diberikan kepada mereka. Skor kualiti ceramah yang disampaikan (SKC) kepada setiap responden dikira berdasarkan persamaan (1) yang dicadangkan oleh Zeithaml et. al (1990):

$$SKC = P_i - E_i \qquad (1)$$

Di mana: SKC = Skor ceramah yang disampaikan oleh penceramah bagi setiap dimensi
P_i = Persepsi Kualiti ceramah yang disampaikan oleh penceramah bagi setiap dimensi
E_i = Jangkaan Kualiti ceramah oleh setiap responden bagi setiap dimensi

Apabila:
SKC < 0 perkhidmatan yang diterima adalah kurang memuaskan.
SKC = 0 perkhidmatan yang diterima adalah memuaskan.

Hasil Kajian

Jadual 2 menunjukkan demografi responden. Data dianalisis menggunakan analisis frekuensi dan deskriptif bagi menentukan kelompok-kelompok responden terbesar dan kesannya terhadap keputusan dalam analisa seterusnya. Daripada 59 responden yang terlibat dalam kajian ini, majoriti responden mempunyai kelulusan SPM merupakan responden teramai yang merangkumi 30.5% daripada keseluruhan responden. Kebanyakan responden adalah terdiri daripada jenis perniagaan tunggal (66.1%) dan menjalankan perniagaan dalam tempoh 6 hingga 10 tahun (39%) dengan majoriti bidang perniagaan adalah perkhidmatan (57.6%).

Jadual 2: Analisis Demografi Responden

Item	**Kekerapan**	**Peratusan**
Jantina		
Lelaki	4	6.8
Perempuan	55	93.2
Umur		
25 tahun ke bawah	7	11.9

26 - 30 tahun	10	16.9
31- 40 tahun	18	30.5
41 tahun ke atas	24	40.7
Bangsa		
Melayu	58	98.3
Lain-lain	1	1.7
Status Perkahwinan		
Bujang	11	18.6
Berkahwin	44	74.6
Duda/ Janda	4	6.8
Pendidikan akademik		
SRP/PMR ke bawah	7	11.9
SPM	18	30.5
STPM/STAM	3	5.1
Sijil	1	1.7
Diploma	15	25.4
Sarjana Muda	13	22
Sarjana	2	3.4
Pekerjaan		
Kerajaan	3	5.1
Swasta	36	61.0
Lain-lain	20	33.9
Kategori Perniagaan		
Perniagaan Tunggal	39	66.1
Perniagaan Perkongsian	1	1.7
Perkongsian Liabiliti Terhad	11	18.6
Syarikat Sdn Bhd/ Berhad	3	5.1
Lain-lain	5	8.5
Keuntungan Bersih setahun (RM)		
Kurang RM1,000	15	25.4
RM1,001-RM49,999	32	54.2
RM50,000-RM99,999	1	1.7
RM100,000-RM149,999	1	1.7
RM150,000-RM199,999	1	1.7
RM200,000-RM249,999	9	15.3
Tempoh Menjalankan Perniagaan		
Kurang 1 tahun	9	15.3
1 tahun-5 tahun	18	30.5
6 tahun-10 tahun	23	39.0
11 tahun-15 tahun	4	6.8
16 tahun-20 tahun	2	3.4
Lebih 30 tahun	3	5.1
Jenis Perniagaan		
Jualan/Pemasaran/Perdagangan Produk	16	27.1

Perkhidmatan	34	57.6
Perkilangan/ Kejuruteraan	1	1.7
Penternakan	1	1.7
Perniagaan Pelbagai/ Campuran	6	10.2
Kewangan	1	1.7

Sumber: Maklumat soalselidik

Jadual 3 menunjukkan status bilangan usahawan yang membayar zakat dan usahawan yang tidak membayar zakat. Daripada keseluruhan responden, 30.5 peratus adalah pernah menunaikan bayaran zakat manakala 69.5 peratus adalah mereka yang tidak pernah melakukan pembayaran zakat. Hal ini menunjukkan majoriti responden tidak pernah membayar zakat perniagaan sepanjang tempoh perniagaan mereka berkembang. Hasil kajian juga menunjukkan bilangan usahawan yang tidak membuat pembayaran zakat masih lagi menunjukkan nilai yang besar. Hal ini perlu diambil serius oleh pihak pengurusan LZS kerana potensi dalam meningkatkan jumlah kutipan zakat adalah masih luas. Usaha yang berterusan perlu dilakukan oleh LZS bagi memastikan lebih ramai usahawan Muslim menunaikan zakat. Jika diteliti, pelbagai medium kemudahan telah disediakan oleh pihak LZS bagi menggalakkan dan memudahkan lebih ramai pembayar zakat menunaikan kewajipan mengeluarkan zakat khususnya zakat perniagaan.

Jadual 3: Status Pembayaran Zakat

Item	**Kekerapan**	**Peratusan**
Pernah	18	30.5
Tak Pernah	41	69.5

Sumber: Maklumat soalselidik

Analisis Faktor Analysis (EFA)

Seterusnya kajian ini menguji keenam-enam pemboleh ubah yang dijangkakan mempengaruhi kualiti ceramah zakat. Pemboleh ubah kajian ini terdiri daripada enam dimensi iaitu dimensi kefahaman, institusi zakat, undang-undang dan fatwa, kualiti ceramah, penceramah dan kemudahan. Kesemua dimensi ini mempunyai beberapa item yang dijelaskan oleh beberapa pemboleh ubah berkenaan secara terperinci. Ini dapat dilihat di Jadual 4. Kajian ini menganalisis keenam-enam dimensi beserta item yang terlibat untuk melihat manakah antara item-item berkenaan mempengaruhi setiap pemboleh ubah yang dikaji dengan melihat kepada nilai faktor muatan dan komunaliti setiap item. Perlu dinyatakan juga adalah penting untuk mengesahkan kesesuaian item tersebut dalam kelompok dimensi yang dikaji. Nilai muatan dan komunaliti yang tertinggi menunjukkan sumbangan yang terbesar terhadap pemboleh ubah yang dikaji. Kajian mendapati nilai muatan memenuhi spesifikasi yang dikehendaki dalam sesuatu model.

Jadual 4: Hasil Ujian Analisis Faktor

Item	Muatan Faktor	Min	α Cronbach
Faktor Kefahaman			0.789
(1) Saya berpendapat adalah perlu untuk menunaikan zakat perniagaan	0.551	4.63	
(2) Saya mengetahui zakat sangat digalakkan kerana ia membawa berkat	0.827	4.81	
(3) Saya mesti membersihkan harta saya dengan berzakat	0.803	4.71	

(4) Saya yakin dengan berzakat harta saya akan bertambah	0.784	4.76	
(5) Saya berpendapat bahawa membayar zakat merupakan satu tanggungjawab untuk membantu golongan yang memerlukan	0.885	4.86	
Faktor Institusi Zakat			0.876
(1) Keseluruhannya saya berpuas hati dengan kualiti perkhidmatan yang disediakan	0.859	4.34	
(2) Saya berpuas hati dengan kepelbagaian promosi yang dijalankan, ia dapat menjelaskan lagi pemahaman tentang zakat perniagaan	0.852	4.32	
(3) Saya berpuas hati terhadap agihan zakat yang diuruskan oleh LZS	0.745	4.29	
(4) Saya yakin dengan pengurusan tadbir yang baik akan meningkatkan kepatuhan membayar zakat perniagaan	0.848	4.47	
(5) Saya berpuas hati dengan kepelbagaian kemudahan pembayaran yang disediakan kepada orang ramai	0.805	4.37	
Faktor Undang-Undang dan Fatwa			0.767
(1) Kami bimbang dikenakan tindakan undang-undang jika tidak berzakat	0.844	3.76	
(2) Kami takut melanggar hukum Allah jika tidak mematuhi fatwa kewajipan zakat	0.269	4.73	
(3) Kami akan mendapat kemudahan pelepasan/rebat cukai dengan berzakat	0.725	4.17	
(4) Kami akan mendapat kelebihan tertentu daripada pemerintah jika berzakat	0.826	3.76	
(5) Kami boleh dianggap berdosa dengan pemerintah jika tidak berzakat	0.804	3.83	
Faktor Ceramah			0.925
(1) Ceramah ini memberi pengetahuan asas yang baru tentang zakat	0.900	4.59	
(2) Ceramah ini meningkatkan pengetahuan berkaitan dengan ibadah zakat	0.894	4.61	
(3) Ceramah ini memberi faedah dan membantu saya untuk melaksanakan zakat perniagaan	0.897	4.59	
(4) Pengetahuan saya di dalam ceramah ini akan meningkatkan kualiti ibadah zakat perniagaan saya	0.867	4.54	
(5) Saya berpuas hati dengan perlaksanaan ceramah yang dilaksanakan oleh pihak LZS	0.830	4.51	
Faktor Penceramah			0.952
(1) Cara penyampaian penceramah tersusun	0.913	4.46	
(2) Penceramah menjelaskan modul ceramah secara terperinci dan mendalam	0.917	4.42	
(3) Bahan yang digunakan dan paparan skrin mudah difahami	0.95	4.44	
(4) Contoh yang diberikan adalah relevan	0.919	4.36	
(5) Penceramah menjawab soalan dari peserta secara terperinci dan jelas	0.881	4.39	
Faktor Kemudahan			0.826
(1) Lokasi ceramah zakat adalah bersesuaian	0.888	4.51	
(2) Penggunaan kelengkapan audio, video, komputer & internet	0.944	4.51	
(3) Tempat kursus yang disediakan selesa (tandas, makan & minum dll)	0.889	4.59	
(4) Bahan bacaan yang diedarkan oleh pihak LZS boleh difahami	0.589	4.44	

Sumber: Maklumat soalselidik

Jangkaan Dan Persepsi Kualiti Perkhidmatan

Dalam kajian ini, jangkaan dan persepsi responden terhadap pelaksanaan ceramah LZS dianalisis. Persepsi responden dinilai berdasarkan 50 item soalan yang dibahagikan kepada enam iaitu dimensi kefahaman, institusi zakat, undang-undang dan fatwa, kualiti ceramah,

penceramah dan kemudahan. Skala Likert digunakan dari nilai 1 (sangat tidak setuju) sehingga 5 (sangat setuju) terhadap 24 item soalan bagi menggambarkan tahap persepsi dan jangkaan pelanggan terhadap kepuasan pelanggan bagi ceramah yang ditawarkan oleh LZS. Jangkaan responden ditetapkan pada skala 5 yang menggambarkan perkhidmatan yang ditawarkan pada jangkaan responden adalah sangat memuaskan berdasarkan pencapaian yang dicapai oleh LZS.

Skor jangkaan dan skor persepsi diperoleh kemudian dibandingkan skor tersebut dengan menggunakan kaedah SERVQUAL. Jadual 5 menunjukkan nilai skor persepsi yang paling tinggi adalah 4.86 yang diwakili "Saya berpendapat bahawa membayar zakat merupakan satu tanggungjawab untuk membantu golongan yang memerlukan" dan nilai skor persepsi yang paling rendah adalah 3.76 yang diwakili "Kami bimbang dikenakan tindakan undang-undang jika tidak berzakat" dan "Kami akan mendapat kelebihan tertentu daripada pemerintah jika berzakat". Manakala bagi skor jangkaan pula secara puratanya mempunyai nilai yang sama kerana kajian menetapkan skala 5 sebagai skala tetap bagi menggambarkan jangkaan responden terhadap ceramah yang diberikan oleh LZS. Secara umumnya, sebagaimana yang ditunjukkan dalam Jadual 5, majoriti responden menilai LZS dengan jangkaan yang sama terhadap kualiti ceramah yang diberikan oleh LZS. Sekiranya skor jangkaan lebih kecil daripada skor persepsi, ia menunjukkan wujud jurang kualiti ceramah. Justeru itu, kajian ini menunjukkan bahawa kualiti ceramah yang diberikan oleh LZS adalah memenuhi keperluan responden. Hal ini juga membuktikan bahawa LZS berjaya menawarkan perkhidmatan yang boleh memuaskan pelanggan.

Jadual 5: Nilai Min bagi Persepsi dan Skor Jurang Kualiti Ceramah

No	Pemboleh ubah Pelaksanaan Ceramah Zakat	Skor Persepsi	Skor Jurang
	Kefahaman		
1	Saya berpendapat adalah perlu untuk menunaikan zakat perniagaan	4.63	-0.37
2	Saya mengetahui zakat sangat digalakkan kerana ia membawa berkat	4.81	-0.19
3	Saya mesti membersihkan harta saya dengan berzakat	4.71	-0.29
4	Saya yakin dengan berzakat harta saya akan bertambah	4.76	-0.24
5	Saya berpendapat bahawa membayar zakat merupakan satu tanggungjawab untuk membantu golongan yang memerlukan	4.86	-0.14
	Institusi Zakat		
6	Keseluruhannya saya berpuas hati dengan kualiti perkhidmatan yang disediakan	4.34	-0.66
7	Saya berpuas hati dengan kepelbagaian promosi yang dijalankan, ia dapat menjelaskan lagi pemahaman tentang zakat perniagaan	4.32	-0.68
8	Saya berpuas hati terhadap agihan zakat yang diuruskan oleh LZS	4.29	-0.71
9	Saya yakin dengan pengurusan tadbir yang baik akan meningkatkan kepatuhan membayar zakat perniagaan	4.47	-0.53
10	Saya berpuas hati dengan kepelbagaian kemudahan pembayaran yang disediakan kepada orang ramai	4.37	-0.63
	Undang-Undang dan Fatwa		
11	Kami bimbang dikenakan tindakan undang-undang jika tidak berzakat	3.76	-1.24
12	Kami takut melanggar hukum Allah jika tidak mematuhi fatwa kewajipan zakat	4.73	-0.27
13	Kami akan mendapat kemudahan pelepasan/rebat cukai dengan berzakat	4.17	-0.83
14	Kami akan mendapat kelebihan tertentu daripada pemerintah jika berzakat	3.76	-1.24

15	Kami boleh dianggap berdosa dengan pemerintah jika tidak berzakat	3.83	-1.17
	Ceramah		
16	Ceramah ini memberi pengetahuan asas yang baru tentang zakat	4.59	-0.41
17	Ceramah ini meningkatkan pengetahuan berkaitan dengan ibadah zakat	4.61	-0.39
18	Ceramah ini memberi faedah dan membantu saya untuk melaksanakan zakat perniagaan	4.59	-0.41
19	Pengetahuan saya di dalam ceramah ini akan meningkatkan kualiti ibadah zakat perniagaan saya	4.54	-0.46
20	Saya berpuas hati dengan perlaksanaan ceramah yang dilaksanakan oleh pihak LZS	4.51	-0.49
	Penceramah		
21	Cara penyampaian penceramah tersusun	4.46	-0.54
22	Penceramah menjelaskan modul ceramah secara terperinci dan mendalam	4.42	-0.58
23	Bahan yang digunakan dan paparan skrin mudah difahami	4.44	-0.56
24	Contoh yang diberikan adalah relevan	4.36	-0.64
25	Penceramah menjawab soalan dari peserta secara terperinci dan jelas	4.39	-0.61
	Kemudahan		
26	Lokasi ceramah zakat adalah bersesuaian	4.51	-0.49
27	Penggunaan kelengkapan audio, video, komputer & internet	4.51	-0.49
28	Tempat kursus yang disediakan selesa (tandas, makan & minum dll)	4.59	-0.41
29	Bahan bacaan yang diedarkan oleh pihak LZS boleh difahami	4.44	-0.56

Sumber: Maklumat soalselidik

Jadual 6: Kedudukan Pelaksanaan Ceramah Mengikut Dimensi

Dimensi Keberkesanan	Persepsi	Tahap Persetujuan[1]	Min Gap Skor	Kedudukan
(1)Kefahaman	4.75	Tinggi	-0.246	1
(2)Institusi Zakat	4.35	Tinggi	-0.642	5
(3)Undang-undang dan Fatwa	4.05	Tinggi	-0.950	6
(4)Ceramah	4.56	Tinggi	-0.432	2
(5)Penceramah	4.41	Tinggi	-0.586	4
(6)Kemudahan	4.51	Tinggi	-0.487	3

Nota: [1] Skala Tahap Kepuashatian; < 2.4; Rendah; 2.5-3.4; Sederhana; >3.5 Tinggi
Sumber: Maklumat soalselidik

Kebolehpercayaan Kualiti Pengurusan Institusi Zakat

Jadual 6 menunjukkan bahawa jangkaan responden adalah lebih tinggi daripada persepsi mereka bagi kesemua dimensi. Semakin besar skor jurang, semakin serius kekurangan kualiti ceramah yang diberikan oleh LZS. Prestasi yang rendah dalam kajian ini diwakili oleh dimensi undang-undang dan fatwa yang mempunyai skor jurang (-0.950), diikuti oleh dimensi institusi zakat (-0.642), dimensi penceramah (-0.586) dan dimensi kemudahan (-0.487). Ini menunjukkan bahawa dimensi yang kritikal bagi LZS adalah dimensi undang-undang dan fatwa manakala dimensi yang kurang kritikal adalah dimensi kefahaman dengan nilai min skor jurang (-0.246). Sebagaimana yang ditunjukkan oleh Jadual 6, tahap persepsi responden yang paling tinggi adalah dimensi kefahaman (4.75) dan yang paling rendah dimensi undang-undang dan fatwa (4.05). Dengan melihat kepelbagaian instrumen SERVQUAL, LZS boleh menilai

kualiti ceramah secara keseluruhan yang diterima oleh responden untuk mengenal pasti dimensi utama yang perlu diberi perhatian bagi tujuan penambahbaikan kualiti ceramah yang ditawarkan oleh LZS. Kesemua pemboehubah yang dikaji mempunyai tahap persetujuan yang tinggi melebihi nilai min 3.5.

Jadual 7: Perbezaan Nilai Min antara responden membayar dan tidak membayar zakat

No.	Pemboleh ubah Pelaksanaan Ceramah Zakat	Pernah bayar zakat	Tak pernah bayar	Min Purata Bayar	Min Purata Tak Bayar
	Kefahaman			4.854	4.712
1	Saya berpendapat adalah perlu untuk menunaikan zakat perniagaan	4.78	4.56		
2	Saya mengetahui zakat sangat digalakkan kerana ia membawa berkat	4.89	4.78		
3	Saya mesti membersihkan harta saya dengan berzakat	4.83	4.66		
4	Saya yakin dengan berzakat harta saya akan bertambah	4.83	4.73		
5	Saya berpendapat bahawa membayar zakat merupakan satu tanggungjawab untuk membantu golongan yang memerlukan	4.94	4.83		
	Institusi Zakat			4.298	4.384
6	Keseluruhannya saya berpuas hati dengan kualiti perkhidmatan yang disediakan	4.33	4.34		
7	Saya berpuas hati dengan kepelbagaian promosi yang dijalankan, ia dapat menjelaskan lagi pemahaman tentang zakat perniagaan	4.11	4.41		
8	Saya berpuas hati terhadap agihan zakat yang diuruskan oleh LZS	4.11	4.37		
9	Saya yakin dengan pengurusan tadbir yang baik akan meningkatkan kepatuhan membayar zakat perniagaan	4.50	4.46		
10	Saya berpuas hati dengan kepelbagaian kemudahan pembayaran yang disediakan kepada orang ramai	4.44	4.34		
	Undang-Undang dan Fatwa			3.922	4.108
11	Kami bimbang dikenakan tindakan undang-undang jika tidak berzakat	3.44	3.90		
12	Kami takut melanggar hukum Allah jika tidak mematuhi fatwa kewajipan zakat	4.89	4.66		
13	Kami akan mendapat kemudahan pelepasan/rebat cukai dengan berzakat	4.22	4.15		
14	Kami akan mendapat kelebihan tertentu daripada pemerintah jika berzakat	3.50	3.88		
15	Kami boleh dianggap berdosa dengan pemerintah jika tidak berzakat	3.56	3.95		
	Ceramah			4.69	4.52
16	Ceramah ini memberi pengetahuan asas yang baru tentang zakat	4.61	4.59		
17	Ceramah ini meningkatkan pengetahuan berkaitan dengan ibadah zakat	4.67	4.59		

18	Ceramah ini memberi faedah dan membantu saya untuk melaksanakan zakat perniagaan	4.72	4.54		
19	Pengetahuan saya di dalam ceramah ini akan meningkatkan kualiti ibadah zakat perniagaan saya	4.67	4.49		
20	Saya berpuas hati dengan perlaksanaan ceramah yang dilaksanakan oleh pihak LZS	4.78	4.39		
	Penceramah			4.41	4.41
21	Cara penyampaian penceramah tersusun	4.50	4.44		
22	Penceramah menjelaskan modul ceramah secara terperinci dan mendalam	4.44	4.41		
23	Bahan yang digunakan dan paparan skrin mudah difahami	4.50	4.41		
24	Contoh yang diberikan adalah relevan	4.28	4.39		
25	Penceramah menjawab soalan dari peserta secara terperinci dan jelas	4.33	4.41		
	Kemudahan			4.485	4.525
26	Lokasi ceramah zakat adalah bersesuaian	4.50	4.51		
27	Penggunaan kelengkapan audio, video, komputer & internet	4.50	4.51		
28	Tempat kursus yang disediakan selesa (tandas, makan & minum dll)	4.72	4.54		
29	Bahan bacaan yang diedarkan oleh pihak LZS boleh difahami	4.22	4.54		

Sumber: Maklumat soalselidik

Kajian ini juga akan membandingkan nilai skor min dari pelbagai dimensi yang dikaji antara dua kumpulan; responden yang membayar zakat dan tidak membayar zakat. Ini dapat dilihat dalam Jadual 7. Kajian menjangkakan responden yang membayar zakat akan mempunyai nilai min skor yang lebih tinggi berbanding yang tidak membayar zakat. Jika dilihat kepada item ceramah zakat, penceramah oleh pegawai LZS dan kemudahan tempat ceramah, kajian mendapati hipotesis ini agak tidak konsisten di mana dalam aspek ceramah zakat, responden yang membayar zakat mempunyai nilai skor min yang lebih tinggi berbanding yang tidak membayar zakat iaitu nilai 4.69 berbanding 4.52. Namun dalam aspek kemudahan tempat ceramah pula adalah sebaliknya di mana nilai min responden yang tidak membayar zakat adalah lebih tinggi manakala bagi pembolehubah penceramah, nilai min adalah sama menurut kumpulan usahawan yang membayar zakat dan tidak membayar zakat perniagaan.

Perbincangan Dan Implikasi Dasar

Penambahbaikan kualiti ceramah zakat dipercayai dapat menarik lebih ramai usahawan untuk membayar zakat perniagaan. Sebarang keraguan tidak akan timbul sekiranya pihak LZS memenuhi keperluan dan kehendak pelanggan seterusnya dapat menyakinkan pelanggan untuk terus menunaikan zakat. Kepelbagaian medium promosi yang disediakan oleh LZS seperti khutbah, ceramah, forum, pengedaran risalah, seminar, pemasangan kain rentang dan sebagainya dilihat sebagai fleksibiliti yang diwujudkan bagi menggalakkan pembayaran zakat. Secara umum, dapatan kajian menunjukkan bahawa kualiti ceramah perlu pertingkatkan lagi agar dapat mencapai nilai kepuasan maksimum iaitu bernilai 5 dan nilai SKC SEVQUAL bersamaan nilai 0. Kajian mendapati hampir kesemua item dalam dimensi kualiti ceramah menunjukkan perbezaan yang negatif iaitu di antara nilai 0.14 hingga 1.24. Seperti yang dijelaskan, nilai skor perbezaan yang besar menunjukkan kualiti perkhidmatan yang di bawah

nilai jangkaan oleh responden bagi sesuatu dimensi. Namun secara keseluruhannya didapati dimensi undang-undang dan fatwa adalah berkedudukan yang terakhir di antara dimensi-dimensi yang lain kerana nilai SKC SEVQUAL dilihat adalah agak besar berbanding dimensi yang lain (lihat Jadual 6).

Walau bagaimanapun, pihak LZS boleh menarik nafas lega kerana aspek dimensi kefahaman zakat memperolehi nilai skor di kedudukan yang pertama berbanding dimensi yang lain. Ini menunjukkan kesan ceramah tersebut telah meningkatkan kefahaman usahawan terhadap kewajipan berzakat serta memahami kaedah mengira zakat perniagaan. Apabila merujuk kepada dimensi kefahaman, maka dimensi penceramah akan diketengahkan kerana hasil penyampaian sesuatu maklumat bergantung kepada kebolehan penyampainya. Penceramah merupakan antara individu penting dalam menyampaikan sesuatu mesej dakwah sebagai contoh kewajipan melaksanakan zakat perniagaan sekaligus menjadi penentu keyakinan usahawan untuk terus *istiqomah* membayar zakat. Hasil kajian menunjukkan nilai min kepuasan responden terhadap aspek penceramah adalah di tahap yang tinggi namun berkedudukan keempat selepas faktor ceramah dan kemudahan tempat ceramah. Justeru aspek kualiti faktor penceramah zakat perlu dipertingkatkan lagi agar dapat memenuhi kehendak masyarakat.

Pihak LZS disarankan untuk memberi info yang jelas dalam bentuk penyampaian yang lebih kreatif dan menarik berkaitan dengan zakat di samping penyampaian maklumat yang lebih tepat dan efektif. Tambahan, pihak LZS perlu kerap melakukan tinjauan ke atas usahawan bagi mengenal pasti keperluan dan kehendak responden berkenaan zakat perniagaan. Malah, pihak LZS juga disarankan agar mengadakan ceramah dengan kerap kepada golongan usahawan sekurang-kurangnya tiga kali setahun, memperbanyakkan pendedahan tentang kewajipan menunaikan zakat termasuklah kanak-kanak di alam persekolahan, dan membuat kiraan zakat perniagaan berdasarkan kajian kes situasi sebenar para usahwan di syarikat mereka. Pihak LZS juga disarankan untuk turut menambahkan lagi maklumat zakat berkaitan prosedur agihan zakat kepada asnaf di samping topik utama ceramah tersebut iaitu pendedahan berhubung zakat perniagaan. Hal ini merujuk kepada permintaan oleh peserta usahawan yang telah menghadiri ceramah tersebut. Dari aspek kualiti kemudahan pula, usahawan berpuas hati pada tahap tinggi dengan kemudahan yang disediakan. Pihak LZS telah menyediakan tempat kursus yang selesa di samping lokasi yang dipilih adalah bersesuaian.

Institusi zakat juga disarankan mengadakan ceramah sedemikian pada hujung minggu berikutan kekangan masa yang dihadapi oleh segelintir peserta. Usaha yang gigih serta tekun dalam kalangan kakitangan LZS diharapkan agar terus berterusan di lain masa kerana institusi zakat menjadi tonggak kepercayaan masyarakat terhadap pengurusan tadbir zakat yang penuh dedikasi serta amanah. Oleh itu dengan adanya usaha mengenal pasti kelebihan dan kelemahan setiap item dimensi kualiti ceramah, maka saranan kajian ini agar kajian kepuasan pelanggan perlu dijalankan secara berkala supaya kualiti ceramah dan lain-lain dimensi dapat terus diperbaiki dari masa ke semasa. Dapatan yang diperoleh dapat membantu pihak pengurusan LZS untuk lebih mudah mengesan dimensi kualiti yang rendah dan juga memudahkan pihak LZS untuk menyediakan kursus penambahbaikan kualiti kepada para penceramah seperti kursus komunikasi yang berkesan agar dapat meningkatkan lagi kemahiran komunikasi yang bersifat mesra pelanggan.

Akhirnya kajian ini merumuskan bahawa jurang perbezaan persepsi antara usahawan yang pernah membayar zakat perniagaan dan usahawan yang tidak pernah membayar terhadap ceramah zakat adalah rendah secara keseluruhannya. Ini menunjukkan kualiti ceramah yang disediakan oleh LZS telah berjaya memuaskan hati usahawan yang masih belum membayar zakat perniagaan. Ini menyokong kajian yang telah dilakukan oleh Muhamad Muda et. al (2005) dan Mohd Ali Mohd Noor et. al (2004) yang mendapati semakin tinggi pendedahan yang diterima oleh seseorang individu maka semakin cenderung tindakan beliau untuk melaksanakan zakat perniagaan.

Kesimpulan

Kajian kepuasan pelanggan merupakan salah satu daripada cara mencari ruang untuk penambahbaikan kualiti ceramah zakat perniagaan. Dalam skop ceramah yang disediakan oleh LZS, kepuasan pelanggan akan diukur melalui kefahaman mereka terhadap ceramah tersebut. Secara keseluruhannya kesemua dimensi yang dikaji termasuklah ceramah zakat mendapat kepuasan yang tinggi. Namun begitu aspek kualiti penceramah zakat perlu dipertingkatkan lagi oleh pihak LZS disamping isi kandungan ceramah yang diberikan serta kemudahan tempat berlangsungnya ceramah zakat tersebut. Faktor penceramah adalah penting untuk menyampaikan segala maklumat zakat dengan baik dan mewujudkan satu bentuk komunikasi yang berkesan, mempunyai kemahiran psikologi dan motivasi yang tinggi untuk meyakinkan penyampaian sesuatu maklumat zakat. Ini diharapkan dapat meningkatkan dan menyuburkan dakwah *islamiyyah* terhadap kesedaran pembayar zakat yang akhirnya dapat membantu umat Islam menunaikan tanggungjawab rukun Islam dalam membayar zakat.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

LISTENING WITH INTENT: USING ITUNES U LANGUAGE COURSE TO DEVELOP ACTIVE LISTENING SKILLS FOR GIFTED AND TALENTED STUDENTS

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Abstract: *Teaching foreign language takes another step with the emergence of mobile applications and websites taking the classroom experience beyond the four walls of a traditional one. Interactive and well-developed applications such as Duolingo, HelloTalk, WiP learning, Mindsnacks and Babbel, offer new language learning experience to current generation of students. The mobile apps create interesting environment and good space to practice and use the language. This study investigated the efficacy of iTunes U on improving listening skill of foreign languages taught to the gifted and talented students of Permata Insan College, Islamic Science University of Malaysia. There were 47 Foundation Three (15 years old) students of the college who participated in the iTunes U courses for Arabic and English subject. The students later were asked to complete a questionnaire designed to gauge their attitude and perception towards the courses that covered the listening skill lessons. The finding showed that the iTunes U listening lessons managed to help the students developed their skill and awareness on the listening aspects of both languages. The use of uploaded short videos and the discussion about them managed to enhance their listening ability and quality since they were more alert and conscious in their conversation and listening effort. The positive perception towards such listening lessons in iTunes U courses augurs well for the use of online language learning platform for the gifted and talented students.*

Keywords: *gifted students, listening skills in foreign language, iTunes U language course*

Introduction

The internet and ICT play a central role in our life, work and education today. Almost every aspect of our has the influence and control of the internet of things. Human and technology cannot be separated now that the way we live is wired to the available ICT infrastructure connecting our life. The reliance on mobile phones, gadgets and equipment cannot be denied as the world now live in the 'always on' 24-7 fast-moving life routine. The internet has allowed the social networks to be created and thus producing a virtual world that connects people globally. Individuals define themselves in such networks so that they communicate with other

people sharing same or different cultural backgrounds/dimensions through powerful communication (Tiryakioglu, Erzurum, 2011).
Opportunities provided by the Internet today—long range informal communication has strong impacts as it changes the landscape of the global community across the geographical boundaries such as politics, finance and education. The emergence of new innovations and popularity of information technology and social media are affecting classroom practice as well as ICT becomes the education backbone, is adopted as teaching tools and materials. Social networking is built on the idea of how people should know and interact with each other (Zaidieh, 2012).

It gives people the power to share, making the world more open and connected such as virtual learning, distance learning, flipped learning and blended learning which is used by many college and education institutions. Currently, the apps and websites provide useful tools that education could benefit. With the ability to control them, educators have the suites of applications that would enhance knowledge and science (Zaidieh, 2012).

Apple had invented iTunes U as another alternative platform for education and online learning. Educators have the chance to utilise another type of social network or closed education network (CEN) which is available to those using the Apple products and services. It is interesting to study the current trend in the use of this e-learning platform as this paper would investigate and analyse the impact of iTunes U on listening skill in learning foreign language in Permata Insan College.

Literature review

Gifted education

There are many different definitions of giftedness and talent, giftedness, intelligence, and talent are fluid concepts and may look different in different contexts and cultures. Even within schools, you will find a range of beliefs about the word “gifted” which has become a term with multiple meanings and interpretations.

Among the renown theories in intelligence was the one discussed by Renzulli (1997). He stressed on the fact that gifted behaviour occurs when there is an interaction among three basic clusters of human traits: above-average general and/or specific abilities, high levels of task commitment (motivation), and high levels of creativity. Another expert in gifted education, Gagné (2003) thinks that all talents are developed from natural abilities through learning influenced by inner and outer catalysts. The main component of Gagné’s model refers to the meaning that applies to the two terms being used to differentiate the component being highlighted. The distinction could be applied in many forms. Depending on context, the term ‘giftedness’ could refer to high cognitive abilities, and the term ‘talent’ could be for all other forms of excellence (e.g., arts, sports, technology).

The Differentiated Model of Giftedness and Talent (DMGT) was created to take advantage of that distinction between the two; it became the basis for new differentiated definitions of these two terms. GIFTEDNESS designates the possession and use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers. TALENT designates the outstanding mastery of

systematically developed abilities, called competencies (knowledge and skills), in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers who are or have been active in that field (Gagné, 2008).
Within the DMGT, natural abilities or aptitudes act as the "raw material" or the constituent elements of talents. It argues that the presence of talents necessarily implies the presence of well above average natural abilities; in most situations, one cannot become talented without first being gifted, or close to the minimum giftedness threshold. The reverse is not true: high natural abilities may remain just gifts, and not be translate into talents, as shown by the phenomenon of academic underachievement among intellectually gifted children (Gagné 2009).

The implication of the model is that while very young children may have gifted potential that may be later expressed as specialised talents. It is not useful to identify specific domains where a young gifted child could end up developing talent. For example, a four-year-old child may show a capacity to create elaborate paintings that show a strong sense of colour and form. These may be based on abilities such as perceptual sensitivity, creativity and imagination, capacities to observe and focus, and to learn. These abilities could form the basis of talent in other domains such as music, science, writing, architecture, and technical skills.

Listening skill

In real life face-to-face communication, listening is involves complex interpretative processes. It deals with meanings as the outcome of conversation, while in the foreign language learning environment, listening would be a pillar of target language acquisition, and a skill that is a fundamental part of foreign language communicative competence (Meskill, 1996).
Recent practice in listening instruction make us of multimedia materials as resource input. However, some types of students consider listening as a difficult skill and teachers argue it is tough to teach the ability to kids. Pronunciation, for instance, differ greatly from the way they are spelled (Bloomfield et al, 2010). Students have to recognize the words and understand the meaning at the same time. The difficulty in learning pronunciation hinders the overall understanding of the conversation. In short, spoken discourse would play a great part in motivating language learning process (Osada 2004; Field, 2008),

iTunes U in Education

Apple's iTunes U organizes courses and learning contents online and they can be accessed through iPhones and iPads. There are thousands of available courses developed from around the world. From university professors to individuals, the courses were created to allow learning from anywhere and anytime. The free educational materials from schools, libraries, historical centers and learning associations are popular contents made available in the system. It has notes, assignments, course books, tests and many others. (Andrew Laughin 2013).

Currently, iTunes U offers educational contents from around 800 universities and colleges (Jacky Yap, 2013). There are lectures available as podcasts, films, slideshows, PDFs, audiobooks and exhibit tours. Leading universities including Duke, Yale, Cambridge, MIT and Oxford managed to enroll more than 100,000 students in single iTunes U courses. For example, Ohio State University's Matthew Stoltzfus was joined by more than 100,000 students in his General Chemistry course in its first year (Nishtha Kamal, 2013). More than 1,200 universities

and colleges, K-12 schools and districts host over 2,500 public and thousands of private courses.

In 2014, Apple updated iTunes U, bringing educators and students great new tools to build and experience educational content on iPad. Teachers using the free iTunes U app can create, edit and manage entire courses directly on iPad for the first time. Course creators had the ability to directly add content and learning materials from iWork, iBooks Author or any of the over 75,000 educational apps available for iPad" (Keller, 2014).

Methodology

Respondents

This study involved Permata Insan College (KPI) in Islamic Science University of Malaysia, conducted during the first semester of 2017. This qualitative study explored students' perceptions on the effectiveness of iTunes U on improving their listening skill. Students in Foundation 3 shared their feedback on their foreign language learning experience using the online course. The students have been using iPad and iTunes in many courses. It involved assignments and tasks prepared in English and Arabic language modules. The interactive modules were designed to focus on their listening skill. After completing the tasks prepared for listening, the students responded to 10-item questionnaire asking various aspects of listening skill tasks and exercises.

Data analysis

This research was designed as a mixed method where survey and interview were conducted to explore respondents' attitudes and perceptions on iTunes U and its effectiveness for listening skill improvement. The questionnaire was prepared by the researcher looking at three aspects. It contained three parts—demographic information of the students (age, gender); eight open-ended items with four level Likert scale; and the final part comprising three open-ended questions to allow participants to write their perception on iTunes U effectiveness on listening skill.

Building of Questionnaire Items

The survey was developed based on the research questions for this study. The research questions are:

1. How does iTunes U improve students' English and Arabic listening skill?
2. What are the challenges in using iTunes U?
3. What are the effectiveness of iTunes U on learning English and Arabic language?

The items in the survey have been organised to gauge the overall perception in these areas:

Section A: open-ended items

A. Advantages:
1. showing videos in iTunes U improve my understanding for the topic.

2. pronunciation can be learned from listening to posted audios in iTunes U.

B. On Challenges:
1. iPad given has enough storage capacity.
2. The internet coverage is suitable for downloading videos.
3. I am proficient in dealing and learning through iTunes U.

C. On Effectiveness:
1. I feel that I manage to improve my listening skill after using the iTunes U modules.
2. I feel that my listening skill has improved in my conversation.
3. Overall, I feel that iTunes U is effective in developing listening skill.

Section B

These questions were posted as open-ended question and respondents share their own ideas in the space given:

1. In your opinion how does iTunes U help in the overall improvement of your language skills?
2. What are the main challenges in using iTunes U?

Findings and Discussion

There are four sections in the findings. First the demographic data, then followed by the respondents' experience learning through iTunes U. Further responses were recorded using the eight close-ended items mentioned before. It covered the advantages, challenges and effectiveness of iTunes U.

Demographic information

There were 20 students – 12 male (60%) and 8 female (40%) as respondents for the questionnaire and they are in 15 years old. The gender composition was representative of the general population of foundation 3 students in the college. the respondents are from different levels of proficiency in English and Arabic language. They were made of excellent, average and low achievers and they were familiar with iPad.

Respondents learning through iTunes U

Based on the response received, 15 out of 20 (75%) respondents signed on to iTunes U habitually with the regular visit of '3-5 times a day' and spending 'more than 2 hours a day' while just 3 out of 20 (15%) chose 'one or twice every week' and 'not as much as a hour day by day' which demonstrated that they sign on to iTunes U rarely. This data is useful to give researchers an idea that all respondents are familiar with iTunes U, which means that they are interested with the features in iTunes U, and spending a lot of time either reading, listening and watching video. When the experience of the respondents was taken into account, the data collected based on their perspectives are valid because they were responding based on the past experience of using the language courses.

iTunes U and Gifted Students

Items 1-2 in Section (A) of the questionnaire were posed to discover the respondents' perceptions of iTunes U in improving their listening skill. The findings are grouped into four categories (strongly agree, agree, disagree and strongly disagree) to represent the cumulative data percentage as shown in the table 1 below:

Table 1 Response on listening on iTunes U

No	Item	S. agree	Agree	Disagree	S .Disagree
1	Showing videos in iTunes U improve my understanding for the topic.	(9) 45.0 %	(6) 30.0 %	(3) 15.0 %	(2) 10.0 %
2	Pronunciation improves from listening to posted audios in iTunes U	(14) 70.0 %	(6) 30.0 %	--------	---------

From the table above, 75% respondents agree that iTunes U improve their understanding for the given topic which answered the first research question of how iTunes U improve their English and Arabic listening skill. They learned correct pronunciation of the words and it encouraged them to focus more on listening which is the key to understanding because correct listening leads to good reading and understanding. More than 70% respondents strongly agreed that listening for iTunes U helps them learn correct pronunciation in both languages and another 30% agreed with the statement. Meanwhile, 45% respondents strongly agreed that the audio and video helped them and additional 30% agreed that videos posted in iTunes U enhanced their understanding in the topics given. The language courses reflected the vital idea on self-learning hypothesis among the gifted students.

And from the qualitative data from the first question, the students agreed iTunes U courses improve their listening skill because they could apply self-learning and they can control the frequency of their learning time until they are satisfied with it. One respondent (i7.Ny) shared that "iTunes U help me do my mind plan for the reading task according to the reading topic," and another respondent (i17.Nf) claimed that now she could improve her understanding of what people say in Arabic because she used iTunes U lessons that, "after I listened many times to the audios and videos, I could improve my understanding with what people say in Arabic and it boosts my confidence further." In conclusion, the students believed the videos and audios could help them in their listening ability.

Challenges in using the iTunes U Courses

Items 3, 4 and 5 in Section A were issues and challenges respondents might face when they engaged in iTunes U to learn the languages. The table below summarised the response.

No	Item	S. Agree	Agree	Disagree	s. Disagree
1	iPad has enough storage capacity.	(0) 0%	(2)10%	(15)75%	(3) 15%
2	The internet speed is suitable for downloading videos.	(10)50%	(4)20%	(6)30%	(0)0%
3	I am proficient in dealing and learning through iTunes U.	(2) 10%	(6)30%	(5)25%	(7)35%

Contrary to what the researcher predicted, 89.4% of the respondents stated that the potential issues were not relevant in their dealing and accessing of the iTunes U courses. Their responses were reflected below:

1. The storage capacity: Majority of students thought the storage of their iPad was a big issue as it could affect the files and contents that they could download from the internet. One student (i12Mz) said that, "my iPad is not enough when I did my assignment using iMovie", and another (i20Am) responded that "we can't keep all materials because the device will be very slow".
2. The internet coverage: Speed and connection stability were the main complaint as 50% of respondents strongly agreed that the internet coverage was enough and the area was all covered in the college, but 30% of them disagreed and they believed that WIFI coverage was not suitable for large number of students, while 20% of respondents agreed that WIFI coverage was not sufficiently provided. One student (i9Ak) said that "unstable internet access disappoints me especially in language class because we use online dictionary and during preparation, some time we have question we need to ask the lecturer." Another student (i12Mz) revealed that, "some time we need to upload the videos or audios and when the internet access is slow, it will take some time or the process failed."
3. Proficient in using iTunes U: This question showed that some students lack training to deal with iTunes U courses (35% respondents). Another 40% were either agree or strongly agree with this statement and one student (i19Hb) complained that "I'm not so good in dealing with iTunes U, I need training to improve my skill." Some students such as (i19Hb) and (i4Ss) disclosed that they could not deal efficiently with iTunes U but they were quite slow in managing the tasks and assignments. Many would recommend that more training would make them better in the iTunes U courses.
    - Respondent (i9Ak) mentioned that there was no clear system for using the iPad.

iTunes U Effectiveness

The impact had been positive all around and the responses showed this. The following table depicted the positive outcome and it was basically a satisfying improvement in students listening skill that had also positively impacted their conversation skill in daily life. The percentages shown were students confirmation on their opinion of the courses and contents offered.

No	Items	S. Agree	Agree	Disagree	S. Disagree
1	I feel my listening skill improve after using the iTunes U courses	16(80%)	3(15%)	1(5%)	0(0%)
2	I feel that the listening skill has helped my conversation skill	15(75%)	3(15%)	2(10%)	0(0%)
3	I feel that iTunes U is effective in developing my listening skill	15(75%)	5((25%)	0(0%)	0(0%)

Majority of respondents either 'strongly agreed' or 'agreed' on effectives of iTunes U on learning English and Arabic language in specially listening skill. Item 6 as the table shown that (80%) from the respondents are strongly agree that iTunes U affect their listening skill but still some of respondents (5%) disagreed. Their conversation skill took a positive change with

improved listening skill. In general, majority of them agreed that iTunes U courses were effective in developing their listening skill.

Conclusion

The perceptions of 20 gifted students of Permata Insan College in this research revealed that iTunes U language courses provided for them did improve their listening skill. Their responses showed that most respondents agreed that they learned new vocabulary pronunciation, and the reading style reduced their misunderstanding before. In addition, the ideas or opinions by peers help them getting better at listening and guide them to perform better reading and understanding. The main challenge for them was the small storage of the iPad. It is also discovered that the internet speed was not good enough for video downloading.
Though it is confirmed that though students like to learn independently, a facilitator or lecturer is still important to guide the learning process, especially mobile learning space or online learning where students are left with their own devices. It is recommended that further research focus more on the challenges of integrating iTunes U in the classroom.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

COPYRIGHT IN MALAYSIAN CREATIVE INDUSTRY: EMPOWERMENT OR RESTRICTION?

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Abstract: *The size and contributions of the creative industry globally including ASEAN countries is now rapidly booming as a result of the digital technologies becoming a convenient medium to broadcast creative works. Originally, copyright is the core that empowers the value of the industry. Nevertheless, there were studies finding that creators did not fully benefit from their own works since the bargaining power in common business models have been manipulated by the investors/companies. There were claims that investors have the upper hand in the negotiation on the proceeds from the works, and not the creators. Copyright here may be a restriction to the society where there will be tendency for creators to be discouraged to produce more creative works since they do not fully enjoy the intended financial benefit from copyright. The aim of this paper is to understand such conflicting interest between the content creators and investors. In doing so, the paper analyses the issue from the perspective of how copyright law works in the creative industry and whether this business model actually empowers or restricts the industry. It concludes with suggestions that may be undertaken by the deprived creators to have more bargaining power in their dealings with investors.*

Keywords: *copyright, creative industry, content authors/creators, investors, copyright licence*

Introduction

Copyright is among the core backbone for the survival of the creative industry. Without which, the industry will lose its value. The original purpose and intention of copyright is "…to promote the progress of science and useful arts, by securing for limited times to authors and inventors the exclusive right to their respective writings and discoveries." (U.S. Copyright Act 1970). However, some studies showed that current business models are actually benefiting or gives more financial advantages to the investors/companies (hereinafter referred as investor) to the extent that it actually deprives the original rights of the authors/creators (hereinafter referred as creators to cover more types of content creators). This is the issue at hand.

Why is it crucial to address this issue? Among the major factors is due to the growing size of the industry and its contributions, in particular, to Malaysia. Creative industry or creative economy is a big business currently. In Malaysia, the industry had been identified as one of the 12 National Key Economic Areas (NKEA) under communication content and infrastructure. It

has also been identified as the cornerstone sector in the transformation of economies in several countries such as the United Kingdom and Hong Kong (PEMANDU, 2010). Several data have been collected from the Economic Transformation Program (ETP) handbook (2010) prepared by the Performance Management and Delivery Unit (PEMANDU) in Prime Minister's Department, specifically in chapter 13 on communications content. The creative industry leads the 10 entry point projects (EPP) to deliver RM16.6 billion incremental Gross National Income (GNI) by 2020. According to the handbook,

> *"This EPP represents a new industry-led public-private collaboration to grow the export segment at 20 percent a year and the domestic segment at 13 percent a year. The opportunities for improvement lie in developing talent for content creation and services, in providing necessary funding for local productions and in marketing our creations and capabilities internationally. Beyond GNI benefits, this EPP will help preserve Malaysia's unique culture and heritage for the 21st century and future generations.*
>
> At present, Malaysia is behind benchmark countries in terms of creative industry contribution to GDP. The marked preference for foreign productions and content manifests itself in audience ratings of TV programmes as well as traffic to major international websites. On the other hand, local productions like the animation series Upin and Ipin or the popular documentary Jejak Rasul have enjoyed considerable local success and have even made inroads into regional markets. This indicates a latent demand for quality local productions in Malaysia and regionally, a demand that is still underserved today."

Malaysian government had also exhibited an understanding of the importance of the creative industry in today's digital age. The funding that have been allocated by Malaysian government according to the ETP handbook is:

> "… approximately RM2.2 billion in total funds, of which RM426 million will be required from public sources."

Malaysian government had also projected the GNI impact in the creative content sector in 2020 which "…will be RM3.1 billion, out of which 66 percent will be generated in professional services, 22 percent in content creation, and the remaining portion in broadcasting. The EPP will create 10,326 employment opportunities." (PEMANDU, 2010).

According to these data, it is believed that the creative industry in Malaysia is really developing and it can bring major contributions to the nation. Hence, if it is true that from the current business model, investors deprive the rights of the original creators, it is feared that creators will tend to feel reluctant in further producing creative works. This will then downgrade the industry as there will be decrease in the number of creative products in Malaysia and indirectly it will also affect the consumers, where there will be more activities of syndication instead of broadcasting local works. Therefore, it is hoped that this study will highlight the issue to ensure that the promising industry can really be fruitful to its stakeholders, i.e. the creators, investors, consumers as well as the country as a whole.

Literature Review

What is Copyright and Creative Industry

Copyright and creative industry have a symbiosis relationship. Copyright is the one that gives value to the creative industry. In order to understand this, it is best to understand first the definitions. Copyright may essentially be defined as 'the right to control and stop others from copying one's work' (Ida Madieha 2004). 'In certain languages, copyright is referred to as authors' right. The expression copyright refers to the act of copying an original work which, in respect of literary and artistic creations, may be done only by the author or with the author's permission' (WIPO 2016).

Creative industry on the other hand was defined in the Creative Industries Task Force (CITF) Mapping Document (1998) as 'activities which have their origin in individual creativity, skill and talent and which have the potential for wealth and job creation through generation and exploitation of intellectual property.' The creative industry covers a wide range of activities from film, animation, performing arts to fashion, fine arts etc. This paper will focus on film and animation as these two are where the issue were raised and concerns picked up. These areas are also known as 'Content Industry' i.e. industry that supplies content to be broadcasted and aired or to fill the television channels and slots. Furthermore, other part of activities for instance Malaysian fashion and fine arts are quite well known outside of Malaysia.

With regards to the issue at hand, i.e. investors depriving the copyright of the creator, it is also crucial for us to understand who are the content creators as well as what we mean by investors. Generally, the person who creates the work is the "author", which we refer to as the creator. Section 3 of the Copyright Act 1987 defines it according to the subject matter. In other subject matters, the creator may be easier to be identified. As for films, the creators may normally be the film's producer who is responsible for the financial and administrative organization of the work. In Malaysian current context, the principal director of the film was also considered as one of the film's authors. Therefore, both the producer and director would be considered as authors of the film. (Ida Madieha 2004)

Who is then the investors? Many types of works protected under the laws of copyright and related rights require mass distribution, communication and financial investment for their successful dissemination (for example, publications, sound recordings and films). This is where the investors come into picture. Hence, creators often transfer these rights to companies better able to develop and market the works, in return for compensation in the form of payments and/or royalties (compensation based on a percentage of revenues generated by the work) (WIPO Publication No. 450(E)). This companies are what we refer to as the 'investors'.

How Copyright works in Creative Industry?

Copyright Backgrounds

Before the Statute of Anna (1709), the Stationers' Company had a monopoly on the publishing business as writers were paid lump sums for their work and had no rights thereafter. This was

the era of "publisher's rights" (Cheryl 2001). The Statute of Anna began the period of "author's rights". If we are to let the modern investors to continuously deprive the rights of the creators, we are unconsciously moving back to the era of "publisher's rights". Paul (1994) discussed the share entitlement from literary works as follows:

> "Who should be entitled to share in the newly opened cache of literary value? The author who created the text? The publisher who financed the risk that copies of the text might never find enough readers to repay the cost if printing and distributing it? …"

It is believed that a win-win situation should be practiced in the current business model as both parties cannot live without the other. The investor may not live without the content creators and vice versa. Therefore, in the business decision between the investors and creators, the negotiation should be fair to ensure a sustainable development and future not only for the investor's company, but also for the living of the creators or authors. This is important for the authors to focus in producing creative works and will not be diverted to other job to make a living as their financial advantage had been deprived by the investors. Some discussions have been made with several industry players and organizations. Their views and opinions are incorporated in this paper as well.

Subject Matters of Copyright

Section 7 of the Copyright Act 1987 enumerates the list of works eligible for copyright, which includes, amongst others, literary works, musical works, films, sound recordings and broadcasts. All these works belong to the creative industry. Among the concerns that may be related with our issue at hand is nowadays, there are a lot of adaptation of films or drama from novels, which refers to derivative works. Novel authors need to protect its work, for instance licence is only given for the distribution of the novel, but not for the derivative works. Therefore, creators need to ensure that they give better attention to these details in the written agreements with the licensee to refrain the latter from manipulating the licence and further benefit from the work without giving proper financial compensation to the creators.

Exclusive Rights of Creators

What are the exclusive rights granted by law to the creators? Generally, the copyright owner has the exclusive rights to and authorizes others to: reproduce the work, prepare derivatives works of the work, distribute copies of the work, perform the work publicly and display the work publicly. In Malaysia, this is provided by Section 13 of the Copyright Act 1987.

Copyright protects two types of rights. Economic rights allow right owners to derive financial reward from the use of their works by others. Moral rights allow creators to take certain actions to preserve and protect their link with their work. The author or creator may be the owner of the economic rights or those rights may be transferred to one or more copyright owners. Many countries do not allow the transfer of moral rights (WIPO 2016).

The bundle of rights conferred under copyright can be exploited separately. A New Zealand case, J Albert & Sons Pty Ltd & Ors v Fletcher Construction Co Ltd [1974] 2 NZLR 107 outlines that the Copyright Act 1962 establishes a separation of rights of every level from the moment of composition of a work. Every form of transaction with regard to a work is a separate

one, and is given separate protection, and is capable of being separately dealt with upon an economic basis. Having said this, an author or creator should equip themselves with these knowledge to fully utilize and benefit from the copyright and creative works. This is how authors and creators from other jurisdictions can really make a living from the scripts or novels etc.

Transfer of Copyright

Any part, subdivision or all of the exclusive rights involving an intellectual property can be bought, sold, and transferred. Copyright is a property right and it can be commercially exploited, for instance, by way of assignment and licence. There are three ways by which copyright is transferable as provided by Section 27 (1) of the Copyright Act i.e. by way of assignment, testamentary disposition or by operation of law. A licence is basically a contract conferring another person the right to exploit the copyright in the manner stipulated in the licence. The interpretation section of the Copyright Act 1987, Section 3 defined the term "licence" to mean, "a lawfully granted licence in writing, permitting the doing of an act

controlled by copyright". As for "assignment", it has not been defined in the Act. Contracting parties are free to impose any terms as agreeable by both parties according to the principles of contract. This is where the creators need to be extra careful in giving away their rights, other temporarily or permanently. This is where investors or producers defend themselves claiming that any terms in the contract is the business decision of the parties. Therefore, authors or creators do not need to be inferior to have more bargaining power in the negotiation. The creators association need to help and protect their members not only to educate them of their rightful copyrights but also in building their confidence in dealing with investors even though the investors might say "take it or leave it" kind of situation.

Licence can either be exclusive, non-exclusive or implied. Section 38(9) of the Copyright Act 1987 defined exclusive licence as "a licence signed by or on behalf of an owner or a prospective owner of copyright authorizing the licensee to the exclusion of all other persons, to exercise a right which by virtue of this Act would (apart from the licence) be exercisable exclusively by the owner of the copyright." This means that the owner of the work can grant only one licence and not use the work themselves. Non-exclusive refers to the scenario where the owner of the work can grant more than one licence and use the work themselves. Whilst implied licence is a license created by law in the absence of an actual agreement between the parties. Another type of licence is sole licence where the owner of the work can grant only one licence but can use the work themselves.

What is the difference between an assignment and a licence? An assignment refers to a permanent transfer of one or all of the copyrights, similar to the sale of personal property. Assignments are normally more expensive because the purchaser has total ownership and can resell or license the works themselves.

A license on the other hand is a temporary or limited transfer of certain copyright rights. Licensing ensures that the ownership remains with the licensor. The terms of the licence will be mutually negotiated and agreed to as it is in both parties' best commercial interests. The terms of the licence govern the relationship and can include the payment of rights in the form

of royalties for the use of the product and period. As a result, licenses are more economical for small businesses to use copyrighted content.

The case of Syed Alwi v Dewan Bahasa dan Pustaka [1980] 1 MLJ 129 is decided on Section 13 (3) of the Copyright Act 1969 on the effect of exclusive licence in writing. It would appear from the case that a declaration that one is the author of a work and agreeing to allow another party to publish the work is not equivalent to a publishing agreement. The principle laid out was that not only an agreement to assign copyright must be in writing, but that the terms must also conclusively confer an exclusive right of control to the other party in order to take effect. Therefore, future creators need to be fully aware of the rights that they intend to transfer to the investors, be it an assignment, an exclusive licence or best is the non-exclusive licence to avoid being deprived of the rights as a creator.

Creators should also make sure that the agreement that there are signing will benefit their side as well and being the upper hand in the dealings. After all, the investor cannot profit from creators work if creators do not agree to their one-sided term. The case of Frisby v BBC [1967] 2 All ER 106 upholds this where since there was a guild's agreement whereby publishers were not allowed to make structural alterations without consent, hence by virtue of the guild's agreement, the alteration could not be done.

It is important to note that according to Section 27 of the Copyright Act, the transfer must be conveyed through written contractual agreement. It is really crucial to lay down (in writing) all expectations and restrictions regarding our intellectual property. This is also another aspect that creators must bear in mind. They must realize that the law actually mandates it to be done. Therefore, they cannot rely on a verbal agreement with the investor without putting it into writing. If they neglect this element, their agreement will be more prone to be manipulated by the investor.

Standard Agreements

Most publication and recording agreements come in a standard form. Often the terms of the agreement are set either by the recording company or the publishers who are in an economically advantageous position in comparison to the author or singer. There have been a series of cases whereby performers and artists have challenged be validity of recording agreements which in their view, were manifestly one sided. In the case of Polygram Records Sdn Bhd v The Search & Anor [1994] 3 MLJ 127 (HC), the judge had the opportunity of reviewing a recording contract. Related concern with the issue at hand is on unconscionable bargaining power. An issue which was raised in the case was the fact that all the terms of the agreements were set by the recording company, thus the issue of the contracts being entered into with unconscionable bargaining power. The judge refrained from striking down the recording agreement on the ground of unconscionable bargaining power as "…in Malaysia, though there is some support for the view that, public policy may, in some exceptional cases, demand that certain contracts which are grossly unfair to one of the parties to a contract ought to be set aside on the grounds of inequality of bargaining power under Section 24(e) of the Act, there has been to date, no leading case in which this doctrine has been invoked by the Malaysian courts." However, in the case of Clifford Davis Management v WEA Records [1975] 1 All ER 237, Lord Denning was of the view that there was a prima facie case that the agreement was unenforceable for inequality of bargaining power.

In coming up with a standard agreement, the association and the government agencies should assist the creators in an effort to come up with a standard agreement that can protect the rights of the authors. However, the standard agreement can be amended on a case to case basis depending on the individual authors or creators' needs.

4 Analysis

So far, most of the decided cases and issues relating to copyright in creative industry usually discussed about copyright infringements and the parties are between creators and another creator of a work (where claims are that the defendant had copied or infringed the copyright of the plaintiff). There is a need to further discuss about the conflicting interest between the creator and the investor (assignee, licensee etc.). This is due to the fact that there are undiscovered happenings where the creators or artiste spent their old lives in a challenging financial standing, simply because they were not aware, or if they are aware yet they do not fully understand the implication of the terms and condition in signing the agreements with the investors. If the creators and artiste did not take the initiative to really educate themselves as to how they can really benefit from their works, they are actually making themselves vulnerable to the manipulation of the investors.

It is also worth pondering on the position of downloadable works from the internet. Nowadays, even the production houses, i.e. the investors themselves uploads their work on the open-source websites. It is believed that they would have their own marketing strategy in doing so and in giving up their exclusive rights as consumers of the open-source need not have to go into the deep web to access to these creative works. Relating this to our issue at hand, will the creator benefit from the act of the investor uploading the creator's work on the open-source websites? This all depends on the agreement signed by the creator and the investors. Therefore, it all comes back to the understanding of the creators of their rights before giving it away partly or wholly to the investor. From this understanding, they will have more bargaining power as the investors may not easily manipulate them. For instance, in these scenarios:

1. Since the creator do not understand that they can also give non-exclusive licence instead of making an assignment or giving exclusive licence, the creator agreed for the investor to pay a lump sum amount, without him knowing that he could have a more sustainable income if he were to keep the ownership through licensing for a certain duration.
2. Since the creator simply signed the agreement with the investor, he did not really bother to look into the fine prints in the agreement, for instance, if the investor decides to upload the works on open-source website, will he gain any percentage out of it? Or if the investor plans to come up with a derivative work from the creator's work, can he be further compensated?
3. There is also another scenario where for example the investor and creator agreed on making a song. They had successfully completed the project and concluded the contract. However, after sometime, the investor plan to transform the music video for instance into a karaoke video grams without giving any financial compensation to the creator and artiste of the song. This should actually be the intended benefits for the creators under copyright.

Conclusion

Therefore, as discussed in the introduction, copyright is a very useful mechanism to empower the creative industry as it is booming globally. However, creators must have better understanding to equip themselves before entering into an agreement with the investors. If not, that is when copyright become a restriction for the creators to fully benefit from the copyright. On the other hand, investors should also come into the agreement with clean hands because if they take advantage over the creators, there is tendency that creators will be reluctant to produce more creative works and this will definitely tarnish and negatively affect the promising creative industry. It is hoped that if both parties could prepare themselves with adequate understanding of their rights and they did not manipulate the current business model, both parties will be able to get a win-win situation.

Acknowledgements

The author gratefully acknowledge the helpful guidance from supervisors and other guiding lecturers, comments and suggestions from the industry players, stakeholders and reviewers which have improved the presentation.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

EFFECTS OF PLATFORM SYSTEM FOR TEACHERS' MATHEMATICAL PEDAGOGICAL CONTENT KNOWLEDGE OF REMEDIAL INSTRUCTION

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Abstract: *The purpose of this study was to establish an internet platform system for the need of teachers to carry out mathematics remedial instruction. This platform was developed based on the cooperation of scholars and primary school teachers. Team of scholars from universities provided primary school teachers with theoretical guidance and effective strategies for remedial mathematics instruction. These guidance and strategies included worked examples of life mathematics, children's schema of learning mathematics and instructional strategies for mathematics reading comprehension. In addition, this platform also helped primary school teachers assess mathematics achievement and detect mathematics misconceptions of students. Totally all the 227 primary school teachers participated in two workshops each semester and one conference. All the above information and materials of guidance and strategies were accessed in the platform system. Those primary school teachers adopt these remedial instruction strategies within their mathematics classroom, especially for those students of low mathematics achievement. Moreover, they must do reflections about their own mathematics remedial instruction. The assessment analysis concluded that the platform could help teachers with remedial instruction and improve students' mathematics achievement. Based on the feedback from teachers and findings of the results, some suggestions and recommendations were discussed for future research.*

Keywords: *mathematics instruction, mathematical pedagogical content knowledge, knowledge management platform, remedial instruction*

Introduction

Promotion of teachers' mathematical pedagogical content knowledge (MPCK) to accomplish remedial instruction was an important issue. This purpose of this study attempted to establish an internet platform system for the need of teachers to carry out mathematics remedial instruction. Owing to the useful utilities and feasibility of internet, this study investigated the effects of the platform system to help primary teachers' improve MPCK. These guidance and strategies of MPCK included worked examples of life mathematics, children's schema of learning mathematics and instructional strategies for mathematics reading comprehension. In addition, this platform also helped primary school teachers assess mathematics achievement and detect mathematics misconceptions of students. All the resources on the platform system

and professional activities were scheduled according to theoretical foundation of learning psychology of mathematics.

Literature review

Mathematical knowledge

The National Council for Accreditation of Teacher Education (NCATE) (2008) made the following statement: "Teacher candidates are expected to meet professional standards for the subjects that they plan to teach. . . . Information from the program review process should be used to address the elements on content knowledge, professional and pedagogical knowledge and skills, pedagogical content knowledge, and student learning" (NCATE, 2008, p.21-22).

A growing body of research has argued that subject matter knowledge is necessary for effective teaching. Numerous studies have showed that a greater of student achievement growth is being assigned to a teacher with deeper content knowledge, and the evidence is most persuasive in mathematics (Begle, 1972; Betts, Zau, & Rice, 2003; Darling-Hammond, 2000; Kukla-Acevedo, 2009; Harris & Sass, 2007; Hill, Rowan, & Ball, 2005; Monk, 1994; Monk & King, 1994; Tchoshanov, 2008; Wenglinsky, 2000). As described in the earlier literatures, findings on teachers' degrees completed (Darling-Hammond, 2000; Goldhaber & Brewer, 2000) and the number of coursework took (Monk, 1994; Rowan et al., 1997) were positively associated with student achievement, and the evidence was most persuasive in mathematics. It suggested teachers' knowledge of mathematics was likely to have a strong influence on student achievement when that knowledge was directly relevant to their teaching.

Owens (2008) interviewed 68 teachers to investigate the impact of classroom connectivity. In addition, 1,128 students also completed pre- and post- surveys on their attitude toward mathematics. In sum, the study concluded that students tent to score higher in algebra tests when their teachers knew more about how students were thinking about mathematics. Similarly, Hayden (2011) interviewed 10 teachers at one middle school in Florida to examine the perception of mathematics teachers' motivation. The finding suggested that teacher motivation affected students' mathematics achievement. Additionally, all participant teachers believed motivation played an important role in their student' academic performance and some teachers were dissatisfied that students' academic performance was associated to their salary increases. In related research, Marat (2005) investigated the relationship between students' self-confidence and their academic achievement. Students' science and mathematics gains were higher when they received feedback on their performance. Giving students effective feedback requires not only the teacher's knowledge on a subject and the students, but also deep understanding of the subject so that the teacher can use various ways to explain a single concept. Therefore, the results of these findings all point to the importance of mathematical knowledge in effective mathematics instruction.

With regard to improve mathematics instruction, numbers of educational researchers focused on different types of mathematical knowledge on what K-12 teachers should possess, and several mathematical organizations offered specific recommendations on what K-12 teachers should know (Hartman, 2010).

Mathematical Knowledge for Teaching (MKT)

The interest in knowledge for teaching initially gained prominent attention when Shulman (1987) introduced several dimensions of teacher knowledge as follows: (a) content knowledge, (b) general pedagogical knowledge, (c) curriculum knowledge, (d) pedagogical content knowledge, (e) knowledge of learners and their characteristics, (f) knowledge of educational contexts, and (g) knowledge of educational ends, purposes, and values. Coinciding with Shulman's (1987) central dimensions of subject matter and pedagogical content knowledge, Ball and her colleagues proposed a special kind of knowledge required only for teaching mathematics "Mathematical knowledge for teaching (MKT)" (Ball, Thames, & Phelps, 2008; Hill, Rowan, & Ball, 2005).

It represented the professional knowledge of mathematics needed by teachers and asserted that such knowledge was different from that needed by other occupations. Rather than describing what teachers need to know based on what they need to teach or the curriculum they will use, MKT makes an explicit focus on the work of teachers. The work of the teacher includes interpreting the work of students and analyzing errors students make. Further, the teacher must be able to choose the best model example, or representation for a given situation, and to utilize other model examples and representations as needed. (Hill, Rowan, & Ball, 2005, p.386). Ball, Thames, and Phelps (2008) proposed a diagram as a refinement to Shulman's categories. (See Figure 1)

Figure 1: Domain Map for Mathematical Knowledge for Teaching

Adapted from "Content Knowledge for Teaching," by Ball, Thames, and Phelps, 2008, p. 403.
While the knowledge of the subject matter of mathematics refers to one's depth and breadth of understanding of mathematical concepts and processes, a teacher's pedagogical content knowledge is directly related to his or her ways of taking subject matter and making it accessible to students. Pedagogical content knowledge is not found in isolation as teachers must know how to use content knowledge in the tasks of teaching.

Organizations, such as the National Council of Teachers of Mathematics (2003), have long written about teacher knowledge consistent with ideas found within Ball et al.'s emerging theory: Teachers need several different kinds of mathematical knowledge— knowledge about the whole domain; deep, flexible knowledge about curriculum goals and about the important ideas that are central to their grade level; knowledge about the challenges students are likely to encounter in learning these ideas; knowledge about how the ideas can be represented to teach them effectively; and knowledge about how students' understanding can be assessed (NCTM, 2000, p. 17).

Teaching and Learning Mathematics

During the past decades, there has been a considerable attention given to the fact that students need a better understanding of mathematics and science for the immense technological changes world. In their study, Romberg and Carpenter provided and refined in greater detail the research on teaching and learning of mathematics (Romberg & Carpenter, 1986). In responding to the needs of reform mathematics education, Romberg and Carpenter suggested "we need to rethink the content of the school mathematics program, but in doing so we need to take into account implications derive from two disciplines: how students learn mathematics and how teacher teach mathematics" (Romberg & Carpenter, 1986, p. 850).

The study provided schools and teachers with recommendations and guidelines on how the reforms have an influence on student academic learning. First of all, it is necessary to create the shift in epistemology about learning mathematics with understanding in varied and reflective ways. The emphasis underlying this aspect is for students become mathematically literate. "The epistemological shift involves moving from judging student learning in terms of mastery of concepts and procedures to making judgments about student understanding of the concepts and procedures and their ability to mathematics problem situations" (Romberg, 2000, p. 6).

Secondly, it is necessary to reform schooling that follows from the shift in epistemology. A set of implications about schooling practices has been associated with mathematical literacy. For example, regardless of socio-economic class, gender and ethnicity that students need to have the opportunity to learn important mathematics in order to be ready in tomorrow's world; students need to develop certain skills to engage the new technological environment; "critical learning of mathematics by students occurs as a consequence of building on prior knowledge via purposeful engagement in activities and by discourse with other students and teaching in classrooms" (Romberg, 2000, p. 7).

Thirdly, it is necessary to document the appropriate evidence related to the schooling practices. In fact, educational leaders, policymakers and professors are the entities that formed the visions for school mathematics. However, not every entity or person agrees with the current goal of mathematical literacy; some believes that the traditional mathematics course works reasonably well. As Romberg (2000) suggested that "in conventional classrooms the mathematical content is cut off from practical situations and taught in isolation from other subjects, … instruction is grounded in textbooks and delivered in a teacher-centered environment" (Romberg, 2000, p. 8). Instead of reforming the schooling practices, it is needed to document the impact of any vision of school mathematics that has been implemented.

Finally, it is necessary to assess students' mathematical literacy to meet the needs of today's society. Mathematics literacy does not imply detailed knowledge of higher mathematics such as calculus, abstract algebra, topology, etc., but of what mathematics is capable of achieving (Ojose, 2011). In other words, a new assessment system is needed. Further, this new system should enhance "what concepts and procedures students know with understanding and how students can use such knowledge to mathematize a variety of nonroutine problem situation" (Romberg, 2000, p. 8).

ICT and TPACK

Nowadays, information and communication technology (ICT) is providing us with new ways to access and process knowledge in every field. ICT is also transforming pedagogy by providing new ways to engage learners. Expert teachers are those who can bring knowledge of subject matter and technology together. The process of integrating ICT in education is rarely a simple task. Teachers play a key role in the teaching-learning context. Different teachers use different tools to improve their teaching skills. Accordingly, teachers from all disciplines have widely integrated ICT to improve their teaching styles (Liu 2011; Donnelly, McGarr & O'Reilly 2011). ICT plays an important role in promoting new instructional methods for teaching and learning (Khan, 2014).

Shulman (1986) addressed the theoretical framework pedagogical content knowledge (PCK) as the notion of the transformation of the subject matter for teaching. It has been shown that teachers' PCK could be highly associated with teaching effectiveness and efficiency (Shulman, 1987). Mishra and Koehler (2006) defined another framework technological pedagogical content knowledge (TPCK) which was built on PCK to include technological knowledge as situated within content and pedagogical knowledge in a specific context and introduced to the educational research field for understanding of what teacher knowledge required for effective technology integration. The TPACK framework is shown in Figure 2. In 2007, the acronym TPCK was changed to TPACK to form a more integrated whole for the three kinds of knowledge (Thompson & Mishra, 2007). TPACK contains seven elements or categories: 1) technology knowledge (TK), 2) content knowledge (CK), 3) pedagogical knowledge (PK), 4) pedagogical content knowledge (PCK), 5) technological content knowledge (TCK), 6) technological pedagogical knowledge (TPK), and 7) TPCK (Mishra & Koehler, 2006; Koehler & Mishra, 2009). Angeli & Valanides (2009) integrated ICT and TPACK and addressed an ICT- TPACK framework and two brand-new components, knowledge of learners and knowledge of environmental context, were added. ICT-TPACK is conceptualized as a strand of TPACK, thus ICT-TPACK constituent knowledge bases include

TPACK's three contributing knowledge bases (Angeli & Valanides, 2009). The ICT-TPACK framework is shown in Figure 3.

Figure 2: TPACK framework and its components (Adopted form Koehler & Mishra, 2009)

Figure 3: ICT-TPACK (Adopted form Angeli & Valanides, 2009)

Research Design

This study invited 227 primary school teachers participated in two workshops each semester and one conference. They learned how to adopted effective strategies and resources in their classroom. All the resources of guidance and strategies were accessed in the platform system. Those primary school teachers must adopt these remedial instruction strategies in their mathematics classes and for those students who needed remedial instruction. They were organized as professional learning community (PLC) to improve MPCK. The details of research design was as follows.

Professional learning community

In Taiwan, the primary school teachers major in different fields of knowledge, including mathematics, science, education, literature and so on, as being pre-service students in college. After finishing the university pre-service teacher education program and passing the qualification examination, they can teach in primary schools. Most of the in-service teachers have to teach mathematics, and definitely, lots of problems aroused because they teach concepts of mathematics that they themselves have not mastered. For in-service teachers, professional experience is typically regarded as one of the most important aspects of their preparation for the classroom (Le Cornu, 2012). One feature of successful professional development models is the ability to create community (Cobb, McClain, Lamberg, & Dean, 2003; Franke & Kazemi, 2001). The professional learning community (PLC) is one of the good solutions for providing these teachers a way to enhance these in-service teachers' PCK. PLC represents widely used to describe almost any gathering of educators (DuFour, DuFour, & Eaker, 2008). They share and interrogate their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth-promoting way (Mitchell & Sackney, 2000; Toole & Louis, 2002). A key idea of PLCs is to improve teachers' efficiency and effectiveness as professionals for fostering student's learning. Once a time, PLC means all teachers are learners with their colleagues (Louis, Kruse, & Associates., 1995). Nowadays, teachers can learn with other teachers through internet because of the rapidly developed ICT materials.

Figure 4 demonstrates the important components of our platform: 1) Assessment analysis module, 2) Video analysis module, 3) Supplement, 4) Forum, 5) Q&A. In the beginning, the platform was implemented be a simple website and the teachers use a desktop or laptop to access the resources through internet. Recently, we are trying to introduce responsive web design (RWD) to modify it to be accessible by smartphones and tablets. Then teachers can connect to the website in a more convenient way; in other words, they can survey resources in the website by a smartphone or a tablet. These key parts will be described in detail as follows.

Assessment analysis module

The remedial instruction has been drawn lots of attentions in Taiwan in recent years (Chao & Tseng, 2013; Chien, 2015; Hsieh, Lee, & Su, 2013; Lin et al., 2013; Lin, Wu, & Hsueh, 2014). In order to remediate students in mathematics, an efficient and effective remedial instruction is built on a good diagnosis of students' misconceptions or error patterns. Then a teacher can arrange the remedial instruction processes and manage the aided materials for providing help to students who are experiencing difficulties so they can understand and master the concept with which they are struggling.

The good diagnostic results of student's achievement performance can definitely save a mass of remedial time. The diagnostic processes were performed by scholars from universities. Therefore, the core spirit of the platform aims to serve as an interface for participant teachers to access remedial information of their students, and to manage their suitable remedial instruction strategies for those students with misconceptions. For diagnosing students' learning difficulties, two or three diagnostic assessments were administrated, and were analyzed by the module developed by the author Lin and reports the learning results of the students. After receiving the remedial reports, teachers can realize the students' misconceptions, introspect self-teaching context, arrange remedial teaching process and manage teaching materials in a more direct, efficient and effective way.

Video analysis module

Every participant teacher is asked to film his/her own teaching in class at one for each semester, which will help the scholars to understand these teachers' practical teaching. The video analysis module is determined by some scholars and some comments are proposed to these teachers for improving their teaching in mathematics. In workshops, some teaching film will be selected as a model example and teachers can learn, think and discuss together. Meanwhile, to analyze these films, some dimensions observed from these films is under specifying by the scholars for quantitative and qualitative analyses in the future.

Supplement

The scholars from universities provided primary school teachers with theoretical guidance and effective strategies for remedial mathematics instruction. These guidance and strategies included worked examples of life mathematics, children's schema of learning mathematics, instructional strategies for mathematics reading comprehension. More importantly, the scholars film some demo videos of integrating these theoretical strategies for helping teachers to get more insightful understandings.

Forum and auto reply email system

The participant teachers are volunteers from different primary schools, so for communication convenience, a forum and an auto reply email system are necessary. Therefore, the participants can ask questions to the experts or propose valuable issues each other in the platform. Meanwhile, an auto reply email system can help to send important information to the participants.

Q&A

Any questions, asked by teachers, relating technology (T), pedagogy (P), content(C), and knowledge (K) or remedial instruction for improving students' learning were documented, answered by the scholar team and next put on the website.

Figure 4: Platform for Teachers' Mathematical Pedagogical Content Knowledge of Remedial Instruction

Results and Discussions

This study was a two-year (2014-2015) longitudinal survey from twenty-one schools in Taiwan. In the first year, the participants are teachers the fourth grade. In the second year, their students are fifth grade and their teacher continuously participated in the study. There are totally 227 primary schools participating in this PLC team. All the teachers must participate in two workshops and one conference each semester. In the activities of workshops and conference, the lesson studies for mathematics instruction were scheduled to improve their MPCK. In the lesson study group, every teacher shared his own experiences, professional strategies and video analysis for mathematics instruction. All the effective resources, strategies were established in the internet platform system for carrying out mathematics instruction.

For each semester, all the students must take mathematics assessments. These assessments were curriculum-based. The purpose of these mathematics assessments was to detect the students' progress of learning mathematics. From 2014 to 2015, there were totally 7 waves of mathematics assessments.

Table 1 depicted the mean score of mathematics assessment from 2014 to 2015. In 2014, these students were fourth-graders, while these students was fifth graders in 2015. It displayed that mean score increased across each assessment. The statistical test for mean comparisons of repeated measure showed these existed significant differences. Mean of 2014-3 was higher than mean of 2014-2; Mean of 2015-2 was higher than mean of 2015-1; Mean of 2015-3 was higher than mean of 2015-2. As shown in Figure 1, it was the line chart for mean score of mathematics assessment from 2014 to 2015. One was concluded that students made progress smoothly.

Table 1: Mean Score of Mathematics Assessment

Year and Assessment	Students	Mean	Statistical Test of Mean Comparisons
2014-1	4-th Grade	69.12	
2014-2	4-th Grade	69.15	2014-3 > 2014-2
2014-3	4-th Grade	75.40	
2015-1	5-th Grade	75.61	2015-2 > 2015-1
2015-2	5-th Grade	76.97	2015-3 > 2015-2
2015-3	5-th Grade	83.69	
2015-4	5-th Grade	84.76	

Figure 5: Line Chart for Mean Score of mathematics Assessment

The above results and discussions showed the positive effects of this study. Some majors reasons could be contributed to this effects. Firstly, the establishment of platform system for teachers' MPCK could make progress for students' mathematics learning. Secondly, organizations of PLC and lesson study activities could help teachers improve professional knowledge. Finally, future research could focused on qualitative analysis teachers' MPCK and investigate their teacher-student interactions in mathematics classrooms.

Acknowledgements

This research was supported by Ministry of Science and Technology of Taiwan, R. O. C. under grant MOST 103-2511-S-142 -024 -MY3.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

RELATIONSHIP BETWEEN INTERPERSONAL TRUST AND JOB SATISFACTION: DOES EMPLOYEE EMPOWERMENT MATTER?

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Abstract: *The purpose of this paper was to explore the mediating and moderating effects of employee empowerment in the relationship between interpersonal trust toward their supervisors and job satisfaction. A substantial body of research has examined the mediating effects of trust on the relationship between empowerment and job outcomes. However, little is known about the mediating or moderating role of employee empowerment in the relationship between interpersonal trust and job satisfaction. A cross-sectional survey was conducted among employees in the banking industry at Kuala Lumpur city centre. A total of 178 valid responses were obtained and this represented a response rate of 89%. Mediation and moderation effects were tested using bootstrapping resampling procedure. Both interpersonal trust and employee empowerment were positively correlated with job satisfaction. Employee empowerment was found to be a significant mediator of the relationship between interpersonal trust and job satisfaction (PE = .059, BC 95% CI of .001 to .157). The moderating effect of employee empowerment in that relationship was not supported. It is imperative for managers/supervisors to implement strategies that promote interpersonal trust and ensure that employees obtain empowerment to increase job satisfaction.*

Keywords: *Interpersonal trust, employee empowerment, job satisfaction, bootstrapping method*

Introduction

Intense competition throughout the world requires managers not to overlook the quality and element of people who will deliver the organisation's promises. Being successful in the competitive markets depends on the satisfaction level of the employees in the establishments. Organisations are unable to reach competitive level of quality, either at product level or customer service level, if their personnel do not feel satisfied or do not identify with the company. Satisfied employees lead to higher quality goods and services, which in turn lead to an increase in customer's satisfaction and finally support the competition power of the organisation (Gürbüz, 2007). The existence of job satisfaction tends to reduce the stress, increase adherence of the employees and raise the efficiency level while dissatisfied employees choose to either leave the job, report to work late or other unnecessary extravagances, which may lead to undesired costs that the establishment never wants to meet (Gürbüz, 2007).

Among many antecedents, employee empowerment and interpersonal trust were found to result in positive attitudes and behaviours of workers (Organ, 1997). Both concepts have obtained focus in research, as well as in management implementation due to the benefit that they bring, not only to the individuals, but also to the corporate, that strive for flexibility and efficient operations. Employee empowerment is becoming more relevant in today's competitive environment where knowledge workers are more prevalent (Wimalasiri and Kouzmin, 2000) and organisations are moving towards decentralized or organic type organisational structures (Jarrar and Zairi, 2002). In addition, interpersonal trust in manager enables good relationship being built among employers and employees in order to promote effectiveness and efficiency in an organisation. To date, most related studies are being carried in the Western culture with limited study conducted among employees in Malaysia, especially in the service industry. Therefore, this research seeks to fill the gap by the examining effects of employee empowerment in the relationship between interpersonal trust in managers and employees' job satisfaction.

Literature Review

Job Satisfaction

Job satisfaction can be defined as the appraisal of one's job or job experience resulting in a pleasant and favorable emotional state (Kumari and Pandey, 2011). In the similar vein, Kumar (2011) identified job satisfaction as the overall measurement of working attitudes of happiness and pleasure in the job. Meanwhile, Patah et al. (2009) expressed job satisfaction as whether employees find their employment adequately satisfactory to continue in it, either permanently or until they have prepared for greater responsibilities. In general, job satisfaction can be predicted by employees' evaluation of the work environment, organisational support levels and the employment situation (Patah et al., 2009). Employee's job satisfaction is also concerned with supervision quality, working environments, fundamental compensation, benefits, and company procedures (Patah et al., 2009).

The effects of employee satisfaction has on an organisation are numerous. A number of interests claimed that employees who experienced job satisfaction are more likely to stay on the job, more productive, more committed and experience less stress at work (Brewer, 1996; Doran et al., 2004; Leat and El-Kot, 2009; Okpara, 2004). Furthermore, satisfied employees are more innovative in continuous quality improvement and participating more in decision-making in organisations (Rad and Yarmohammadian, 2006). Crossman and Abou-Zaki (2003) claimed that job satisfaction is a measure for assessing the health of an organisation which would affect the service level offered by the employees. Studies show that businesses that excel in employee satisfaction issues reduce turnover by 50 percent from the norm, increase customer satisfaction to an average of 95 percent, lower labor cost by 12 percent and lift pretax margins by an average of 4 percent (Carpitella, 2003). In fact, customer loyalty is a direct effect of customer satisfaction (Kumar, Batista and Maull, 2011). Customer satisfaction is greatly influenced by customer insights of the value of services they receive. Value is created by satisfied, loyal and productive employees. Employees that feel a sense of teamwork and common purpose with strong commitment to communicate are willing to deliver the results that customer expect (Halvorsen, 2005).

Employee Empowerment

Employee empowerment is the understanding of reassuring and permitting employees to embark on proposals to advance operations, diminish costs, and develop the product and customer service quality (Raquib, Anantharaman, Eze and Murad, 2010). It is a complex management tool, which has been proven that when applied properly, can be effective in improving performance, productivity and job satisfaction. The increment in interest may be related, toward the findings that suggest that empowering subordinates may serve objectives linked to managerial and organisational effectiveness (Moye and Henkin, 2006). Employee empowerment has broadly been accepted as an essential contributor to organisational success with many authors observing a direct relationship between the level of employee empowerment and employee performance (Kirkman and Rosen, 1999), employee job satisfaction (Ugboro and Obeng, 2000; Patah et al., 2009), and employee commitment (Ugboro and Obeng, 2000). According to Ugboro and Obeng (2000), individuals have been found to have an intrinsic need for empowerment as the capacity to influence and control their environment and strive for greater self-determination. This is particularly critical in service organisation "in a service environment an employee's ability to influence his or her own work duties is not separate from the ability to influence organisational goals because a significant proportion of organisational outcomes in a service context rely on employee behaviours" (Fulford and Enz, 1995).

Deci, Connell and Ryan (1989) argued that managers as leaders play an essential role in providing subordinates with empowering work experiences. They also suggested that "the interpersonal work climate created by managers for their subordinates contributes directly to subordinates' feelings of self-worth and sense of self-determination". Empowerment becomes "a process of enhancing feelings of self-efficacy among organisational members through the identification of conditions that foster powerlessness and through their removal by both formal organisational practices and informal techniques of providing efficacy information" (Moye and Henkin, 2006). Generally, empowered employees are more motivated as compared to those who just follow the given lines (Naeem and Saif, 2010). Employee empowerment creates a sense of belongingness and ownership towards the parent organisation. In addition, they feel more confident and tend to give their best to their employer, which leads to improvement in service quality (Naeem and Saif, 2010). Wood (2008) studied the relationship between leadership styles and empowerment on job satisfaction. The researcher concluded that various leadership styles and employee empowerment may be used as an effective strategy to create job satisfaction in employees.

Interpersonal Trust

In workplace, a dominant form of relationship is that between a subordinate and a supervisor. Trust is critical in hierarchical organisational relationships because of the dependency and liability of subordinates to their supervisor. Trust in one's immediate supervisor is described as interpersonal trust, which stems from day-to-day interactions between the trustor and trustee (Costigan, Ilter and Berman, 1998). Leat and El-Kot (2009) defined trust in interpersonal relations implies a willingness to be vulnerable, to place oneself at risk, and this is based in

principles that the other party is competent, concerned and reliable. In the setting of Social Learning Theory, interpersonal trust represents a generalized expectancy that the word, oral or written statement of another individual or group can be relied on (Rotter, 1980). Bjilsma and Koopman (2003) emphasized interpersonal trust as a belief in the probability that another's actions will be beneficial rather than harmful to one. Thus, this form of trust appears from employee's perceptions concerning a supervisor's benevolence, capability, honesty, openness to share information, and consistency of behaviour (Schindler and Thomas, 1993).

Interpersonal trust is associated with various organisational variables involving quality of communication, performance, problem solving, individual risk taking, and cooperation (Moye and Henkin, 2006). Connell, Ferres and Travaglione (2003) found positive relationships between trust and organisational success (individual well being, job satisfaction and commitment). Leat and El-Kot (2009) indicated that employees trust in their manager will lead to higher levels of job satisfaction and low job stress. In addition, rrust has been shown to increase organisational citizenship behaviours, increase upward communication, decreased turnover (Connell, Ferres and Travaglione, 2003; Dirks and Fernin, 2001), increase job satisfaction and lower job stress (Leat and El-Kot, 2009)

Interpersonal trust acts as a substitute of control because it reduces transaction costs (Bijlsma and Koopman, 2003). Curral and Judge (1995) quoted that "the higher the level of interpersonal trust in a relationship, the lower the costs of monitoring and other control mechanisms will be". It is also found trust to be significantly related to organisational commitment among employees across a wide variety of different industries and job levels (Connell et al., 2003; Dirks and Ferrin, 2002). A trusting work environment increases employee morale that can lead to a smoother operation and increased productivity (Zeffane, 2010). It enables the open exchange of ideas and impacts of the quality and quantity of information exchanged (Bartolme, 1989). According to Bartolme (1989), trust strengthens the effectiveness of the decision-making processes and employee willingness to collaborate that will lead to employee strong capacity to handle crises. Besides that, trust reduces employees intention to leave their current employer, thereby reducing an organisation cost of employment and training (Wong, Ngo and Wong, 2002). Bjilsma and Koopman (2003) suggested that trust is a key factor in terms of how an organisation copes with threats to its viability, or even to its survival.

Current Study

Trust is a strong predictor of individual behaviour and is related to job satisfaction, the development of competitive performance at various organisational levels, and stability when confronted with uncertainty (Alsaudi, 2005). Dirks and Skarlicki (2004) stated that trust in leaders has been linked to positive job attitudes, organisational justice, psychological contracts, and effectiveness in terms of communication, organisational relationships, and also conflict management. A substantial body of research has examined the relationship between employee empowerment and interpersonal trust toward their superiors. Empirical studies found a positive relationship between employees' empowering experience and trust in their supervisors (Moye and Henkin, 2006; Moye, Henkin and Egley, 2005; Sallee and Flaherty, 2003). Employees who feel empowered are more likely to place a higher level of trust in their managers (Zhu, May and Avolio, 2004). Reason being, managers who share and delegate control to their subordinates are signalling the latter that they are trusted and subordinates will obliged to

reciprocate by trusting the manager and providing favours that will further the supervisor's goals (Moye and Henkin, 2006; Poon, 2006).

Nonetheless, although employee empowerment is encouraged in organisations, it is criticized for increasing employees' workload. This is particularly valid in high power distance culture such as Malaysia where empowerment might not be well accepted and could be perceived as a source of stress. Hence, having employees willing to accept empowerment is one of the conditions for its successful implementation (Hui, Au and Fock, 2004). Trust is an essential factor in the acceptance of duties and information from supervisors. If an employee feels that his/her supervisor may give incorrect information or a task that will not benefit the company, the employee may take extra precautions and/or be reluctant to perform when working and lead to slower task completion (Elmuti, 1997). In this scenario, the lack of trust in supervisor becomes an impediment to employee productivity, and consequentially results in losses for the company in the form of wasted employee time. Coulter and Coulter (2002) revealed that higher level of trust leads to a higher level of co-operation, and lower levels of perceived risk and uncertainty. Similar finding was reported by Shelton (2002) that if an organisation attempts to practice employee empowerment, it has to focus on the level of employee trust in the supervisor as a mean to improve implementation success. As such, management should ensure that employee empowerment is seen as an opportunity rather than as a strategy to increase the workload of employees (Ongori and Shunda, 2008). Based on these studies, we postulate that employee empowerment could either mediates or moderate the effects of interpersonal trust in managers on employees' job satisfaction. We tested our hypotheses using boostrapping assuming that the relationship between interpersonal trust and job satisfaction is mediated or moderated by employee empowerment.

Method

Participants and Procedure

Samples were drawn from employees in the banking industry at Kuala Lumpur city center. This location was chosen mainly because it is the central area of financial activities, which has a high concentration of local and international banks. Prior to distributing the questionnaire, a pilot study was carried out to refine the questionnaire. Subjects were drawn from the target population of this study without involving any statistical calculation. Based on recommendation from Isaac and Michael (1995), a group of 10 working adults has been chosen to answer the preliminary questionnaire. No changes were made as respondents did not encounter problems in answering the questions. A total of 200 questionnaires were later distributed to five randomly selected bank branches to avoid bias. Respondents were told to complete the questionnaires anonymously and assured that their answers would be treated confidentially. After a two-week survey, 178 valid responses were obtained and this represented a response rate of 89%.

Measures

Existing questionnaires were used for this research. The purpose of using existing questionnaire is to maintain the credibility and accuracy of this study. Employee empowerment, interpersonal trust and job satisfaction were measured using the Likert-scale, ranging from 1 (Strong

Disagree) – 5 (Strongly Agree). This rating scale allows respondents to be on neutral a particular statement is not applicable to him or her in their work environment.

This study assessed job satisfaction of bank employees using five items adopted from Abdullah, Karim, Patah, Zahari, Nair and Jusoff (2009). The items include the following questions: "*I feel I am contributing to the company's mission*" (JS1), "*I have the opportunities to learn and grow*" (JS2), "*I feel committed to work toward shared goals*: (JS3), "*This company gives enough recognition for work that is done well*: (JS4) and "*I feel I am valued in this company*" (JS5). The Cronbach's alpha coefficients was .711 with higher scores indicated higher levels of job satisfaction.

Interpersonal trust was operationalised using four items adopted from Nyhan (2000). The items include "*I have confidence that my supervisor is technically competent at the critical elements of his/her job*" (IT1), "*When my supervisor tells me something, I can rely on what s/he tells me*" (IT2), "*I feel that I can tell my supervisor anything about my job*" (IT3) and "*My supervisor will back me up in a pinch*" (IT4). Higher scores higher levels of interpersonal trust towards the manager. The Cronbach's alpha for the scale was .733.

Employee empowerment was measured by the scale adopted from Voisard (2009). It comprised of five items, including "*I am allowed to make decisions necessary for effectively accomplishing my routine day-to-day duties and responsibilities*" (EE1), "*I am allowed to make decisions when resolving non-routine situations or issues*" (EE2), "*I receive encouragement to come up with and implement new and better ways for improving the organisation*: (EE3), "*I have the opportunity to influence the way my department's goals are established*" (EE4) and "*I have been invited to participate in teams/committees that influence decisions for my department or the company as a whole*" (EE5). The Cronbach's alpha for the scale was .692.

Results

Demographics and descriptive statistics

Most of respondents were female (n = 86, 48.3%). Majority of the respondents were between 21 to 30 years old (n = 91, 51.1%) followed by those between 31 to 40 years old (n = 73, 41%). In terms of ethnicity, Chinese make up the majority of them (n = 100, 56.2%). Diploma education was the most common (n = 79, 44.4%) followed by degree holders (n = 75, 42.1%). Over half of the respondents (n = 91, 51.1%) had income ranging from RM 2001 to RM 3000 and 73% (n = 130) are executive level. Approximately 30% (n = 53) and 25% (n = 44) of the respondents had worked in the current organisation for 12-36 months and followed by 37-60 months, respectively. The demographics of the respondents are presented in Table 1.

Table 1: Demographic information of the sample (n = 178)

Characteristics	Frequency	Percent (%)
Gender:		
Male	92	51.7
Female	86	48.3
Age (year):		
21 to 30	91	51.1
31 to 40	73	41
41 to 50	13	7.3
Above 50	1	0.6
Ethnicity:		
Malay	40	22.5
Chinese	100	56.2
Indian	36	20.2
Others	2	1.1
Education Level:		
Secondary School (SPM and STPM)	19	10.7
Diploma	79	44.4
Bachelor Degree	75	42.1
Postgraduate Degree (Master and PhD)	5	2.8
Income Level:		
RM2000 or below	17	9.6
RM2001 - RM3000	91	51.1
RM3001 - RM4000	48	27
RM4001 - RM5000	16	9
More than RM5000	6	3.4
Current Position:		
Executive Level	130	73
Non-Executive Level	48	27
Length of service (month)		
Less than 12	27	15.2
12-36	53	29.8
37- 60	44	24.7
61-84	33	18.5
85-106	10	5.6
107-132	6	3.4
More than 132	5	2.8

Correlation Analyses

Table 2 shows that the interrelationships between all major three variables were significant. Employee empowerment had a significant correlation with job satisfaction (r = .373, $p < .01$). Similarly, interpersonal trust also had a significant correlation with job satisfaction (r = .385, $p < .01$). These indicated that higher levels of employee empowerment and interpersonal trust were associated with higher levels of job satisfaction. In addition, employee empowerment was associated with interpersonal trust (r = .148, $p < .05$), indicating that higher levels of employee empowerment were related to higher levels of interpersonal trust.

Table 2: Correlation matrix for all variables

Variables	Mean	SD	1	2	3
1. Employee Empowerment			-		
2. Interpersonal Trust	3.70		0.148*	-	
3. Job Satisfaction	3.56		0.373**	0.385**	-

Note: *p < 0.05 (2-tailed); **p < 0.01 (2-tailed); n = 178.

Mediating effect of employee empowerment

Mediation analysis was tested using bootstrapping resampling procedure. Specifically, analysis was carried out using the PROCESS macro for SPSS Model 4 (Hayes, 2012). Bootstrapping technique does not require normality of the sampling distribution of the indirect effect (Preacher and Hayes, 2008). Furthermore, in bootstrapping the existence of an indirect effect is inferred based on an estimate of the effect itself rather than from a set of test on their component paths (as in causal step methods). Therefore, a statistically significant indirect effect (ab) is the only condition for mediation to occur (Hayes, 2009; Zhao, Lynch, and Chen, 2010) and this was adopted as a guiding rule for the determination of mediation effect in this study. The use of the terms *full* and *partial* mediation was avoided as they gave a false impression on the strength of the indirect effect where the later might be regarded as less impressive (Rucker, Preacher, Tormala, and Petty, 2011; Rungtusanatham, Miller, and Boyer, 2014). Such method of testing is higher in statistical power i.e. more likely to detect the indirect effect of the mediator variable while maintaining reasonable control over Type 1 error due to the less number of tests involved (Hayes, 2009; MacKinnon, Cheong, and Pirlott, 2012).

As per Hayes (2009), 5000 bootstrap samples were generated to estimate the 95% confidence intervals for the indirect effects. Indirect effects are considered significant at $p < .05$ if zero is not included in the 95% confidence interval (CI) (Cheung and Lau, 2008). A statistically significant indirect effect (ab) is the only condition for mediation to occur (Hayes, 2009; Zhao, et al., 2010). Table 3 displays the mediation results, showing the unstandardised paths linking the variables. It can be seen that there was a significant association between interpersonal trust and job sastisfacton without the mediators (PE = .475, BC 95% CI of .305 to .644). With zero outside the interval, it is concluded that the indirect effect of employee empowerment were indeed significantly different from zero at $p < .05$ and thus, is the mediator for the effect of interpersonal trust on job satisfaction. Based on Cohen's (1988) guidelines, the Kappa-squared mediation effect size measure of .051 was between small and medium.

Table 3: Mediation of the Effect of Interpersonal Trust on Job Satisfaction through Employee Empowerment

	Point Estimate	SE	BC 95% CI	
			Lower Limit	Upper Limit
Total Effect				
Interpersonal trust→ Job satisfaction	.475	.086	.305	.644
Indirect Effect				
Employee empowerment	.059	.038	**.001**	**.157**

Note: BC = Bias-corrected. Bolded confidence intervals (CIs) do not include zero, suggesting significant indirect effect.

Moderating effect of employee empowerment

Similar to mediation analysis, moderating effect was tested using bootstrapping resampling procedure. Instead of Model 4, the analysis was carried out using the PROCESS macro for SPSS Model 1 (Hayes, 2012). Table 4 displays the results of moderating model. The main effect of employee empowerment (PE = .297, BC 95% CI of .141 to .453) and interpersonal trust (PE = .413, BC 95% CI of .199 to .627) were significant. However, the effect of interaction term on job satisfaction was not significant (PE = -.004, BC 95% CI of -.046 to .038). Thus, the role of employee empowerment as a moderator between interpersonal trust and job satisfaction was not verified.

Table 4: Moderation of the Effect of Interpersonal Trust on Job Satisfaction through Employee Empowerment

	Point Estimate	SE	BC 95% CI	
			Lower Limit	Upper Limit
Intercept	17.802	.197	17.413	18.191
Employee empowerment	.297	.079	**.141**	**.453**
Interpersonal trust	.413	.109	**.199**	**.627**
Interaction	-.004	.021	-.046	.038

Note: BC = Bias-corrected. Bolded confidence intervals (CIs) do not include zero, suggesting significant indirect effect. R sq = .2506 F = 12.2965, $p < .001$

Discussion and Implications

The results showed that employees with high levels of interpersonal trust toward supervisor tend to feel higher job satisfaction. Employees' interpersonal trust in managers creates a sense of competency and reliability towards their employers that may lead to an increase in job satisfaction. Staples (2001) indicated that employees trust in their manager was associated with both higher levels of job satisfaction and low job stress. Similarly, Cook and Wall (1980) also found positive relationships between interpersonal trust and overall job satisfaction and intrinsic motivation in employees. In addition, employee empowerment had positive and significant relationship with job satisfaction. According to Naeem and Saif (2010), employee empowerment creates a sense of belongingness and ownership towards the parent organisation. Thus, this indicates that higher employee empowerment will lead to higher job satisfaction in employees. Employee empowerment which involves employee participation, when applied properly, can be effective in improving performance, productivity and job satisfaction (Ugboro and Obeng, 2000). Correlation analysis indicated that interpersonal trust was positively

associated with employee empowerment, consistent with previous studies (Moye and Henkin, 2006; Moye, Henkin and Egley, 2005; Sallee and Flaherty, 2003).

In the proposed models, employee empowerment mediated the relationship between interpersonal trust and job satisfaction. However, employee empowerment was not a moderator in the relationship. Employee empowerment played an important role in the relationship between interpersonal trust in the supervisor and job satisfaction. It was possible that employees who have interpersonal trust in superior tend to better appreciate authority and responsibilities given to them. By allowing employees a level of control and authority within an organisation improves individual motivation and satisfaction toward the job. The results suggested that strategies to increase interpersonal trust in superior and employee empowerment could increase job satisfaction. In high power distance culture such as Malaysia, employees are more willing to accept unequal distributions of power where superiors are expected to control information and make decisions. In this situation, employees often hesitate to make decision without consulting superiors. However, these employees tend to show more favourable work attitudes and behaviour if they perceive favorable social tie with superiors (Wong and Huang, 2003). This is the foundation for implementing empowerment in high power-distance organization. Hence, managers can engage in behaviours that promote trust and demonstrate concern, integrity and willingness to share control. Employees should be provided with opportunities to involve in more decisions that impact their work. Such efforts tend to strengthen feelings of autonomy and control. Open communication is another method that could enhance the perception of trust toward superior. Employees tend to view superiors as trustworthy when their communication is straightforward, honest and accurate. When there is lack of trust, subordinates may reluctant to carry out directives from their superiors out of fear that the information given to them is unreliable. In order to optimize the efficiency of the delegation of duties, it is important for supervisors to gain the trust of their employees.

Limitations of the Study

There were several limitations faced by the researchers during the process of the research. One of the limitations is that this study investigated employees' job satisfaction in the banking industry in Kuala Lumpur city center. Therefore, the findings of the present study cannot be inferred to companies in other industry. However, this study can be used as a guide for future research that investigates similar area as the present study.

Besides that, the limitation in data collection used in this study could not be described further because the responses received are limited to the Likert Scale used in the questionnaire. Open ended question is not provided for respondents to answer further. Thus, additional information is not likely to be obtained to enhance the generated results. Furthermore, this study only considered two factors which would affect job satisfaction. Thus, future studies should consider more factors such as manager's leadership style, organisational justice and personality traits to better investigate on the impact towards employees' job satisfaction.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE MEDIATING EFFECT OF ORGANIZATION COMMITMENT ON THE RELATIONSHIP BETWEEN COMPENSATION AND SALESPERSON PERFORMANCE

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Abstract:

The Wholesale and Retail National Key Economics Areas, the especially shopping mall has become the concerns in boosting Malaysia as one of the worlds' leading shopping destination. Apart from that, salesperson plays a vital role in providing excellent performance in terms of services to the customers. The shopper nowadays was mainly concern about the customer service besides the price, quantity and quality of the product itself. It was noted that compensation, such as salary and reward would able to attract and motivate employees in order to provide an excellent job performance. Furthermore, salary and reward would influence the employees to be committed and thus, increase their performance. Therefore, the study was aimed to examine the relationship between compensation and salesperson performance. Organizational commitment was examined on the relationship between compensation and salesperson performance in the mechanism. Quantitative approach has been applied in this study by using questionnaires through a survey. The data were analyzed by using the Smart PLS 2.0 software. The results suggested that reward has a significant relationship to salesperson performance. It also has suggested that both salary and reward have a significant relationship to organizational commitment. Lastly, the results suggested both salary and reward; and salesperson performance, which only significantly mediated by normative commitment whereas the relationship between reward and salesperson performance, which only significantly mediated by continuance commitment.
Keywords: salary, reward, organizational commitment, performance

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Introduction

The Wholesale and Retail National Key Economics Areas, the especially shopping mall has become the concerns in boosting Malaysia as one of the worlds' leading shopping destination. Apart from that, salesperson plays a vital role in providing excellent performance in terms of services to the customers. The shopper nowadays was mainly concern about the customer service besides the price, quantity and quality of the product itself (ArunKumar, 2014).

According to Tan and Waheed (2011), most of the retailer provided a low salary to the salesperson and they usually will employ part time salesperson. This has led to most of the salesperson less contribute to the retail store or the organization which will lead them not able to perform at a sufficient level (Tan and Waheed, 2011). In order to improve the salesperson performance who can provide a better service to the customer, financial compensation plays an important role. Financial compensation, especially salary and reward will affect the organizational commitment, thus, increase salesperson performance in the context of retail industry (Humphrey, 2011; Recep, Mahmut, and Murat, 2010; Yeh and Hong, 2012). Therefore, the aims of this study were to examine the relationship between financial compensation (salary and reward) and salesperson performance in the context of retail industry, especially shopping mall and mediated by organizational commitment.

Literature review

Salesperson Performance

Salesperson performance is defined as a type of outcome after an individual had completed a task or job which is based on the achievement level for a particular job, organizational regulations' fulfilment, expectation and requirement for the official role (Folorunso, Adeale and Abodunde, 2014). This is in line with Prawirosentoso (2000), which salesperson performance is the results that achieved by someone or group in the organization that suitable with the authority and responsibility in the effort to reach the organizational goals legally, not violate the law, and suitable with moral and ethics. According to Mangkunagara (2000), which salesperson performance is an outcome of the employees' work quantity and quality work where the job is carried out by them based on their responsibility. Hsu (2005) stated that salesperson performance is the overall performance of the employees which included the efficacy, efficiency and effectiveness. This is in line with Salanova and Kirmanen (2010); and Harriet and Marion (2011), which salesperson performance can refer to the ability of employees to achieve organizational goals more effectively and efficiently.

Salary

According to Sule, Amuni, Obasan and Banjo (2015), salary is defined as an amount**,** which is monthly paid or is a fixed annual amount. This is in line with Nwanneka (2012) defined salary as employees will be paid in fixed regular payment either monthly paid or annually paid where the employees that the organization concerned. Obikeze and Anthony (2003) stated that salaries and wages are a reward that received by the employee from the organization in order to exchange for their labor and afford that had contributed to the organization. This in line with De Beer (1987), which salary is a reward that received by an individual employee in exchange for their commitment.

Reward

According to Hafiza, Shah, Jamsheed, and Zaman (2011), reward is divided into two, which is extrinsic reward to the employees based on their performance such as incentive, bonus and commission and intrinsic rewards, on the other hand, an intangible rewards or psychological rewards that given to the employees such as appreciation and recognition. This is in line with Mikander (2010) that rewards comprised of tangible such as bonuses and benefits; and intangible rewards have to do with learning, development and work experience.

Organizational Commitment

According to Allen and Meyer (1990), organizational commitment comprised of affective commitment, continuance commitment and normative commitment. Affective commitment is based on the positive emotional attachment to the organization (Allen and Meyer, 1990). For instances, an employee who has the opportunity to work in the other company but he or she choose to stay with the current organization due to he or she being treated fairly and agree with the organization's value. Continuance commitment is defined as an employee who needs to stay with the organization due to certain reason (Allen and Meyer, 1990). For instances, single mother or young employee with low education, they will stay with the organization because they need the particular job although they being forced to do the low volume shift.

Normative is defined as the employee will stay with the organization when they want to do so or ought to do so (Allen and Meyer, 1990). For instances, the employee will stay with the organization because they are appreciated by the company for the past rewards and staying for long period of time with the organization. Rowden (2000) defined organization commitment as an individual who desired to involved into the organization's activities and as part of the member of organization. This is in line with Omotayo, Pavithra and Adenike (2014) that organization commitment is where the employee had been tied up with the organization and involve in the organization's activities.

Methodology

Hypotheses Development

Carroll (2000) found out that salary and reward have a significant effect on employees' performance. This means that if the employees are satisfied with the salary and reward that were given by the organization, the employee will perform better in their job. However, Subekti and Setyadi (2016) found out that financial compensation did not have a significant relationship with the employee performance. Therefore, this study attempts to test the following hypothesis:

H1: There is a significant relationship between salary and salesperson performance.
H2: There is a significant relationship between reward and salesperson performance.

Ariffin and Ha (2015) found out that salary has a significant relationship with the organizational commitment. Sawalha, Zaitouni and ElSharif (2012) found out that a reward has a significant relationship with the affective commitment and continuance commitment, however, it has no significant relationship with the normative commitment. Therefore, this study attempts to test the following hypothesis:

H3: There is a significant relationship between salary and affective commitment.
H4: There is a significant relationship between salary and continuance commitment.
H5: There is a significant relationship between salary and normative commitment.
H6: There is a significant relationship between reward and affective commitment.
H7: There is a significant relationship between reward and continuance commitment.
H8: There is a significant relationship between reward and normative commitment.

Memari, Mahdieh and Marnani (2013) found out that the an affective commitment, continuance commitment and normative commitment have a significant effect on the salesperson performance. This is in line with Khan, Ziauddin, Jam, and Ramay (2010) found out that the three dimension of organizational commitment which is affective commitment, continuance commitment and normative commitment have a significant effect on the salesperson performance. Therefore, this study attempts to test the following hypothesis:

H9: There is a significant relationship between affective commitment and salesperson performance.
H10: There is a significant relationship between continuance commitment and salesperson performance.
H11: There is a significant relationship between normative commitment and salesperson performance.

Low, Ahmad, and Abdullah (2016) suggested that organizational commitment can mediate the relationship between financial compensation (salary and reward) and salesperson performance. Furthermore, previous studies found the relationship between financial performance (Salary and reward) and organizational performance; and also the relationship between organizational performance and employee performance (Khan, Ziauddin, Jam, and Ramay, 2010; Memari, Mahdieh and Marnani, 2013; Ariffin and Ha, 2015; Sawalha, Zaitouni and ElSharif, 2012). Therefore, this study attempts to test the following hypothesis:

H12: There is a mediating effect of affective commitment on the relationship between salary and salesperson performance.
H13: There is a mediating effect of continuance commitment on the relationship between salary and salesperson performance.
H14: There is a mediating effect of normative commitment on the relationship between salary and salesperson performance.
H15: There is a mediating effect of affective commitment on the relationship between reward and salesperson performance.
H16: There is a mediating effect of continuance commitment on the relationship between reward and salesperson performance.
H17: There is a mediating effect of normative commitment on the relationship between reward and salesperson performance.

Conceptual Framework

In this study, the underpinning theory for the conceptual framework is Social Exchange theory by Homans (1958). According to this theory, social exchange relationship starts when one party provides benefits to someone and he or she gets the return of exchange (Gouldner, 1960). The social relationship could be enhanced when both parties willing to provide valuable resources to another party (Aselage and Eisenberger, (2003). That is, the employer seeks for loyalty and an employee seeks for beneficial treatment (Coyle-Shapiro and Shore, 2007). In other words, an exchange between the salesperson and the employer where salesperson contributes their effort to the employer, thus, the employer will offer financial compensation in return to the salesperson performance. The conceptual framework of this study in Figure 1, which as follows:

Figure 1: The Conceptual Framework

In line with the social exchange theory, salary and reward are the independent variables that provided by the organization and the return of exchange from an employee would be committed and thus, increase salesperson performance.

Research Design

The purpose of this study was to examine the relationship between compensation, organizational commitment and salesperson performance. The study also examined the mediating effect of organizational commitment on these hypothesized relationships. The scope of the study has been carried out among the salesperson in the shopping mall, Kota Kinabalu, Sabah. This study has focused on the salesperson that worked in cosmetic stores, clothes and fashion; and luxury stores, which is purposive sampling technique for the respondent selection. The sample size for this study is 220 respondents, which is sufficiently representative for the non-probability sampling (Hair, Black, Anderson and Tatham, 2006). Questionnaires through survey are used as data collection instruments and have distributed to the salesperson. The unit of analysis in this study was individual, as a salesperson in the shopping mall. The survey instrument consists of 44 measurement items in two sections. Section one measures the salary, which adapted from the instrument used by De Beer, 1987; the reward, which adapted from the instrument used by Mikander, 2010; the affective, continuance and normative commitment, which adapted from the instrument used by Allen and Meyer, 1990; and the salesperson performance, which adapted from the instrument used by Salanove and Kirmanen (2010) and Harriet and Marion (2011). The section two, on the other hand, measures the demographic profile of the respondents. The study used a five-point Likert scale in the survey instrument, which ranging from strongly disagree (1) to strongly agree (5).

Results

A total of 220 questionnaires were distributed and 212 responses were obtained and useable in this study, which brought a response rate of 96% while 8 (4%) of responses were not useable due to an incomplete data. Therefore, a total of 212 respondents were included in the final sample. Next, the study applied the Partial Least Square based Structural Equation Modeling (PLS-SEM). Initially, model assessment focuses on the measurement model and the structural model. The purpose of measurement model evaluation is to ensure the reliability and validity of the construct measures and provide support for the suitability of the path model (Hair, Hult,

Ringle and Sarstedt, 2014).

The criteria assessment comprised of loadings, composite reliability, Cronbach's alpha, convergent validity (AVE) and discriminant validity (Fornell-Larcker criterion and cross loadings) as suggested by Hair et al., (2011). There are many scholars have given the different cut off values on the factor loadings for items retention, which varies from 0.35 to 0.70 (Hair, Anderson, Tatham and Black, 1998; Hair et al., 2011; Chin, Gopal and Salisbury, 1997). In this study, loadings of 0.50 or more were considered as minimum acceptable value and significance.

Additionally, the recommended value for the composite reliability (CR), which is minimum value of 0.70 (Gefen, Straub and Boudreau, 2000; Hair, Black, Babin and Anderson, 2010) and in general the Cronbach's alpha of 0.60 or higher is an acceptable value (Black and Porter, 1996; Nunnally, 1978). In the average variance extracted (AVE), the acceptable value should exceed the recommended value of 0.50 (Bagozzi and Yi, 1988; Hair *et al.*, 2010; Fornell and Larcker, 1981). Moreover, the square root of the AVE should exceed the squared correlations between the latent variable and all other latent variables (Chin, 2010; Chin, 1998; Fornell and Larcker, 1981).

With regard to the assessment of the structural model, the path coefficients are obtained for the structural model relationships, which testing the hypothesized relationships among the constructs (Hair *et al*., 2011). The hypotheses of the research model were tested using the bootstrapping procedure with 500 subsamples, which is recommended guidelines from Chin (1998). The significance of the path coefficients is based on the t-values.

Table 1 presents the measurement model of constructs. The loadings were all above the cut off value of 0.50, which considered as minimum acceptable values (Hair, Anderson, Tatham and Black, 1998; Chin, Gopal and Salisbury, 1997; Hair *et al.*, 2011). The composite reliability was all above cut off value 0.7; the Cronbach's alpha was all above cut off value of 0.6 and the average variance extracted (AVE) was all above 0.5, which suggested the measurement items were reliable and valid (Black and Porter, 1996; Nunnally, 1978; Gefen, Straub and Boudreau, 2000; Hair, Black, Babin and Anderson, 2010; Bagozzi and Yi, 1988; Fornell and Larcker, 1981). Moreover, the square root of the AVE exceeded the squared correlations between the latent variable and all other latent variables as shown in Table 2 (Chin, 2010; Chin, 1998; Fornell and Larcker, 1981). Overall, it can be concluded that measurement model in this study has shown satisfactory with the evidence of overall reliability, convergent validity and discriminant validity.

Table 1: Measurement Model of Constructs

Constructs	Items	Loadings	AVE[a]	CR[b]	Cronbach's Alpha
Salesperson Performance	SP1	0.670	0.500	0.832	0.753
	SP2	0.743			
	SP3	0.661			
	SP4	0.709			
	SP5	0.753			
Salary	S1	0.910	0.713	0.880	0.808
	S2	0.922			

	S5	0.679			
Reward	R1	0.660	0.550	0.829	0.731
	R2	0.800			
	R3	0.827			
	R4	0.665			
Affective Commitment	AC1	0.677	0.505	0.859	0.807
	AC2	0.682			
	AC5	0.653			
	AC6	0.676			
	AC7	0.804			
	AC8	0.757			
Continuance Commitment	CC1	0.750	0.522	0.867	0.819
	CC2	0.696			
	CC4	0.708			
	CC6	0.709			
	CC7	0.789			
	CC8	0.677			
Normative Commitment	NC2	0.707	0.504	0.801	0.677
	NC5	0.620			
	NC6	0.830			
	NC7	0.667			

Note: SP6, SP7, SP8 and SP9 items in salesperson performance; S3 and S4 items in salary; R5 and R6 items in reward; AC3 and AC4 items in affective commitment; CC3 and CC5 items in continuance commitment; NC1, NC3, NC4 and NC8 items in normative commitment; are deleted due to the loadings is not more than 0.5.

[a]Average Variance Extracted (AVE) = (summation of the square of the factor loadings)/{(summation of the square of the factor loadings) + (summation of the error variances)}

[b]Composite Reliability (CR) = (square of the summation of the factor loadings)/{(square of the summation of the factor loadings) + (square of the summation of the error variances)}

Table 2: Discriminant Validity (Fornell-Larker Criterion)

Constructs	Affective Commitment	Continuance Commitment	Normative Commitment	Reward	Salary	Salesperson Performance
Affective Commitment	**0.710**					
Continuance Commitment	0.515	**0.723**				
Normative Commitment	0.632	0.499	**0.710**			
Reward	0.580	0.523	0.454	**0.742**		

Salary	0.529	0.523	0.462	0.720	**0.844**	
Salesperson Performance	0.442	0.415	0.518	0.539	0.467	**0.706**

Note: The square root of AVE values is shown on the diagonal and printed in bold; off diagonals are the latent variable correlations

This study was using the bootstrapping procedure with 500 subsamples to test the hypotheses of the proposed model. The significance testing results of the structural model as presented in Table 3. The results showed that eight (8) hypotheses were supported and three (3) hypotheses were not supported for the direct hypothesized relationships. The indirect hypothesized relationships, on the other hand, three (3) hypotheses were supported and three (3) hypotheses were not supported.

The results suggested that reward has a significant effect on the salesperson performance, however, salary has no significant effect on the salesperson performance. Interestingly, both salary and reward have a significant effect on the organizational commitment, namely affective, continuance and normative. Besides that, the results suggested that both affective and continuance have no significant effect on the salesperson performance but normative commitment, on the other hand, has a significant effect on the salesperson performance.

The results suggested normative commitment has a mediating effect on the relationship between salary and salesperson performance; and also the relationship between reward and salesperson performance. Furthermore, an affective commitment has no mediating effect on the relationship between salary and salesperson performance; and also the relationship between reward and salesperson performance. Continuance commitment found to have the mediating effect on the relationship between reward and salesperson performance, however, no mediating effect on the relationship between salary and salesperson performance. According to Hayes (2013), the bootstrap confidence interval that above zero is found to have a mediation effect while the bootstrap confidence interval that contains zero is means of no mediating effect.

Table 3: Structural Model

H	Path	Beta (β)	Strd. Error (SE)	T-Value[a]	Decision
H1	Salary → Salesperson Performance	0.057	0.102	0.561	Not Supported
H2	Reward → Salesperson Performance	0.328	0.093	3.520**	Supported
H3	Salary →Affective Commitment	0.232	0.086	2.698**	Supported
H4	Salary → Continuance Commitment	0.304	0.083	3.671**	Supported
H5	Salary → Normative Commitment	0.281	0.114	2.452**	Supported
H6	Reward → Affective Commitment	0.413	0.084	4.934**	Supported
H7	Reward → Continuance Commitment	0.304	0.087	3.481**	Supported

H8	Reward → Normative Commitment	0.252	0.110	2.285*	Supported
H9	Affective Commitment → Salesperson Performance	-0.011	0.097	0.112	Not Supported
H10	Continuance Commitment → Salesperson Performance	0.059	0.103	0.576	Not Supported
H11	Normative Commitment → Salesperson Performance	0.320	0.118	2.716**	Supported
H	**Mediating Effect**	**Indirect Effect**	**CI**	**T-Value[a]**	**Decision**
H12	Salary →Affective Commitment → Salesperson Performance	0.232*-0.011=-0.003	LL=-0.038 UL=0.033	0.141	Not Supported
H13	Salary → Continuance Commitment → Salesperson Performance	0.304*0.059=0.018	LL=-0.007 UL=0.043	1.418	Not Supported
H13	Salary → Normative Commitment → Salesperson Performance	0.281*0.320=0.090	LL=0.048 UL=0.132	4.175**	Supported
H15	Reward →Affective Commitment → Salesperson Performance	0.413*0.011=0.005	LL=-0.022 UL=0.013	-0.502	Not Supported
H16	Reward → Continuance Commitment → Salesperson Performance	0.304*0.059=0.018	LL=-0.004 UL=0.032	2.492**	Supported
H17	Reward → Normative Commitment → Salesperson Performance	0.252*0.320=0.081	LL=0.061 UL=0.100	8.236**	Supported

*Significant at p<0.05; **Significant at p<0.01
[a]Notes: (t(499), One tailed test: t(0.05; 499)=1.65; t(0.01;499))=2.33

Discussion and Conclusion

The overall aims of this paper were to identify the relationship between compensation, organizational commitment and salesperson performance. Specifically, it attempts (1) to examine the relationship between salary and salesperson performance; (2) to examine the relationship between reward and salesperson performance; (3) to examine the relationship between salary and affective commitment; (4) to examine the relationship between salary and continuance commitment; (5) to examine the relationship between salary and normative commitment; (6) to examine the relationship between reward and affective commitment; (7) to examine the relationship between reward and continuance commitment; (8) to examine the relationship between reward and normative commitment; (9) to examine the relationship between affective commitment and salesperson performance; (10) to examine the relationship between continuance commitment and salesperson performance; (11) to examine the relationship between normative commitment and salesperson performance; (12) to examine the mediating effect of affective commitment on the relationship between salary and salesperson performance; (13) to examine the mediating effect of continuance commitment on the relationship between salary and salesperson performance; (14) to examine the mediating effect of normative commitment on the relationship between salary and salesperson performance; (15) to examine the mediating effect of affective commitment on the relationship between

reward and salesperson performance; (16) to examine the mediating effect of continuance commitment on the relationship between reward and salesperson performance; and (17) to examine the mediating effect of normative commitment on the relationship between reward and salesperson performance.

The results of this study suggested that reward has a significant effect on salesperson performance. On the other hand, the salary was found to be no significant effect on salesperson performance. In other words, the financial compensation, especially salary has no relationship with salesperson performance; meanwhile, the reward resulted in better performance of salesperson within the context of the shopping mall in Kota Kinabalu. The possible reason could be salary is not the greater motivator but there are other factors such as merit pay and bonus would have the influence on salesperson performance. However, both salary and reward should take it into account, as those are also potential factors to influence organizational commitment and salesperson performance. The results of this study also suggested that salary and reward have a significant relationship with organizational commitment such as affective, continuance and normative commitment.

Furthermore, the results of this study also suggested that affective and continuance commitment has no significant relationship with salesperson performance. In other words, salesperson's feeling or attitude towards the organization will not affect their performance. Besides that, the salesperson might continue or stay with the same organization, but it does not mean that they will perform well. The results of this study suggested that normative commitment has the significant relationship with salesperson performance, which it is in line with the previous studies.

The results of this study suggested that affective and continuance commitment has no mediating effect on the relationship between salary and salesperson performance, however, the normative commitment has a mediating effect on the relationship between salary and salesperson performance. There was no indirect effect on the relationship between salary and salesperson performance, that was mediated by affective and continuance commitment. As discussed, salary has no significant effect on the salesperson performance but found to have a direct effect on both affective and continuance commitment. Besides that, both affective and continuance commitment has no significant effect on salesperson performance. This indicated that only the direct effect occurs between salary and both affective and continuance commitment.

Finally, the results of this study suggested that affective commitment has no mediating effect on the relationship between reward and salesperson performance, however, continuance and normative commitment have a mediating effect on the relationship between reward and salesperson performance. There was no indirect effect on the relationship between reward and salesperson performance, which was mediated by affective commitment. As discussed, the reward has a significant effect on affective commitment and salesperson performance. Besides that, affective commitment also has a significant effect on salesperson performance. This indicated that only the direct effect occurs between reward and affective commitment; and between affective commitment and salesperson performance.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

EKSPLORASI PERANAN GURU PENDIDIKAN ISLAM SEBAGAI AGEN PERUBAHAN MASYARAKAT DARI PERSPEKTIF PENDIDIKAN PENGEMBANGAN

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Abstrak: *Mutakhir ini, fungsi agama sebagai asas spiritual, moral dan sikap dalam aspek pembangunan sesebuah negara semakin menyerlah. Agama merupakan satu sistem nilai yang perlu difahami, dihayati dan diamalkan kerana ia merupakan salah satu lambang kepada ciri-ciri sebuah masyarakat yang bertamadun. Pembinaan tamadun masyarakat berkait rapat dengan matlamat pendidikan khususnya dalam membangunkan intelektual manusia. Namun begitu, matlamat pendidikan dalam Islam lebih luas skopnya kerana Islam bukan sahaja menekankan aspek kesejahteraan dalam bentuk ukuran material bahkan meliputi elemen keutuhan aspek sosial dan ahli masyarakat mengakui peranan guru pendidikan Islam (GPI) dalam hal ini. Oleh itu, kedudukan GPI dalam masyarakat dilihat sangat signifikan kerana mereka perlu bertindak sebagai agen perubahan (change agent) yang bukan sahaja bertugas mendidik pelajar di sekolah bahkan bertanggungjawab untuk menyebarkan ilmu kepada masyarakat, membentuk sahsiah bersesuaian dengan norma dan nilai masyarakat, membentuk masyarakat penyayang, menjadi suri teladan (role model) selain memberi perkhidmatan kepada masyarakat setempat. Kajian kuantitatif ini bertujuan meninjau prestasi peranan GPI sebagai agen perubahan (change agent) dalam masyarakat dari perspektif pendidikan pengembangan iaitu sebagai pemangkin perubahan (catalyst), penyelesai masalah (problem solver), pembantu proses (process helper) dan penghubung sumber (resource linker) menggunakan 26 item yang dibina oleh penyelidik berdasarkan tinjauan kajian lepas. Dapatan kajian menunjukkan secara keseluruhan, tahap prestasi GPI sebagai agen perubahan adalah pada tahap sederhana. Penemuan ini diharapkan dapat memberi input kepada pelbagai pihak seperti kerajaan, institusi pendidikan serta individu GPI sendiri dalam usaha memartabatkan pendidikan agama ke arah menjana generasi berilmu, beriman dan beramal soleh.*

Kata Kunci: guru pendidikan Islam, agen perubahan, prestasi peranan, pendidikan pengembangan

Pengenalan

Krisis yang melanda dunia mutakhir ini bukan sahaja dalam aspek ekonomi dan kewangan bahkan meliputi sistem sosial, politik, budaya dan pendidikan disebabkan oleh kecenderungan manusia yang semakin memisahkan agama daripada kehidupan (Mohd. Kamal,

2012). Natijahnya, masalah gejala sosial hinggalah kecelaruan pemahaman tentang agama seperti pluralisme agama dilihat semakin membimbangkan dalam kalangan masyarakat di Malaysia khususnya yang beragama Islam. Gejala sosial merupakan keadaan yang tidak dapat diterima dan tidak diingini dalam masyarakat hasil daripada aktiviti negatif dan tingkahlaku jenayah (Lim, Phang, Nur Amirah, Minhat & Titi Rahmawati, 2014)

Terdapat pelbagai indikator yang digunakan untuk mengukur tahap kemajuan sesebuah negara. Antara yang digunapakai oleh Pertubuhan Bangsa-Bangsa Bersatu (PBB) adalah Indeks Pembangunan Manusia atau *Human Development Index* merangkumi pencapaian terhadap tiga dimensi iaitu kesihatan, pendidikan, dan taraf hidup yang baik (Sonia Kumari & Doris Padmini, 2011). Namun begitu, kriteria ukuran kemajuan yang digunakan ini adalah berbeza daripada perspektif Islam. Ini disebabkan Islam turut menekankan pembangunan akidah dan penghayatan masyarakat kepada ajaran Islam di samping pembangunan material dan fizikal yang lainnya.

Pembinaan masyarakat yang beriman dan bertaqwa hasil penghayatan kepada ajaran agama Islam tidak akan mampu direalisasikan tanpa pendidikan yang cukup untuk membimbing mereka mengaplikasi nilai-nilai keagamaan dalam fasa kehidupan seharian. Ianya juga penting bagi mengekang kesalahfahaman tentang Islam dalam kalangan masyarakat bukan Islam (Mohd Azhar Abd. Hamid, Rosman Md. Yusuff, Muhammed Fauzi Othman, Mohd Koharuddin Balwi, 2013) disebabkan oleh kegagalan segelintir umat Islam sendiri menonjolkan sikap dan akhlak yang baik (Engku Ahmad Zaki Engku Alwi, 2008; Maria, 2008; Mohd Yusuf, 2003). Fathi Yakan dalam Mohd Roslan Mohd Nor dan Wan Mohd Tarmizi Wan Othman (2011) meletakkan Pendidikan Islam sebagai laluan melahirkan individu dan masyarakat mengikut acuan Islam dari aspek "pegangan, pemikiran mahupun perbuatan (p.63). Justeru, selain daripada memikul amanah dan tanggung jawab yang sangat besar bagi memastikan matlamat pendidikan Islam dapat disempurnakan (Al-Kaylani, 2005), peranan guru dalam masyarakat khususnya guru pendidikan Islam (GPI) perlu diteliti dengan mendalam kerana golongan ini mempunyai kedudukan berpengaruh yang boleh membawa perubahan dalam masyarakat (Celone et al., 2016)

Pendidikan, Pendidikan Islam dan Pembangunan Masyarakat

Agama merupakan satu sistem nilai yang perlu difahami, dihayati dan diamalkan. Peranannya semakin menonjol dalam masyarakat disebabkan kemampuannya untuk bertindak sebagai alat membina spiritual, moral dan sikap anggota masyarakat (Muljono, Sarma, Gani dan Hidayatullah, 2014). Agama juga merupakan salah satu ciri masyarakat bertamadun (Ibnu Khaldun, 2002; Wan Hashim Wan Teh, 1997). Ketamadunan manusia yang merupakan salah satu ciri nilai semesta (universal) pula berkait rapat dengan peranan pendidikan. Ibn Khaldun, seorang tokoh ilmuwan Islam yang terkenal menganggap pendidikan khususnya pendidikan agama merupakan sebuah institusi sosial yang berperanan membina akhlak masyarakat yang baik (Rosnani Hashim, 2004).

Sejarah pembinaan ketamadunan manusia juga telah membuktikan pendidikan sangat efektif bagi membangunkan intelektual manusia selain mampu mendokong kemajuan umat

manusia daripada pelbagai sudut (Mashitah Sulaiman & Adibah Sulaiman, 2011) dan dapat menyuburkan nilai-nilai asas sesebuah masyarakat (Zakaria Stapa, Noranizah Yusof & Abdul Fatah Saharudin, 2012). Pendidikan adalah alat yang sangat berkesan untuk membina keupayaan masyarakat (Preston & Elo, 1996), memberi impak tersendiri dari aspek ekonomi (Fernandez & Mauro, 2000) manakala Ahmad Munawar dan Noranizah (2012) berpendapat pendidikan dapat membentuk peribadi insan yang luhur dan baik.

Malaysia juga tidak ketinggalan dalam usaha memacu pendidikan sebagai alat mencapai kemajuan menerusi pelbagai usaha yang dirancang dan dilaksanakan. Antaranya menerusi penetapan Standard Kualiti Pendidikan Malaysia (SKPM) yang telah digubal dan diperkenalkan pada tahun 2010 bagi menggantikan Standard Tinggi Kualiti Pendidikan (STKP), SKPM mengandungi 5 standard (Rajah 1) yang mencakupi aspek-aspek penting untuk melonjakkan kualiti pendidikan negara (Jemaah Nazir dan Jaminan Kualiti, 2010). Standard 5 yang digubal memperlihatkan pihak kerajaan ingin supaya sumber manusia yang dilahirkan menerusi proses pendidikan negara ini dilengkapi dengan ilmu pengetahuan, berketrampilan, berakhlak mulia, bertanggungjawab dan berkeupayaan mencapai kesejahteraan diri.

Rajah 1: Standard Kualiti Pendidikan Malaysia 2010
(Sumber : Jemaah Nazir dan Jaminan Kualiti KPM, 2010)

Guru Pendidikan Islam sebagai Agen Perubahan

Menurut Havelock (1973), agen perubahan (AP) adalah orang yang membantu melaksanakan apa-apa perubahan sosial atau suatu inovasi yang terancang. Agen perubahan harus mampu bekerjasama dengan individu lain, kumpulan dan masyarakat bagi meningkatkan kualiti kehidupan (Teague, 2001). Pelbagai ciri AP yang berkesan telah dikemukakan oleh sarjana. Antara ciri yang biasa dirujuk adalah yang dikemukakan oleh Havelock dan Havelock (1973) dalam Rahim Md Sail (2011,p.78) iaitu sebagai pemangkin perubahan (*catalyst*), penyelesai masalah (*problem solver*), penghubung sumber (*resource linker*) dan pembantu proses (*process helper*) ditunjukkan dalam Rajah 2.

Dalam konteks pendidikan, ahli masyarakat sering meletakkan guru sebagai orang yang mampu membawa perubahan positif dalam kehidupan mereka (Bourn, 2015). Persepsi masyarakat terhadap tanggung jawab guru tidak terbatas kepada menyampaikan ilmu sahaja malahan guru menggalas tanggung jawab membangunkan akhlak, menggerakkan minda dan membentuk sahsiah (Ab. Halim Tamuri & Nik Mohd Rahimi, 2010). Justeru, guru disarankan

untuk memainkan peranan yang lebih meluas iaitu bukan sahaja dalam sekolah bahkan sebagai AP dalam masyarakat (Chen, 2005; Lane, Parachini dan Isken, 2002) walaupun tugasan tersebut amat mencabar (Khadijah & Mohamad Zaid, 2015). Guru perlu melihat diri mereka sebagai agen perubahan bukan sebagai objek perubahan (Bourn, 2013) dan perlu bergerak membawa perubahan transformatif selain menyelesaikan isu sosial dalam masyarakat (Pantic & Wubbles, 2012; Rubagiza, Umutoni & Kaleeba, 2016).

Peranan Agen Perubahan	**Takrifan (Rahim Md Sail, 2011, p.78)**	**Ciri-Ciri**
Pemangkin perubahan (*catalyst*)	Seseorang yang secara ketara menyebabkan sesuatu berlaku untuk kepentingan ahli komuniti tumpuan (AKT).	• Mempunyai pengetahuan teknikal terkini di samping pengetahuan untuk mendayaupayakan AKT. • Selalu berinteraksi dengan AKT sama ada dalam situasi formal atau tidak formal. • Mempunyai sikap positif terhadap kerja dan organisasi. • Sentiasa mempamerkan imej positif.
Penyelesai Masalah (*problem solver*)	Seseorang yang membantu, boleh diharapkan dan mempunyai *track record* yang baik dalam menyelesaikan masalah AKT.	• Mempunyai pengetahuan dan pengalaman yang luas bukan sahaja yang berkaitan dengan kerja tetapi juga hal-hal kehidupan bermasyarakat. • Sentiasa menjadi sumber rujukan klien. • Sanggup bersama klien tanpa mengira waktu dan hari. • Sanggup dan mahu mencuba walaupun menghadapi risiko yang tinggi.
Penghubung sumber (*resource linker*)	Seseorang yang mampu mengenal pasti dan mengaitkan sumber-sumber dalaman dan luaran bagi memenuhi natlamat AKT dan organisasi.	• Mempunyai jaringan kenalan yang luas. • Senang didampingi oleh rakan dan kenalan. • Mempamerkan perlakuan yang mudah mesra. • Mempunyai kaedah berkomunikasi yang meyakinkan.
Pembantu proses (*process helper*)	Seseorang yang menunjukkan kaedah atau cara membuat sesuatu, membimbingnya langkah demi langkah dan memberi peluang kepada AKT melaksanakannya.	• Mempunyai sifat-sifat pembimbing yang tekun dan berdedikasi. • Yakin terhadap kemampuan AKT. • Tidak mudah putus asa menghadapi kegagalan. • Sentiasa menggalakkan klien untuk mencapai tahap yang tertinggi. • Mempunyai tahap kesabaran yang tinggi.

Rajah 2: Ciri-ciri Agen Perubahan (Havelock & Havelock, 1973)

Bagi golongan GPI pula, peranan sebagai AP sebenarnya perlu diberikan perhatian kerana menurut Ahmad Tarmizi Abu Bakar dan Ab. Halim Tamuri (2013, p.377) "peranan guru... bukan sahaja menjadi agen perubahan sosial kepada murid-muridnya sahaja, malah guru

juga merupakan penyebar atau yang boleh membekalkan nilai-nilai luhur kepada masyarakat." Abd Ghafar Mahmud (2011) menganggap guru adalah AP yang paling awal dalam masyarakat berdasarkan peranan mereka dalam mengajar, mendidik dan membimbing secara terancang. Guru khususnya GPI menurut Noornajihan Jaafar dan Ab. Halim Tamuri (2012) pula boleh menjadi AP yang berkesan jika mampu berperanan menurut konsep lima (5)M yang dikemukakan oleh Ab. Halim, Shahrin, Kamarulzaman, Khadijah, Zarin & Mohd Aderi (2006) iaitu guru sebagai *mudarris, mu´addib, murabbi, murshid* dan *mu´allim* (Rajah 3). GPI sebagai AP bukan hanya sebagai penyampai ilmu (*mu'allim*) tetapi sebagai *murabbi* yang membangunkan akhlak (Hossein Nasr, 1987). Guru juga perlu berusaha menerapkan adab (disiplin dalam pemikiran, fizikal dan spiritual) dengan menjadi seorang *muaddib* di samping membentuk ciri-ciri pengajar yang berkesan dalam diri mereka (*mudarris*) dan mampu memimpin dengan memberi petunjuk (*mursyid*).

Rajah 3 : Guru Pendidikan Islam dalam Konsep 5M

Kamarul Azmi Jasmi (2010) pula melihat penglibatan aktif guru dalam aktiviti kemasyarakatan seperti menyampaikan kuliah di masjid mahupun surau, membuka kelas pengajian al-Quran dan fardhu ain di waktu malam dan hujung minggu, menulis dan menghantar penulisan di majalah dan pelbagai lagi media adalah bersesuaian dengan ciri seorang *murabbi* atau pembawa perubahan (*catalyst*) mengikut takrif Havelock.

Pendidikan Islam dalam konteks Pendidikan Pengembangan

Konsep asal Pendidikan Pengembangan seperti mula-mula yang diperkenalkan oleh Universiti Cambridge pada tahun 1873 adalah untuk mengubah pemikiran dan tindakan individu atau masyarakat bagi 'membantu diri sendiri' ke arah penambahbaikan aspek ekonomi dan sosial melalui penyaluran maklumat teknikal hasil penyelidikan terus kepada petani menerusi agen pengembangan. Namun begitu, ia telah berkembang dan Azimi Hamzah (t.t) telah mentakrifkan Pendidikan Pengembangan sebagai :

"Satu proses katalisis dan fasilitasi pembelajaran yang dinamik ke arah membangunkan individu, kelompok dan organisasi agar boleh berusaha memperbaiki diri, masyarakat dan negara."

Takrifan tersebut bertepatan dengan peranan GPI sebagai AP dalam satu kajian berkaitan intervensi perubahan tingkahlaku (Celon et al., 2016) yang melibatkan guru madrasah sebagai AP dalam program kesihatan komuniti dalam membasmi penyakit *schistosomiasis* di Zanzibar. Menurut kajian tersebut, guru madrasah menganggap diri mereka sebagai agen perubahan yang berpengaruh serta boleh menjadi sumber rujukan yang relevan kepada komuniti. Latihan yang diterima oleh guru madrasah memberikan keyakinan kepada mereka untuk merancang aktiviti pembelajaran yang bersesuaian dengan komuniti yang disasarkan memandangkan dengan pengetahuan teknikal tersebut, komuniti atau ahli masyarakat dapat dipengaruhi. Guru madrasah dalam kajian ini dilihat telah berjaya memainkan peranan sebagai pembantu proses dan pemangkin perubahan.

Kajian lain yang membuktikan bahawa guru agama mampu menjadi agen perubahan sosial yang sangat berkesan adalah kajian di Yemen oleh *USAID's Bureau for Global Health* berkaitan isu *Fostering Positive Reproductive Health and Family Planning Behaviors* (Freiji, 2009). Laporan kajian menunjukkan pemimpin agama yang terlibat dalam kempen kesihatan kekeluargaan yang dijalankan telah berjaya mengubah pandangan masyarakat untuk memberi sokongan kepada program perancangan keluarga dan kesihatan reproduktif kerana kredibiliti golongan ini telah meningkatkan nilai maklumat yang diberikan serta dapat mempengaruhi sikap menerima atau menolak kepada sesuatu ide atau praktis.

Objektif Kajian

Kajian ini akan mengenal pasti tahap prestasi peranan GPI sebagai agen perubahan masyarakat iaitu sebagai pemangkin untuk perubahan (*catalyst*), penyelesai masalah (*problem solver*), penghubung sumber (*resource linker*) dan pembantu proses (*process helper*).

Persoalan Kajian

Berdasarkan objektif kajian, persoalan kajian adalah :
Apakah tahap prestasi peranan GPI sebagai agen perubahan masyarakat?

Metodologi Kajian

Kajian ini adalah kajian berbentuk tinjauan deskrptif dengan menggunakan borang soal selidik bagi tujuan pengumpulan data. Seramai 105 orang responden yang terdiri daripada GPI di sekolah harian di Malaysia serta sekolah agama swasta di Negeri Sembilan termasuk guru di sekolah tahfiz swasta terlibat dalam kajian rintis yang dilaksanakan. Kaijan rintis adalah bagi menilai kesahan muka dan menentukan pekali kebolehpercayaan item yang dibina oleh penyelidik (Mahaliza Mansor, Norlia Mat Norwani & Jamal Yunus, 2011).

Sebanyak 26 item telah dibina berpandukan kajian lepas berkaitan ciri-ciri seorang agen perubahan mengikut pandangan Havelock iaitu sebagai pemangkin untuk perubahan (*catalyst*), penyelesai masalah (*problem solver*), penghubung sumber (*resource linker*) dan pembantu proses (*process helper*). Penyelidik juga menggunakan konsep 5M yang dikemukakan oleh Ab. Halim Tamuri (2006) untuk membentuk soalan-soalan berkaitan peranan GPI dalam masyarakat.

Analisis faktor eksploratori turut dilaksanakan semasa ujian rintis menggunakan perisian SPSS versi 18.00. Dalam melaksanakan EFA, penyelidik telah mengikuti tiga langkah seperti yang dicadangkan oleh Pallant (2010). Langkah pertama ialah penilaian kesesuaian data bagi faktor analisis menggunakan dua ujian bagi menilai kecukupan saiz sampel selain untuk mengenal pasti sama ada korelasi antara item memadai untuk dilakukan analisis faktor (Pallant, 2010; Chua, 2006). Dua ujian yang dilakukan tersebut ialah *Kaiser-Meyer-Olkin* dan *Bartlett's Test*. Keputusan *Kaiser-Meyer-Olkin* dan *Bartlett's Test* ditunjukkan dalam jadual 1 berikut:

Jadual 1 : Keputusan *Kaiser-Meyer-Olkin dan Bartlett's Test*

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin (Measure of Sampling Adequacy)		.931
Bartlett's Test of Sphericity	***Approx. Chi-Square***	3299.055
	df	325
	Sig	.000

Pekali kebolehpercayaan instrumen pula ditentukan dengan menggunakan *Cronbach Alpha* dan nilai yang diperolehi ialah .98. Skala item yang digunakan dalam skala peranan GPI sebagai agen perubahan ialah pemarkatan skala likert 10 mata dengan julat 1 (Tidak Pernah) hingga 10 (Sangat Kerap). Menurut Cummins dan Gullone (2000), pemarkatan 1 hingga 10 menawarkan satu bentuk perkadaran yang mampu meningkatkan sensitiviti hasil pengukuran instrumen dan ianya sesuai digunakan sebagai alat ukuran bagi CFA dan SEM (Dawes, 2008).

Analisa Data

Dalam kajian ini, statistik deskriptif digunakan untuk membuat huraian secara menyeluruh mengenai demografi sampel kajian seperti jantina. Kajian ini menggunakan kekerapan dan peratus untuk menerangkan demografi sampel.

Bagi menentukan tahap prestasi peranan GPI sebagai agen perubahan dalam kajian ini, satu garis panduan bagi skor min telah ditetapkan dengan merujuk dan mengubahsuai garis panduan yang dikemukakan oleh Muhammad, Ismail, Wan, Mohd. dan Zawiah (2013). Sehubungan dengan itu, tahap skor min telah dibina dengan membahagikan nilai min piawai kepada tiga ketgori iaitu rendah, sederhana dan tinggi. Skor min antara 1.00 hingga 4.00 menunjukkan skor bagi pemboleh ubah yang dikaji berada pada tahap rendah, skor min antara 4.01 hingga 7.00 menunjukkan skor bagi pemboleh ubah yang dikaji berada pada tahap sederhana dan skor min antara 7.01 hingga 10.00 menunjukkan skor bagi pemboleh ubah yang dikaji pada tahap tinggi. Data yang diperolehi dianalisis menggunakan perisian SPSS versi 18.0.

Dapatan Kajian

Data diperolehi daripada 105 orang responden menggunakan dua kaedah iaitu menggunakan borang soal selidik yang ditadbirkan terus kepada responden dan juga menggunakan *Google Form* iaitu pemerolehan data secara atas talian. Daripada 105 orang

responden ini, 68 (65.0%) orang responden adalah perempuan manakala 37 (35.0%) orang adalah lelaki.

Jadual 2 menunjukkan min, sisihan piawai dan tahap prestasi peranan GPI sebagai AP mengikut ciri Havelock dan Havelock (1973).

Jadual 2 : Tahap Prestasi Peranan GPI Sebagai Agen Perubahan

Peranan	Min	S.P	Tahap
Pemangkin perubahan (*Catalyst*)	6.485	1.689	Sederhana
Penyelesai masalah (P*roblem solver*)	6.302	1.793	Sederhana
Pembantu proses (*Process Helper*)	6.477	1.676	Sederhana
Penghubung sumber (*Resource linker*)	5.571	2.146	Sederhana
Min keseluruhan peranan AGEN PERUBAHAN	6.209	1.734	Sederhana

Analisa selanjutnya mendapati 10 (9.5%) orang responden menunjukkan tahap prestasi keseluruhan sebagai AP pada tahap rendah; 55 (52.4%) orang menunjukkan tahap sederhana manakala 40 (38.1%) orang menunjukkan tahap prestasi yang tinggi. Bagi meninjau tahap setiap satu peranan, didapati bagi peranan sebagai pemangkin perubahan (*catalyst*), majoriti responden iaitu 50 orang (47.6%) menunjukkan tahap sederhana. Bagi peranan sebagai penyelesai maslah (problem solver) pula, 54 (51.4%) berada pada tahap sederhana dan 40 (38.1%) pula menjukkan tahap prestasi yang tinggi. Jadual 3 menunjukkan perincian bagi setiap satu peranan dan beberapa item yang digunakan bagi mengukur peranan tersebut.

Jadual 3 : Frekuensi dan Peratus (%) Tahap Prestasi Peranan GPI Sebagai Agen Perubahan Masyarakat

PERANAN	Item	FREKUENSI (%) (Tahap Peranan) 1 – Rendah; 2 – Sederhana; 3 - Tinggi		
		1	2	3
Pemangkin perubahan (*catalyst*)	1. Memberi bimbingan kerohanian kepada anggota masyarakat. 2. Memberi kesedaran kepada masyarakat tentang amalan kehidupan menurut syariat Islam. 3. Memberi kesedaran kepada masyarakat berkaitan isu dan cabaran semasa berdasarkan pegangan Ahli Sunah Waljamaah.	10 (9.5%)	50 (47.6%)	45 (42.9%)
Pembantu Proses (*Process Helper*)	1. Mendidik masyarakat tentang agama Islam melalui tazkirah/nasihat.	9 (8.6%)	52 (49.5%)	44 (41.9%)

	2. Membantu masyarakat menerusi penglibatan dalam aktiviti-aktiviti kemasyarakatan di surau/masjid. 3. Membuat ***perancangan pembelajaran*** yang bersesuaian dengan audien (*mad'u*).			
Penyelesai Masalah (*Problem Solver*)	1. Menjadi pakar rujuk dalam bidang agama kepada orang lain. 2. Membantu menyelesaikan masalah masyarakat dengan menguasai pelbagai bidang ilmu selain bidang agama.	11 (10.5%)	54 (51.4%)	40 (38.1%)
Penghubung sumber (*Resource Linker*)	1. Menjadi wakil/orang tengah kepada masyarakat setempat bagi menyelesaikan isu yang timbul. 2. Membina jaringan komunikasi dengan pelbagai pihak.	27 (25.7%)	49 (46.7%)	29 (27.6%)

Perbincangan

Kajian ini telah mengaplikasi konsep 5M (*mudarris, mu´addib, murabbi, murshid* dan *mu´allim*) yang dibangunkan oleh Ab. Halim Tamuri et al. (2006) dan ciri-ciri seorang agen perubahan yang dikemukakan oleh Havelock dan Havelock (1973) bagi membina item yang dapat mengukur prestasi peranan GPI sebagai agen perubahan masyarakat. Penggunaan konsep 5M adalah berdasarkan agen perubahan yang ditakrifkan dalam kajian ini adalah individu GPI. Kebanyakan kajian menilai peranan guru sebagai agen perubahan dalam konteks sekolah masing-masing (Graham, 1986; Bourn, 2015; Lane, Lacefield-Parachini & Isken, 2003; Lukacs, 2015).

Dapatan awal kajian ini menunjukkan bahawa tahap peranan agen perubahan iaitu sebagai pemangkin perubahan (*catalyst)* menunjukkan peranan yang paling kerap dimainkan oleh GPI selain sebagai pembantu proses (*process helper*). GPI juga bertindak sebagai penyelesai masalah (*problem solver*) dan penghubung sumber (*resource linker*) meskipun min bagi kedua-dua peranan tersebut lebih rendah. Dapatan awal kajian ini membuktikan bahawa GPI telah melaksanakan aktiviti kemasyarakatan di luar skop tugas hakiki mereka di sekolah dan aktiviti tersebut adalah menjurus kepada usaha untuk mengubah pengetahuan, sikap dan kemahiran seperti yang dilakukan oleh agen perubahan lain. Dapatan kajian ini juga selari dengan beberapa kajian yang pernah dijalankan (Celone et al., 2016; Freij, 2009) tentang kemampuan golongan agamawan bertindak sebagai agen perubahan yang efektif dalam masyarakat menerusi pendekatan kolaboratif bersama anggota masyarakat yang lain.

Cadangan dan Kesimpulan

Kajian berbentuk kuantitatif bagi meneroka dan menilai peranan GPI sebagai agen perubahan dalam masyarakat masih kurang. Justeru, kajian ini dijalankan untuk membuktikan bahawa GPI mempunyai peranan yang sangat besar dalam membawa perubahan ilmu pengetahuan, sikap dan kemahiran khususnya yang berkait rapat dengan pengamalan dan penghayatan Islam dalam kalangan masyarakat. Namun begitu, terdapat beberapa kelemahan dalam kajian ini di mana ukuran prestasi peranan AP hanya dibuat berdasarkan persepsi GPI. Ini boleh menimbulkan pandangan yang bias dari responden disebabkan perbezaan latar belakang dan pengalaman mengajar. Kajian lanjutan juga wajar dilakukan ke atas ahli

masyarakat bagi menilai kesan peranan GPI sebagai AP ke atas kualiti kehidupan mereka. Selain itu, faktor anteseden yang boleh meningkatkan prestasi peranan GPI sebagai AP juga perlu diteliti untuk menjadi input yang boleh digunakan oleh pelbagai pihak seperti kerajaan, institusi pendidikan serta individu GPI sendiri dalam usaha memartabatkan pendidikan agama ke arah menjana generasi berilmu, beriman dan beramal soleh.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

GROUP COUNSELLING SKILLS AMONG COUNSELLING TRAINEES

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Abstract: Group counselling is one of the important courses in counselling program. In order to ensure that counselling trainees are equipped with the skills to conduct counselling groups, this research investigated the group counselling group skills that were preferably used by the trainees. An education university in Malaysia that enrolled a number of counselling trainees was chosen purposive method. A number of 40 counselling trainees were involved in the survey, and 6 were interviewed. Results showed that the most frequently group counselling skills utilized is interviewing skills, less on focusing, and cutting off. The respondents also mentioned about their difficulty in utilizing group skills as interrupting people while talking is considered as rude in the society. Another significant aspect mentioned by the respondents were lack of focus in the session as they were more prone thinking of the appropriate response to be given in the session. Suggestion and implication were given at the end of the paper.

Keywords: group counselling skills, counselling students, cutting off, focusing, drawing out

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Introduction

Counselling is a helping profession that needs counsellors to be equipped with interviewing skills and group counselling skills. According to Masson, Jacobs, Harvill and Schimmel (2012), group sessions enables counsellors in dealing with many clients at one time. It also gives positive impact on clients as in group sessions, client are able to share experiences and ways to handle their problems. Clients in group counseling also gain insight faster and received experiential learning through group counselling sessions. Group counselling has been found to be an important subject as it has been found effective in addressing a variety of issues and problems with more clients at one time.

Group counselling has been found effective in dealing with primary school children (Truneckova & Viney, 2008), secondary school students (Aslina & Suradi, 2011; Mohammad Nasir et al., 2015; Mohammad Aziz Shah et al., 2015), and university students (Vassilopoulos & Brouzos, 2012). The effectiveness of group counselling may result from the first group task - that is to establish an atmosphere of safety and respect. The characteristics and skills of the group leader or counsellor is stated to be the important aspects that can contribute to the therapeutic environment (Jacobs, Masson, & Harvill, 2012). Group members are able to listen carefully to others, thus realize that they have

something in common with other group members. The commonality arises in group work will enhance clients' or group members' self-awareness thus enhance positive development among members or clients.

Ample time and space for experiential learning is also provided in group counselling. By experiencing the therapeutic environment themselves, members are encouraged to listen to others, express themselves, and think of the main issues that has been focused in the group (Corey, 2012). At the same time, group leader or the counsellor serve as the role model in conducting groups, giving constructive feedback, and being the helper for the group members.

According to Truneckova and Viney (2008), research has shown that small-group group counselling is a useful and efficacious intervention, which improves the psychological functioning of not only primary school students, but also secondary school students (Aslina & Suradi, 2011; Mohammad Nasir et al., 2015; Mohammad Aziz Shah et al., 2015). However, the aspect of getting the skills is not largely investigated although group work has been listed as one of the major courses need to be offered to the counselling programs enacted by the Counsellor Board in Malaysia. Table 1 shows all the major component in training counsellors in Malaysia, including group work.

Table 1 Major Components in Training Counsellors

No.	Major Components
1.	Human development
2.	Helping Relationship
3.	Multicultural
4.	Group Work
5.	Career
6.	Research and Program Evaluation
7.	Testing and Measurement
8.	Professional Identity
9.	Practicuum
10.	Internship
11.	Elective papers or Research Project

According to Truneckova and Viney (2008), future research and programme evaluation is needed to endorse evidence-based group interventions with children. Truneckova and Viney also indicated that the skills and expertise of the group leader were useful and necessary as the intervention was able to meet some of the psychological needs of clients. Being a valued member of their group, and support given has put the group members a 'safe' place to share whatever feelings and thoughts that make them feel better. The clinical implications of these group processes for group leaders is stated as the need to provide simultaneously, support for each member, and for the group as a whole, and a need to model reflexive listening, provide encouragement for members to find the most meaningful changes in life for self development.

As such, abundant research have been carried out to look at the validity and realiability of group modules and also the effect of the modules towards psychological aspects of target population in the study (Aslina & Suradi, 2011;Azmiza, Saemah & Ruslan, 2014; Mohammad Nasir Bistamam et al., 2015, Mohammad Aziz Shah et al., 2015). However, little effort is seen in looking at the group

counselling skills among counsellor trainees. This study investigated the skills frequently used among trainee counsellors in conducting group counselling sessions.

Definition

The terms used in this study are group counselling skills, and counselling trainees.

i. Group Counselling Skills

According to Conyne (2012), group counselling is defined as a dynamic and valuable treatment device used by therapists or counsellors throughout the psychological disciplines, one that has proven effective in promoting change and growth in a variety of population and settings. This paper defines group counselling as a group of clients or group members that is led by a counselor or group leader in dealing with certain issues. Group counselling skills in this study refers to four skills in leading group work, including interviewing skills, focusing, drawing out and cutting off.

ii. Counselling Trainees

According to the Oxford English Dictionary (2007), counselling trainees are students who are learning to be counsellors at any of the higher education institutions. This study refers to students who are taking group counselling course at one higher education institution in Malaysia that offers counselling program.

Objectives

The aim of the study is to investigate the:

a. skills that mostly used by the counselling students.
b. feedback of counselling students regarding the group counselling skills.

Methodology

There were two phrases of study as follows:

Survey on the counselling group counselling skills frequently used among counselling trainees

A survey was used to gain the percentage of difficulty in group counselling skills.
A number of 40 student were selected randomly. These students are the postgraduate students who were attending group counselling classes. A check list is given to them to identify the most difficult group counselling skills. The check list only listed four group counselling skills including interviewing skills, focusing, drawing out, and cutting off.

i. Feedback given by counselling trainees regarding group counselling skills

The feedback was collected in a focus group interviews. Only 6 participants involved in the interviews. Data were collected and arranged according to the themes found in the results.

Result And Discussion

The results are given according to the research questions.

iii. Survey on the counselling group counselling skills frequently used among counselling trainees

The results for counselling group skills frequently used among counselling trainees are shown in Table 2. The results shows that the most frequently counselling group skills used among counselling

trainees are interviewing skills (21 or 52.5%), followed by focusing (9 or 22.5%), drawing out (6 or 15%), and lastly cutting off (4 or 10%).

Table 2
The Counseeling skills used among counselling trainees

No.	Group Counselling Skills	Frequency	Percentage
1.	Interviewing skills	21	52.5
2.	Focusing	9	22.5
3.	Cutting Off	4	10.0
4.	Drawing Out	6	15.0
	Total	40	100%

iv. The feedback given regarding the difficulty of the

Based on the feedback given by the participants, most of them stated that they frequently found that the most frequent difficulty in group counselling is cutting off. The difficulty in utilizing cutting off is due to social practice that interrupting people while talking is considered as rude in the society.

The result also showed that drawing out is also difficult to be used as people rarely enggage with the group discussion. Another significant aspect mentioned by the respondents were lack of focus in the session. This is because most trainees are more likely thinking of the appropriate responses to be given in the session.

Conclusion

The results in this study shows that counsellor trainees prefer to use interviewing skills. This is similar to previous research that interviewing skills is the basic skills in the helping profession. The other skills are found rarely used by trainees due to the cultural habits and beliefs. Malaysian children usually are asked not to interrupt people who are still talking. Thus this has been found to be hindrance for trainees to lead the group in a better way. Future research should be done to identify the best module to teach group counseling skills.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

MOBILE WEB ACCEPTANCE IN MALAYSIA: THE ROLE OF PERCEIVED USEFULNESS AND PERCEIVED EASE OF USE

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Abstract: *Mobile devices are changing the way people accessing the Internet due to the rapid development in Information and Communication Technology (ICT). From an early investigation, it is found that although mobile devices are highly flexible, accessible and convenient, their usage to access website is still average. The objective of this study is to conceptualize the factors that drive users to access websites through mobile devices. This study presents the scenario and current situation of mobile web usage among mobile phone users. This paper extends the applicability of the Technology Acceptance Model (TAM) to the field of mobile web. It further critically discusses the role of two constructs namely, perceived usefulness and perceived ease of use in explaining user's intention to use mobile web. Critical review of the past literature shows that although TAM is a well-established model, very few studies have utilised TAM for use with mobile web usage. Therefore, this study proposes to examine the intention to use mobile web by utilising TAM. The study adapts the TAM to understand what factors affect usage intention of mobile web, an important topic for current and future research. The limitations lie in the depth of investigation where empirical investigation should be conducted in the future studies to proof the findings of this conceptual study. This study aims to explain the factors that will influence intention to access mobile websites. Determining those factors will help web designers to develop mobile web pages that will be preferred by its users. Improving user's experience of accessing web through mobile devices will enables web service providers to offer web services more effectively that will satisfy the needs of the users.*

Keywords: Mobile web, perceived usefulness, perceived ease of use

Introduction

Since the introduction of mobile devices, number of users who are accessing websites via these devices are increasing (Al-Khalifa, 2014; Espada, Crespo, Martínez, G-Bustelo, & Lovelle, 2012; Smith, 2012). There are several reasons behind this increase including ability to access Internet at any time and place, great web functionality and most of the mobile devices currently running faster 3G and 4G networks with greater connectivity (Horrigan, 2009). Fifteen years back, the question on devices being used by Internet users to go online was almost irrelevant because desktop was the only mode of Internet access, even laptop was a luxury then.

Today, mobile devices such as smart phones, tablets and netbooks are widely used devices in accessing Internet all over the world (Johnson & Seeling, 2013).

However, although mobile devices are highly flexible, accessible and convenient, users are still facing great problems in rendering and navigating web contents on mobile devices (Kende, 2015). Most of the present websites are developed for desktop users only and they are not mobile friendly (Martin, Pastore, & Snider, 2012; Roudaki, Kong, & Yu, 2015). They are poorly suited for mobile devices, making the web content look visually unpleasant and hard to navigate (Adipat, Zhang, & Zhou, 2011; Fernandes et al., 2014). Most of this problems are rooting from the physical constrains of these devices, especially the smaller size of the screen, limited memory and interaction mechanism (Lu & Rastrick, 2014; Zhang & Lai, 2011).

In addition, majority of the past studies are focusing on appearance (physical interface) of the web page (Baturay & Birtane, 2013; Chen, Lin, Yen, & Linn, 2011) such as colour (Bonnardel, Piolat, & Le Bigot, 2011), visual design and navigation design (Lu & Rastrick, 2014; Yu & Kong, 2015). However, development of a mobile web page is not only about the look of the web page, where the developers need to consider several other factors (Henry, 2013). A good web page must aid users to find what they want and understand their exact location on the site. In overall, a web page should able to convince users to engage in the site (Chen et al., 2011).

Despite this, there are no any trustable models that explain the expectation of a user when he or she accesses a website through a mobile device (Al-Khalifa, 2014; Zhang & Lai, 2011). So there is a gap exist to find how a mobile website should be designed from the view of users so that it will fulfil the expectation of the users. By identifying factors that influence intention towards accessing mobile websites, web developers are able to produce mobile web pages that will fulfil the expectation of its users.

Review of Literature

Determinants of Mobile Web Acceptance

Several determinants have been explored in the past studies that influenced the adoption of web and mobile services. For example, Hanafizadeh et al. (2014) extended TAM with trust, perceived credibility, compatibility with life style, perceived cost, perceived risk and need for interaction. Agrebi and Jallais (2015) integrated this model with satisfaction and perceived enjoyment in explaining usage intention of mobile devices to access shopping websites. Meanwhile, Lai and Chang (2011) extended TAM by including media richness, compatibility and convenience.

In a research conducted by Verkasalo, López-Nicolás, Molina-Castillo, and Bouwman (2010), the authors argued that perceived enjoyment and perceived usefulness is strongly influencing intention to use applications across users and for non-users of mobile applications. In a recent study conducted in Malaysia, Wai (2015) examined perceived values, perceived control and trust and user experience as the determinants of individuals' intentions to use mobile coupon.

Perceived Usefulness and Perceived Ease of Use

Prior to the study conducted by Davis (1985), significance of perceived usefulness has been highlighted by several research scholars in predicting behaviour of a person. Davis (1985)

had conducted an extensive review on these studies. One of the earliest studies is conducted by Slevin and Schultz (1975). According to their exploratory study, self-predicted use of a decision model is predicted by perceived usefulness. Later, their work was replicated by many research scholars including Robey (1979) who also confirmed the significant correlation between perceived usefulness and usage of system. In 1982, Bandura found that perceived usefulness is having strong influence on a person's behaviour. According to his study, one of the main predictor of behaviour is outcome judgements. The author defined outcome judgements as the extent to which behaviour is believed to be linked to valued outcomes once successfully executed, which was similar to perceived usefulness.

Davis (1985) indicated that one will use a system when he or she believes that their action will help him or her to perform a task better (perceived usefulness). He also stated that actual behaviour to use a system is directly influenced by his or her beliefs of the efforts required to use the system (perceived ease of use). He defined perceived usefulness as "The degree to which an individual beliefs that using particular system would enhance his or her job performance" (p. 26). Results from the previous studies shows that perceived usefulness is playing an important role in predicting intention to use the system (Davis et al., 1989; Hsu & Lu, 2004; Ishak and Yamin, 2016). Perceived Usefulness is not only having significant relationship with intention, but also with attitude (Chiu, Lin, & Tang, 2005; Hanafizadeh et al., 2014). Thus, this study hypothesized that an individual will develop positive attitude and intention to use mobile web when he or she believes that the advantages of using mobile web would boost his or her performance.

According to Davis (1985) who introduced TAM defined perceived ease of use as the "degree to which an individual believes that using a particular system would be free of physical and mental effort" (p. 26). One of the earliest study on perceived ease of use is conducted in 1982 by Bandura (1982) who found that perceived ease of use have a strong influence on an individual's behaviour. According to Bandura, behaviour is predicted by self-efficacy. Self-efficacy is the judgements on how well one can execute courses of action required to deal with prospective situations. This definition was similar to perceived ease of use.

Likewise, research conducted by Swanson (1982) shows that perceived ease of use is a main predictor of actual behaviour. The author found that associated cost of access is playing an important role when users are selecting and using information reports. The term 'associated cost of access' used by the author has similar meaning with perceived ease of use. Finally, Davis (1985) established that people tend to use or not to use a system to the extent that the beliefs of the efforts required to use a system will directly affect usage behaviour of the system. Easy to use is one of the most important criteria that users are expecting from a mobile web. Therefore, it is essential that the website should be simple and easy to be used when accessed through mobile devices.

Discussion and conclusion

Although Internet penetration and mobile device usage has seen a dramatic increase within a short period of, mobile device usage to access website is still average among Malaysians. This projects that there is an issue in mobile web usage. Mobile device users are facing great problems in rendering and navigating web contents on mobile devices which eventually makes the mobile web not user friendly. This problem makes the web developers fail to adequately satisfy the needs of the users.

In order to present the content of web on mobile device in a way that will satisfy the needs of users and will help them to find information of interest more effectively, web

developers should be focusing on perceived usefulness and perceived ease of use of the mobile web. They are needed to come out with web pages which will make the user belief that accessing websites through mobile devices would enhance their everyday performance. Besides that, the design of web pages should make the user feels that using mobile web would be free of physical and mental effort.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

SELECTING RESPONDENTS FOR SURVEY QUESTIONNAIRE IN ISLAMIC WAY

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Abstract: *The main objective of this study is to identify key attributes of a respondent to deem him worthy and reliable for the purposes of a survey questionnaire. These key attributes are based on the teachings of the Qur'an. As the Holy Qur'an is the word of Almighty Allah and it contains absolute knowledge. In this paper, various human traits are identified and described in the light of Quran to determine whether a person can be a respondent in a survey questionnaire study or not. This paper also highlights the types of questions in survey questionnaires and distinguishes which type of questions are used for qualitative and/or quantitative research. Additionally, this paper emphasizes on the problems with data collection and samplings, as well as stresses on the problems of probabilistic and non-probabilistic sampling.*

Keywords: Survey Questionnaire, Data Collection, Qur'an, Character Traits, Islamic Sampling.

Introduction

Knowledge has been a topic of debate for centuries and its reliability is questioned. The most authentic and absolute source of knowledge is revealed knowledge but it has only been limited to the Prophets of Almighty Allah. The other sources of knowledge have been shrunk down to Innate (Intuition), Experience (Senses), and Non-experience (Reason/Logic). These other sources of knowledge are for all human beings. However, any knowledge acquired other than revealed knowledge can be unreliable because of human involvement.

It is believed that Allah gave Adam the knowledge of things directly without the need of an Angel to carry through the message as according to the Qur'an:

And He taught Adam the names - all of them. Then He showed them to the angels and said, "Inform Me of the names of these, if you are truthful" [Quran 2:31].

The following verse proves that an exchange happened between Adam and Allah without the need of angels to pass through the message.

They said, "Exalted are You; we have no knowledge except what You have taught us. Indeed, it is You who is the Knowing, the Wise" [Quran 2:32].

When Angels couldn't name the things that were asked of them, Allah asked Adam to inform them and Adam proved that he is a being with vast intellectual capacity. As the following verse indicates:

He said, "O Adam, inform them of their names." And when he had informed them of their names, He said, "Did I not tell you that I know the unseen [aspects] of the heavens and the earth? And I know what you reveal and what you have concealed" [Quran 2:33].

Quran is the word of God and contains a complete guidance on ethics for mankind, and has been the ultimate source of disposition over the past fourteen centuries. Muslim scholars have thoroughly examined, analyzed and interpreted the Holy Book to identify what the Qur'an demands from Muslims in order for them to achieve spiritual purity (Al-Islam.org, n.d.).

Establishing that Quran serves as a source of spiritual guidance for the followers of Islam, verses from the Quran have been extracted to determine how some of the very fundamental traits in a human being should be. These verses provide the criterion on which the character of a person can be measured.

Literature Review

Types of Questions in Survey Questionnaires

There are three main types of questions that are used in questionnaires; demographic, close-ended, and open-ended. Questionnaires contain these types of questions in respect to whether the nature of research is qualitative or quantitative. Qualitative research is used to generate possible leads and ideas to formulate a realistic and testable hypothesis (Shuttleworth, Qualitative Research Design, 2008). Whereas quantitative research uses an already generated hypothesis to be proved or disproved by mathematical and statistical means (Shuttleworth, Quantitative Research Design, 2008).

Demographic questions

Demographic questions are factual, their purpose is to target characteristics of a population in order to sample the data later on. When a survey questionnaire is designed, the research needs some criterion to break down the overall survey data into meaningful groups of respondents. Demographic questions allow the data to be categorized, as it can be broken down into characteristics such as race, ethnicity, gender, age, education, profession, occupation, income level, and marital status (Wyse, 2012).

Close-ended questions

Close-ended questions are used when the frequency of particular answers is important to the surveyor (Law, n.d.). In close-ended questions a limited number of specific responses are offered to answer the question, for example two-point questions (true or false, yes or no), multiple choice questions and scaled questions (like Likert scale). These type of questions are ideally used for quantitative type of research. This is because respondents take less time in answering these questions and it's easy for the surveyor to interpret the responses (Sincero, 2012).

Open-ended questions

Open-ended questions are used when the surveyor wishes to collect long-form qualitative data. The respondent is given a question without any specific answers to choose but to provide their

genuine and precise opinion on the matter. This comes in handy when the surveyor is looking to discover new ideas that he/she may have overlooked or did not know existed (Law, n.d.).

Problems with Data Collection and Samplings

According to (Imperial.edu, 2010), when the data is collected in a conventional way, there is some data that is irrelevant or duplicate because some of the respondents may not understand the depth of the questions and some of them may misinterpret it. There are two forms of sampling that are used in statistics; probabilistic sampling and non-probabilistic sampling.

Probability sampling considers every member of a population to have a known and equal chance of being selected. For example, in a population of 100 people, each person would have a chance of 1 out of 100 of being chosen. However, in non-probability sampling, those chances are not the same. For example, a person might have a better chance of being chosen if they live nearby the researcher or have access to a computer (Andale, 2015). Both forms have their own plus points and have been very useful with the collection of data, but both of these forms have their own disadvantages too.

Problems of Probabilistic Sampling

Probabilistic Sampling methods normally have higher complexity because more people are chosen which leads to duplicate and irrelevant data. As it is conducted on a larger scale, it consumes more time and is more expensive than non-probability sampling (Dudovskiy, Probability Sampling - Research Methodology, 2011). There are also chances of only selecting a specific class of samples. This can happen, for example, when a surveyor carries out a survey about any data relating to family members, the surveyor may develop a trend of numbering from the eldest member to the youngest member of the family. In this case, only the oldest or the youngest generations will be taken as samples. Additionally, by doing a repetitive job in assigning the numbers and taking the information, the surveyor may suffer from monotony which will, in result reduce the effectiveness of the system (Devkota, Probability Sampling, Advantages, Disadvantages, n.d.).

Problems of Non-Probabilistic Sampling

The main issue with non-probabilistic sampling is that it focuses on simplicity over effectiveness which is why the generalization of research findings lack quality. Non-Probabilistic Sampling methods usually have an unknown proportion of the entire population that is not included in the sample group (Dudovskiy, Non-Probability Sampling - Research Methodology, 2011). It is also difficult in non-probabilistic sampling when estimating sampling variability and identifying possible bias. This is because non-probabilistic sampling methods excessively depend on judgment as there are no specific rules or principles for selection of samples. Due to high dependency on judgment, these methods also require the pollsters to be more purpose-oriented in order to try and make reasonable sense of the collected data (Devkota, Non-Probability Sampling, n.d.).

Proposed Role of Character Traits in Data Collection

Character traits define how a person is in his ethics and mannerisms. The whole of Quran has emphasized on keeping one's humanity as pure as possible. Quran has also mentioned how people who are truthful and modest are considered better human beings than people who are untruthful and immodest (Al-Islam.org, n.d.). Without basic honesty and consistency, it's hard to have one's life flow in an integrated and coordinated manner. These behaviors don't affect

a person on a smaller scale but fit in a much larger one of life to run it smoothly, like a well-oiled machine with the gears meshing properly (Wilson, 2014).

To choose people based on their characteristics, some of the traits are chosen in order to help select the right individuals for the purposes of survey questionnaires. Below are the key traits of a human being followed by the verses from the Holy Quran to show how each of these traits are important.

How Truthfulness can factor in Data Collection

Being truthful is a necessity in a society as it is a great virtue of human behavior. Lying however, is one of the major reasons of corruption in the society and a great vice of human behavior. Hence, Islam commands truthfulness and forbids lying (al-Munajjid, 1998). The Holy Quran mentions the importance of truthfulness in the following verses:

- "Talk straight, to the point, without any ambiguity or deception" [Quran 33:70].
- "Always speak the truth. Shun words that are deceitful and ostentatious" [Quran 22:30].
- "Do not confound truth with falsehood" [Quran 2:42].
- "If you do not have complete knowledge about anything, it's better to be silent. You might think that speaking about something without full knowledge is a trivial matter. But it might have grave consequences" [Quran 24:15-16].

A truthful person will not cheat on survey questionnaires as his inner beliefs will not allow him to do so. Especially when it comes to open-ended questionnaires, he will be inclined to speak the truth and keep his answer free from false information as well as exaggeration.

How Sincerity can factor in Data Collection

Sincerity is both originally self-referential and involved with truthful communication. Sincerity is neither a quality of states of mind nor a correspondence between acknowledgement and feeling. It is but a way of relating to other people in order to be recognized as trustworthy on the basis of emotional commitments. Thus, sincerity is situated in values that prioritize affective human connectivity (Ozar, 2009). The Qur'an has also emphasized on the importance of sincerity in a human being. The Holy Qur'an mentions:

- "And they were not commanded except to worship Allah (being) sincere to Him in religion, inclining to truth, and to establish prayer and to give zakah (poor due). And that is the correct religion" [Quran 98:5].
- "Choose best words to speak and say them in the best possible way" [Quran 17:53, 2:83].
- "Say with your mouth what is in your heart" [Quran 3:167].
- "When you voice an opinion, be just, even if it is against a relative" [Quran 6:152].

People with sincerity feel this great pressure on themselves to be sincere because they are bound to their emotional commitments. It is hard for them to actually go against these commitments and this is why it can reflect in a positive way while answering survey questionnaires. Whether a questionnaire has close-ended or open-ended questions, they will feel this obligation to write/speak the truth in the best possible way and be just in how they answer it.

How Consideration and Respect for Others can factor in Data Collection

People of good character are respectful to others. Consideration and respect is shown by recognizing and honoring everyone's right; to be themselves, to make decisions, and to have

privacy and dignity (Missouri 4-H, n.d.). Holy Qur'an has also laid great importance on being considerate and respectful of others. The verses from the Holy Qur'an below indicate:

- "Respect and honor all human beings irrespective of their religion, colour, race, sex, language, status, property, birth, profession/job and so on" [Quran 17:70].
- "When you hear something malicious about someone, keep a favorable view about him/her until you attain full knowledge about the matter. Consider others innocent until they are proven guilty with solid and truthful evidence" [Quran 24:12-13].

A person who respect others and is considerate also possess a certain goodness in his character. For example, a person from another race takes a survey questionnaire to an individual, who respects others and is considerate of them. This individual will not purposely answer him with false information because this individual is not biased in his approach to answering the surveyor. When this biasness is ruled out of the scenario, accurate and precise answers are to be expected.

Integrity's Role in the Proposed Way of Selecting Respondents

Integrity is a conglomeration of many attributes of a person. It itself comes to a person who believes in higher principles. People who are morally serious, care and think important about integrity. These individuals are to be relied upon, as in a fundamental way they are someone who we can and should view as being wholly (Davis, 2000). The moral uprightness is accessed through one's own conscience and a person who follows his conscience is not repressed or provoked into acting otherwise (Operation-Meditation, n.d.). For example, a person follows the traffic rules even when there are no cameras or traffic police, then it's evident that the person has integrity. This is because people with integrity are good observers and they know what is truly important to them. So when these people with integrity are answering close-ended and open-ended questionnaires they will think twice before answering the question and they will not be convinced by a third party or let their past experiences affect their approach in answering the surveyor.

Conclusion

This paper proposes an approach, a conglomerate of knowledge that a potential respondent possesses and the character traits he/she preserves, to select respondents for survey questionnaires. If the identified character traits are considered along with their knowledge and experience in the respective field while selecting respondents for a survey questionnaire, it's possible that they will give us a similar answer to the surveys done through conventional approaches. A liar, an insincere, and an inconsiderate respondent may try to fulfill their own motives without respecting the truth and the surveyor, and may not give us accurate information. This study proposes that only a knowledgeable person with integrity can give us the right information and if we can prove that then we can eliminate the need of conventional approach for good.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

FORECASTING METHOD SELECTION IN THE CONTEXT OF COLLEGE STUDENTS: CASE STUDY

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Abstract: *This paper gives a brief of students forecasting in a college by using forecasting techniques, prediction future behaviour can be determined. Forecasting can be applied in many sector such as industrial, government, automotive sectors and so on. However, this paper only focuses to application of forecasting techniques in education sector. Forecasting of a time series usually differ from the final reported data due to errors from many sources, such as the properties of the forecasting methodologies, which depend on the validity of many assumptions. When the forecasting was applied, the planning in enrolment of lecturers and classes can be identified.*

Keywords: Forecasting, College, Students, Enrolment, Classes

Introduction

The establishment of institutions of higher learning, both private and public, provides broad opportunities for post-graduate students from the Sijil Pelajaran Malaysia (SPM), Sijil Tinggi Pelajaran Malaysia (STPM), Sijil Tinggi Agama Malaysia and diploma. The courses offered nowadays are highly geared towards market demand or the industry. Therefore, the process of selecting places and courses is increasingly difficult.

Additionally, higher education institutions either private or government need to be more competitive and build a reputation for attracting quality students from within and outside the country. Hence, comprehensive reforms need to be made to empower higher education institutions in terms of best governance practices, enhancement of excellent work culture and strengthening of financial resources towards achieving autonomy especially IPTAs.

The role of IPTS is particularly important in attracting more international students to the country. To that end, the IPTS need to have a conducive environment and a quality program of study as well as international standards. The goal of becoming a hub for excellence in

international higher education will be achieved when IPT builds on their reputation and improves the quality of higher education. The results of this study are expected to provide information on effective types of mediums in assisting IPTs to increase the number of students. The number of new student forecasts should be analysed in the absence of an empty class problem or even the teaching staff there is no student.

Literature review

The choice of places for tertiary studies is a very important thing. It will have long term impact on the students. Students will also spend a very long time in a particular study period, the process of adapting to the IPT environment and the set cost of study. Choosing the right place based on market needs, interests and encouragement of family and friends is very important in helping the learning process and teaching in achieving a success

Methodology

The data used for this study was collected from record unit for year 2010-2017, which included students with course start June and second intake in November every year. If appropriate data are not available, the problem may have to be redefined or a nonquantitative forecasting methodology employed. And then, model implementation, consists of the actual model forecasts that are generated once the appropriate data have been collected and possibly reduced and an appropriate forecasting model has been chosen. Finally, forecast evaluation, involves comparing forecast values with actual historical values.

	No. of new students for Intake		
	June	November	total
Year 2010	289	76	365
Year 2011	273	292	565
Year 2012	481	225	706
Year 2013	440	315	755
Year 2014	384	155	539
Year 2015	419	225	644
Year 2016	292	198	490
Year 2017	388	-	388

Results

Figure 1: statistics no.of new students for 2010-2017

Statistics on student enrolment data for the past six years showed a drop in and a rise in reference to Figure 1. The student entry trend to the college showed a significant downward phase from 2015 to 2016. However, starting 2017, the student's entry into college trend showed an increase in the semester Jun. This student entrance trend is due to several factors such as the offering of programs accredited by the Malaysian Qualifications Agency, programs that meet market demands, good infrastructure facilities, and quality academic staff and so on(Abdul, H. 2012).

Figure 2: Mean for no.of new students every year

Figure 3: Moving averages for forecast 2018

Conclusion

Forecasting for year 2018 is increasing than real data for year 2017. It is mostly increase 136 (no of students).This context it is extremely important that institutions, policy planners, strategists and international mangers better understand likely future directions.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

THE TREND OF FINAL YEAR PROJECT OF GRADUATES OF BACHELOR OF EDUCATION (GUIDANCE AND COUNSELING)

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Abstract: *The aim of this research is to obtain the database of the final year projects conducted by undergraduates of Bachelor of Education specializing in Guidance and Counselling in Malaysia. The research surveyed the graduates effort in utilizing the research design, target group, variables, implications and their suggestion for future research. The focused search for the data was conducted on counselling graduates in one education university library in Malaysia. The findings showed that the initial query search resulted in 63 final year projects. The most preferable research design is quantitative research, while the target group mostly involved is school students. The data also showed that the variables mostly chosen is variables related to academic aspects. Implications from the data were focused on the counsellor and the suggestions given were mostly on school students. Thus, the findings in this research are useful for future research in guidance and counselling.*

Keywords: Trend of final year project, guidance and counselling graduates, research design, sample, variables.

Introduction

Guidance and counselling has been introduced in Malaysia for nearly 30 years ago. The first setting where guidance is seen significance and important is at school followed by other settings such as higher institutions, government agencies such as The Welfare Department, Religious Department, Rehabilitation Centres and also private sectors (Suradi, 2004). The importance of school counsellors and the critical need was acknowledged by the Malaysian Ministry of Education thus decided to appoint full time school counselors (Noriah, Saleh & Abu Yazid, 2012).

The Counselling Society in Malaysia then, formerly known as The Malaysian Counsellor Association (PERKAMA) was established in 1982. In 2011, as it has grown tremendously, the association has been spreading their network with international organisation and was named as PERKAMA International Association. The main purpose of this association is to create a common professional foundation for counsellors or related helping professionals in Malaysia, in terms of professional orientation and networking.

Due to the complexity of social ills and the urge need to have trained and qualified personnel to curb these problems, the Counsellors Act was enacted in 1988. A formal board namely Board of Counsellors, a statutory body is placed under the Ministry of Women, Family and Society Development. The board was established to ensure professionalism and high standards among counsellors. The Act provides important aspects regarding the registration

and practice of counsellors in Malaysia With the implementation, it is mandatory for all practising counsellors to be registered with the Board under the Counsellors Act 1998 [Act 580]. The Board is expected to oversee and regulate counselling services in Malaysia as counsellors exist in schools, universities, public services, drug rehabilitation centres, prison, religious and health centres, corporation and community. It can be seen here that the function of the board is to diversify the supervision of counselling services, assess the need for counselling services in Malaysia, regulate the counsellor's training and determine the type and level of counselling to be held in Malaysia. The Board of Counsellors also offers recommendations to the government in relation to helping professions as well as issues pertaining to the society.

Malaysian counselling practice is subjected to the Council for Accreditation of Counselling and Related Educational Programme (CACREP) guidelines (Azizah & Siti Salina, 2015). To ensure that counselling graduates meet the requirements of the Malaysian Counsellor Board's licensing, students must meet the requirements. There are 11 cpmponents that need to be fulfilled in training counselors in Malaysia. Among them are Group Work, Career Development, Human Development, Helping Relationship, Professional Identity, Multicultural, Testing and Measurement, Research and Program Evaluation, Practicuum, Internship and courses related to main area.

Counselling graduates for the undergraduate education counseling programmes are also asked to carry out a final year project pertaining any issues regarding counselling in Malaysia. According to Fariza Khalid (2016) many researchers, especially in the field of education conduct research involving teachers and students either in primary, secondary or even teachers training teacher institutions and colleges, thus is more focused on academic aspects. Future reseachers need a guideline of what have been investigated in the past five years and what are the suggestions and implications of the study to really contribute to the counselling profession as well as to the country. As such, the objectives of this study is to survey university students' effort in depth, in choosing the research design, the target group, variables, implication and suggestions.

Methodology

This is a study focusing on the final year project among graduates of guidance and counselling students. The data collected only covers at one the main library of one education university in Malaysia. The data covers only final year projectsof undergraduate counselling programmes offered at an education university. The final projects involved were projects that were stacked at the university library from 2012 to 2016. Only projects written in Malay language were selected. Percentage and frequency was utilized to analyse the data.

Results and discussion

The initial query search resulted in 63 final year projects. However, only final year projects of counselling graduates of year 2012 were found. A number of 52 (82.5%) projects were written by female undergraduates while 11 (17.5%) were produced by male undergraduates. Based on the data obtained, the findings showed that the research design frequently used is the quantitative study (55 or 87.3%) compared to the qualitative study (8 or 12.7%). The most dominant target group in the final project study is the secondary school students (58 or 92.1 %) compared to other target groups such as counselors, university students, and experts (5 or 7.9%).

The most dominant variables in the final project study chosen by researchers in 2012 were academic-related (22 or 19.8%), and self (22 or 19.8%), compared to stres (16 or 14 %), behavior (12 or 10.8%) and career (11 or 9.9%). Other variables included family, attitude, and module validation (28 or 25.2%). Most researchers stated the implications of their study pertaining to the theory and also actions taken by the school counsellors (10 or 34.5%), Ministry of Education (7 or 24.2%), schools (7 or 24.2%), and family (5 or 17.2%). Suggestions offered were mostly on the school students (39 or 39%), the research design (15 or 15%), variables selected (15 or 15%), location of the study (11 or 11%) and others (20 or 20%).

To summarise, the result is alligned with Fariza Khalid (2016) who claimed that many researchers conduct research with people related to their field. This research was conducted on undergraduates of Guidance and Counselling program that were much connected to schools and students. As the undergraduates who were involved in this study is education students, according to Azizi, Halimah and Mohamad Hasan (2011), Fatimah Ali (2007), and Norhasyimah Ahmad (2005), most research in education were focused on academic aspects. In terms of research design, according to Ngu, Norlidah, Saedah, Husaina, Dorothy and Zaharah (2014), most researchers utilized the quantitative design in Malaysia.

Conclusions

This study was conducted to examine the trend of the final year projects conducted among graduates of the Bachelor of Education (Guidance and Counseling) in one education university in Malaysia. The findings showed that that focus of the final year projects produced by graduates in Counselling were utilizing quantitative research design, with target group who were school students, on academic aspects. And the implication school counsellors while the suggestion made were mostly for school students. It is hoped that this study can be a guide to future researchers in conducting research pertaining to counselling field. Hence, researchers who will conduct research in the future will be able to improve
The weaknesses discussed during the review process as well as explored in depth on variables, target group and location that has not been discovered thoroughly.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

EMERGING TECHNOLOGIES: AUGMENTED REALITY MAKE DIGITAL REAL, DELIVERING VALUES TO TRAVELER IN MUSLIM FRIENDLY TOURISM (MFT) AND HOSPITALITY

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Abstract: *The digital age revolution and innovation in emerging technologies such as Augmented Reality (AR) globally foster everyone moving into a world where creating a connection with smart devices and make digital information real-time. Muslim Friendly Tourism (MFT) and Hospitality specifically Muslim travel market as the niche market segment of Global Islamic Economy has to take the opportunities to understand the next key global innovation digital tools. As such it is important for this digital tool via Augmented Reality delivering values that meet the needs of the Muslim travelers' expectations and experiences. Since issue is traditional way and very minimum basic digital information, the accuracy of the digital centered information with clear MFT & hospitality services in travel guides remain largely undiscovered. This paper to shed some light on the use of new technology, Augmented Reality and delivering values on digital information of Muslim Friendly Tourism & Hospitality to traveler using travel guides.*
Keywords: Muslim Friendly Tourism, Muslim Travel, Traveler, Travel Guide, Augmented Reality, Digital, Smart Devices, Digital Information, Digital Tool

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Introduction

The current trend in digital age is heading 21st century innovation with disruptive technologies like the new revolution of smart, connected objects (Internet of Things), big data, Next Gen robots, 3D printing, Next Gen DNA sequencing, and space technology (Thomson Reuters & DinarStandard, 2015). The innovation is accelerating growth in the next five years will be redefining virtually every aspect of people live and work, as well alter every industry. The Internet of Things (IoT) that will change industries in 2016 onwards is smart appliances, augmented reality, financial technology, personal health and Building Information Modeling (BMI) (Augment.com, 2016c). All these emerging technologies globally foster everyone moving into a world where creating a connection with smart devices and make digital information real-time as well products to services to experiences. Whereas mobile and wireless technologies enable the provision of novel applications that support travelers give instant responses and feedback while on the move. Such applications include mobile travel guides (Rasinger, Fuchs, Beer, & Höpken, 2009) and combined digital information resources with location-based services (Smirnov, Kashevnik, Shilov, Teslya, & Shabaev, 2014) as well mobile social networking (Zheng, Chen, Xie, & Ma, 2009). Travelers are reporting and live casting

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the order of the day....every minute, every hour, every day...in vibrant photos, sound and video (Jitendra Jain, 2008). Thus managing online reviews from numerous travel websites including social media and the mounting demands of the modern travelers or nextGen traveler (The Millennial Gen Y and Gen Z) can be challenging. Therefore Muslim Friendly Tourism (MFT) and Hospitality specifically Muslim travel market as the niche market segment of Global Islamic Economy has to take the opportunities to understand the next key global innovation digital tools.

State of the Global Islamic Economy (GIE) Report 2016 has revisits the Halal Travel Indicator to evaluate countries' health and development of its Muslim travel market ecosystem. According to the report, Malaysia at the 2nd place ranking fall behind UAE which is now top no 1 in 2016 rankings. This is mainly due to an increase in UAE's awareness scores, in addition to maintaining high level of inbound Muslim travel (Thomson Reuters, 2016). Although Malaysia at 2nd place ranking, the country continues has a strong indicator by maintained its levels of inbound Muslim Travel and Halal Friendly Ecosystem scores for the past six (6) year on the row. However, Malaysia awareness scores has declined slightly in 2016, leading to a lower ranking (Thomson Reuters, 2016). These indicate Malaysia has to look seriously at awareness of the Muslim travel market and the needs Muslim traveler especially in destination to increase the awareness score. From four awareness score criteria stated in the report, the mainly concerned are Muslim visitor guides and information published by destination and in destination marketing targeted at the Muslim travelers (Thomson Reuters, 2016).

Today smart devices or mobile communication devices with projection capabilities & virtual interfaces connect everyone to everything on the global intelligent Web (Jitendra Jain, 2008). Augmented Reality (AR) technology has started to be embedded into some practical innovative digital tools in tourism market. Thus there is a need for Muslim Friendly Tourism & Hospitality market to look into AR technology as best method to improve the performance of digital information in Muslim traveler guides. It's to be another innovative digital tool that will become potentially to be accessed by smart devices and meet the needs of the travelers' expectations and experiences. As such it is important for this digital tool via AR delivering values that meet the needs to Muslim travelers. Since issue is also traditional way and very minimum basic digital information, the accuracy of the digital centered information with clear MFT & hospitality services in travel guides remain largely undiscovered. Therefore, this paper is to shed some light on the use of new emerging technology, Augmented Reality and delivering values on digital information of Muslim Friendly Tourism & Hospitality services to Muslim traveler and Non-Muslim Traveler.

Literature Review

Muslim Friendly Tourism & Hospitality

Tourism has experienced growth and become one of the most rapidly developing industries in the world. The dominance of Western countries as international tourist generating regions is shifting. Asia Pacific, Middle East and CIS countries' outgoing tourism growth rates have been remarkable (Cetin & Dincer, 2016). Mastercard-CrescentRating Global Muslim Travel Index (GMTI) 2016 has done a comprehensive research with data covering 130 destinations on the Halal/Muslim travel, tourism and hospitality market. Mr. Bahardeen, CEO of CrescentRating mentioned that Muslim Visitor arrivals in 2015, which was estimated at 117 million and this is forecasted to grow to 168 million by 2020 as per GMTI 2016 report

(Committee for Economic and Commercial Cooperation of the Organization of Islamic Cooperation (COMCEC), 2016).

Among Organisation of Islamic Corporation (OIC) countries in GMTI 2016 report, Malaysia continued to be the top no 1 and maintain its standing amongst the main three themes of (1) Family-friendly holiday and safe travel destination (2) Muslim-friendly services and facilities at the destination, and (3) Halal awareness and destination marketing (Committee for Economic and Commercial Cooperation of the Organization of Islamic Cooperation (COMCEC), 2016). Then 2nd ranking is United Arab Emirates (UAE), followed by Turkey and Indonesia at 3rd and 4th ranking. Meanwhile for the non-OIC countries, Singapore has retained top position while Taiwan and Japan have continued to improve their overall ranking (Committee for Economic and Commercial Cooperation of the Organization of Islamic Cooperation (COMCEC), 2016)

Whereas the State of the Global Islamic Economy (GIE) Report 2016 has revisits the Halal Travel Indicator to evaluate countries' health and development of its Muslim market travel ecosystem. According to the report, Malaysia at the 2nd place ranking fall behind UAE which as now top no 1 in 2016 rankings. This is mainly due to an increase in UAE's awareness scores, in addition to maintaining high level of inbound Muslim travel. UAE has capitalized on its reputation as an enjoyable travel destination, and Halal themed attractions, also exhibited a strong Halal Friendly Ecosystem score (Thomson Reuters, 2016). Although Malaysia at 2nd place ranking, the country continues has a strong indicator by maintained its levels of inbound Muslim travel and Halal Friendly Ecosystem scores. However, Malaysia awareness scores has declined slightly, leading to a lower ranking (Thomson Reuters, 2016). These indicate Malaysia has to look seriously at awareness of the Muslim travel marketing and it needs at the destination to increase the awareness score. From four awareness score criteria stated in the report, the mainly concerned are Muslim visitor guides and information published by the destination and in destination marketing targeted at the Muslim travelers (Thomson Reuters, 2016).

The increasing number of Muslim visitors or travelers will be a larger demand and supply for Halal/Muslim Friendly products and services. This Halal/Muslim friendly products and services should be integrated in tourism destination planning (e.g. prayer rooms at airports and public areas, customized meal plans in Ramadan) while maintaining the level of experience destination (Cetin & Dincer, 2016) that can be offered to Muslim traveler and Non-Muslim Traveler. The outburst idea and implementation of Muslim Friendly Tourism and Hospitality Services in Malaysia, is regarded as one of the pull motives of attractions among travelers especially from Muslims worldwide. Muslim friendly hospitality services with *Halal* lifestyles covered *Halal* food and beverages, attraction places, friendly accommodation and facilities, transportation etc.., they would be a complementary for traveler in experiencing Muslim Friendly Travel in Malaysia. Therefore the key to tapping into the growing demand for a faith-based compatible tourism experience is it to make available Muslim-friendly amenities, services and other tourism-related infrastructure, which is supported by clear and transparent communication. (Standard, 2016)

Innovative Digital Tools

The tourism sector is a fundamentally people-centered sector. Personal interactions between individuals working in the tourism sector and travelers take place at all levels (WTO, UNWTO, 2013). In the longer term, digital offerings and accessible information will broaden the Muslim travel network (Standard, 2016). Accessing to traveler destinations is one of the most important factors in determining the successful development of a tourism sector (WTO, UNWTO, 2013). Mr. Akın ARIKAN, Co-organizer of "Halal Tourism Conference 2016" has stated that Muslim travelers prefer to experiencing different destinations with their traditional

choices. This factor is closely linked to the quality and availability of products and services before travel, where planning their destination or during their travel in order to access different destinations within the country. Meanwhile for the modern travelers Gen X or nextGen traveler (The Millennial Gen Y and Gen Z) prefers if the destination has authenticity, affordable and accessible environment. Innovative digital tools such as user-friendly webs and/or mobile applications containing localized digital information tailored for Muslim travelers especially are examples of a valuable resource that further enhances the attractiveness of a destination to this market segment (Standard, 2016).

Muslim travelers are from all over the world and have different levels of faith-based requirements. There are tangible steps that can be taken to improve the appeal of the Malaysia to this Muslim travel community. One of the steps is by offering traveler the innovative digital-led tools (websites, apps, etc.) via online or offline that are more accessible to the digital information on Muslim travel products and services. It is crucial to communicate the availability of this digital information to potential and current travelers in order to boost Muslim Friendly Tourism and Hospitality volume and value, besides raise the country's profile as a Muslim-friendly destination.

Augmented Reality Delivering Values To Traveler

The innovation is accelerating growth in the next five years will be redefining virtually every aspect of people live and work. Disruptive technologies like the new revolution of smart, connected objects (Internet of Things), big data, Next Gen robots, 3D printing, nextGen DNA sequencing, and space technology are here now, even in 2015, and will alter every industry (Thomson Reuters & DinarStandard, 2015). The Internet of Things that will change industries in 2016 is smart appliances, augmented reality, financial technology, personal health and Building Information Modeling (BMI) (Augment.com, 2016c). All these emerging technologies globally foster everyone moving into a world where business is moving from products to services to experiences. Therefore Islamic economic sectors have stated taking the opportunities to develop key innovation globally with some innovative products and services that have come to market or potentially at every people touch point.

The existing trend in digital economy era is at the age of instants response and feedback. Therefore people reporting and live casting the order of the day....every minute, every hour, every day...in vibrant photos, sound and video (Jitendra Jain, 2008). The tiny mobile communication devices with projection capabilities & virtual interfaces connect everyone to everything on the global intelligent Web (Jitendra Jain, 2008). Virtual Reality (VR) facilitates the creation of real-life simulations, and creates an immersive experience for any user that makes them feel as if they are actually interacting with their digital environment (Augment.com, 2016b). Augmented Reality (AR), on the other hand, layers digital enhancements geared to enrich an existing real life setting by appealing to the senses (Augment.com, 2016a). Now VR and AR technology has started to be embedded into innovative tools or smart devices in tourism market with introduction of respective applications. Therefore there is a need for Muslim Friendly Tourism & Hospitality industry to look at AR technology as best method to improve the performance of the digital information in Muslim Traveler Guides for the travelers in Malaysia.

Software applications in Tourism

Augmented reality (AR) can be applied to many markets such as entertainment, gaming, navigation, design, marketing, sales, omni-commerce retail, travel and etc (Augment.com, 2016b). The Digital Tourism Think Thank Report (Buhalis & Yovcheva, 2013) stated ten (10) highly innovative AR experiences that showcase the potential of the

technology to revolutionize the way we experience new destinations and services within the industry as listed below:-

1. *An Enhanced Booking Experience*
   Readers of the Enquire magazine, Popular Science, or Time can view additional multimedia content by pointing their smartphone towards specific pages. The most successful examples were developed by the Saint Petersburg Clearwater Bureau that used AR to offer a cutting-edge 3D experience to potential tourists. Named "Two Treasures 3D Tour", the experience features a virtual tour guide which can be viewed on a desktop video camera at home. The experience features a virtual tour guide and provides a persuasive and interactive preview of the world famous beaches and museums (Buhalis & Yovcheva, 2013).

2. *Museum Interactivity*
   Interactive digital storytelling techniques have been applied to museum settings to increase their educational potential. For example, the Digital Binocular Station (DBS), makes the static contents of a museum come to life, leading to an interactive, dynamic and interesting adventure which increases visitor retention time and return visits (Buhalis & Yovcheva, 2013).

3. *AR Browsers In The Destination*
   AR smartphone applications, AR browsers enjoy the biggest popularity. An AR browser suited for the needs of Tourism enriches the real-world with interactive virtual information that allows visitors to unfamiliar locations to identify the most important and interesting points of interest and learn more about their surroundings (Buhalis & Yovcheva, 2013).

4. *Responsive Experience Through Gaming*
   AR games have been instrumental in promoting physical activity by leveraging real-world locations and objects as part of a more immersive gameplay. Considering the flexibility and high customisation of virtual information, different scenarios can also be applied to the tourism domain. As a matter of fact, location-based AR games have already proven motivating and engaging for tourists. One interesting example is TimeWarp (Buhalis & Yovcheva, 2013).

5. *Augmented Services in The Restaurant*
   AR experience offered at the Inamo restaurant in London (UK). Customers are able to interact with the tabletop and select their own table theme, order items from multimedia rich menu or see a live video-feed from the kitchen. Such augmented surfaces leverage the abundance of tables and walls, seen as canvases, in order to provide both a physical collaborative space and an interactive computer display of virtual information (Buhalis & Yovcheva, 2013).

6. *Re-Living Historic Life and Events*
   Re-creation of ancient temples and historic buildings is a topic that lends itself naturally to AR with a number of developed prototypical and commercial systems. The first cultural heritage site that benefited from an augmented virtual reconstruction of an ancient temple was Olympia in Greece, where researchers

developed the ArcheoGuide AR system. By using Layar, virtually any tourist can point their phone now towards the original location of the Berlin Wall (Figure 6) and see its virtual representation as a realistic 3D model (Buhalis & Yovcheva, 2013).

7. *The Augmented Reality Hotel Experience*
   For enhanced AR experiences, hotels have been lagging behind in harnessing the true potential of the technology. The best practice example was developed by Holiday Inn, announced the first Augmented Reality hotel. Guests can use their smartphone devices to see the virtual Olympic and Paralympic athletes at the reception, hall or in their own hotel room as if they were right there (Buhalis & Yovcheva, 2013).

8. *Augmented Transportation*
   AR systems are ideal tools that could guide tourists through unfamiliar environments. Navigation and way finding was one of the first application areas for AR. AR can show virtual paths and directional arrows to facilitate both indoor and outdoor pedestrian and auto navigation. An excellent example is the smartphone application the Nearest Tube (below) which displays the route to underground stations from the current location of the user in London (Buhalis & Yovcheva, 2013).

9. *Augmented Reality Translation*
   AR applications could provide real-time immediate translation of written text on dinner menus, street signs, train schedules and newspapers headlines from a foreign to the native for the user language. Word Lens and Intelligent Eye are two smartphone commercial applications which both overlay translated text over the original text the device is pointed to (Buhalis & Yovcheva, 2013).

10. *Participative Destination Management*
    The use of AR to superimpose virtual 3D models of planned innovations on top of the actual environment where they will be introduced can support effectively both individual and collective, as well as private and participatory, decision-making processes. Example Urban Augmented Reality (UAR) application developed by the Netherlands Architecture Institute that enables residents and tourists to experience the urban environment as “it once was”, “it might have been” and as it would be in “the future”. It allows users to add comments to a database, thereby effectively soliciting public opinion. This approach is also useful in few other tourism application areas, such as, the construction of theme parks, resorts and attraction sites (Buhalis & Yovcheva, 2013).

Type of information or services in Tourism

Mobile and wireless technologies enable the provision of novel applications that support visitors while on the move (Kourouthanassis P. E., Boletsis C., Bardaki C., 2014). Few popular application types such as mobile travel guides and location-based infotainment services (e.g. GIS-based recommendations, annotation and bookmarking) and mobile social and these

applications allow travelers to have seamless and ubiquitous access to travel-related information during their visiting experience, which is presented in a multimedia-rich way (Kourouthanassis P. E., Boletsis C., Bardaki C., 2014). At the same time, location sensing capabilities of mobile devices facilitate filtering of the travel information in order to be tailored to the travelers‘ needs and wants (Kourouthanassis P. E., Boletsis C., Bardaki C., 2014).

Human memories and technology are very significant connected into reality nowadays that happens anywhere and everywhere to everyone. Reminiscence technically is the act of recalling or narrating past experiences. This human mind capability is due to the options that have been given, connected to the physical world or to the things that has been surrounding us. From the past and now, things have changes life rapidly because today human live in a connected world and everything can be digital. Everyone is able to publish in a life casting about their own moods and feelings, own ideas and experience digitally. Life casting leave traces of one’s own created or discovered activities on different social media platform. This kind of information that most everyone provided especially modern travelers Gen X or nextGen traveler (The Millennial Gen Y and Gen Z) every single moment every day in the world is connected to internet through smart devices or website. Thus there are huge information apparently is available in every single time connected to the internet yet it doesn’t fix to something and it’s in multi-layered lance and identity (i.e. persons, companies, products, services, etc).

In Tourism recently, the way traveler experience is totally difference from the past 10 years. Now days traveler content is the sum of experiences other people lived in a given places, before the traveller got there and this is call experience tourism. Traveler is connected to other people’s social event from their past until today with the sentiment of information in hand such as emotions, stories and data that have been shared digitally in the same place, few minutes and few hour ago. Everything is connected and shared with the real experience at the real time in digital world using social media platform. Meanwhile whenever Muslim traveler plan to go for a travel and make up a decision to travel, their travel services choices are driven by the Halal food and Halal certification ecosystem, access to prayer places, Muslim friendly airport facilities and services, availability of religious practices accommodation and others (GMTI 2017).

Conclusion

The Information Technology (IT) revolution has pushed many countries to establish a web presence and utilize social media platform as their awareness and marketing tools. The growth of Muslim Friendly Tourism and Hospitality can be attributed to improvements in travel technologies and digital information that allows travelers easily access and learn about potential new or current destinations. A destination’s marketing strategy for Muslim travelers should not only its unique attractions, but also the availability of amenities that pave the way for a Muslim-friendly travel experience, particularly prayer facilities in public spaces, easy access to a wide variety of halal food, as well as leisure and recreational options (Standard, 2016). These features should be promoted across various platform communication channels, including social media (Standard, 2016). Global rapid growth of Muslim Friendly Tourism (MFT) market implies strong competition among different destinations in Muslim and Non-Muslim countries which offer a wide range of Halal products and services, as well according to their natural, cultural, economic or political conditions. The research observed that limited study to reach out and provide the travelers specifically to Muslim travelers with interactive and attractive information portfolio of Muslim Friendly Hospitality and Services. Therefore this global competitive environment calls for dedicated efforts in destination travel and promotion at the local level that suit to Muslim traveler’s activities such as traveller experience and traveller expectation. The

latest development of emerging technology in general has increase access travel information digitally with high penetration of smart devices to have made planning and exploration destination travel easier. Therefore, understanding how travelers are adopting smart devices intersection with its applications and services are critical importance in Muslim Friendly Tourism and Hospitality perspective.

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Proceeding International Conference On
Education, Business, Islamic And Technology (ICEBIT), 2017
(eISBN: 978-967-14841-2-8)
Bayview Hotel Langkawi, Kedah

TECHNICAL ORAL PRESENTATIONS: KNOWLEDGE AND PRACTICES AMONG TECHNICAL STUDENTS

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***Abstract**: Oral presentation is one of the challenging tasks faced by most tertiary level students. For technical students, they have no exception in delivering technical oral presentations (TOPs) at the end of each course offered according to their fields of expertise. Realising the fact that these students should have been exposed well with integral requirements of TOP, it is essential to find out the students' knowledge and practices on this type of presentation beforehand. Thus, this paper does not only aim to explore the respondents' overall feedback on TOP, but also to find out the respondents' experiences in conducting TOP. A random survey was therefore conducted and 130 students of Universiti Tun Hussein Onn Malaysia, specialised in different technical fields were selected to be the participants. A questionnaire consisted of 20 items which required them to reflect on their knowledge and experiences regarding TOP were utilised to reveal results for this research. In addition, the reflections of their experiences revealed their awareness and mistakes made during their own TOP. It is hoped that these results helped to raise awareness among technical educators about the problems occurred among their students, so that suitable guidelines and best practices can be adapted into their teaching and learning process.*
Keywords: technical oral presentations, technical students, knowledge, and practices

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Introduction

Technical oral presentation (TOP) is normally viewed as 'a prepared formal talk or speech on specific area such as scientific, engineering, technological, business types, regulatory, legal, managerial, or social scientific information topics to non-technical audience' (DiSanza & Legge, 2003). Other than the foundation in the core courses, TOP is also among the priorities emphasised in technical fields, specifically in tertiary level. For instance, students in engineering field need to prepare themselves for a variety of technical oral presentations including design proposal presentation, progress report of an on-going work or the final result of a project. These TOPs, which are part of their formal and informal assessments (Raha & Sarjit, 2011), are aimed to let the technical students communicate key information about their project orally. Thus, delivering TOP is considered as one of the most important skills that every technical student should possess prior to graduation.

According to Bhattacharyya (2013), professionals nowadays are expected to have a set of technical knowledge, multi-disciplinary and interpersonal skills. This can be related to the fact that they need to multi-task and are required to deal with various workplace communicative events such as meetings, discussions, and presentations (Tenopir & King, 2004). This is supported by the result presented in the study conducted by Hafizoah & Fatimah (2010) where working engineers are observed to have frequent TOPs as compared to written reports at their workplace. Therefore, the prospective graduates' knowledge and practices in TOPs while they are still studying are crucial in preparing them to be an effective member of any professional bodies in future.

However, most students these days are undeniably overwhelmed by the requirements and communication skills needed in order for them to conduct an effective TOP. They are aware yet anxious of the importance of having preparation for the structure and content of the presentation, appropriate language as well as good delivery techniques. This is because their mastery of TOP is imperative not only for their academic purposes but also to increase their chances of employment after graduation (Mahani, Noor & Norasnita, 2014). The local and international engineering accreditation organisations such as the Malaysia Engineering Accreditation Council (EAC) and the Accreditation Board of Engineering and Technology (ABET) also have outlined 'effective oral and written communication skills' as among the skills required among engineering graduates (Raha & Sarjit, 2011). When comparing the researchers' experience observing students' TOPs with the fierce competition in the industry, their capabilities to be at par with the existing players are quite disturbing. Therefore, this study was conducted to find answers to the following questions:

1. What do the respondents' know about TOP?
2. What are the respondents' practices when conducting TOP?

Methodology

The study involved technical students from Universiti Tun Hussein Onn Malaysia Johor (UTHM). Currently, they are studying in several faculties, specialising in different technical fields. They were approached to participate in this research by a random survey. The data was collected through survey forms consisted of 20 items designed specifically for this project. 150 questionnaire were distributed yet only 130 (55 males and 75 females) were carefully selected to be analysed. The questionnaire required the respondents to reflect their knowledge and recall their experiences and practices in TOP in order to help the researchers explore the main problem underlying their difficulties in oral presentations. All the data were computed into SPSS (Statistical Package for Social Science) to elicit the result for this study. The quantitative data collection was completed within two months. These findings however only partially present the general knowledge as well as practices of the technical students of this university.

Summary of findings

The 20 items in the questionnaire answered by each respondent revealed interesting results. Such results can be grouped into two main aspects: 1) Respondents' Knowledge on Technical Oral Presentation and 2) Respondents' Practices when conducting TOP.

1.0 Respondents' Knowledge on Technical Oral Presentation (TOP)

1.1 Criteria of a TOP

There are a few items in the questionnaire that revealed the respondents' general knowledge on the difference between common oral presentations and technical oral presentations. When asked about the comparison between both type of presentations, 89 respondents (68.5%) claimed that they did not know or unsure about the differences. The remaining 41 respondents (31.5%) were confident of their own understanding of the differences.

When asked about the criteria of a TOP, those who were confident listed the criteria as included in the following table:

Table 1: Criteria of TOP

Criteria	Frequency	Percent	Valid Percent
Clear outline	34	26.2	26.2
Specific format	27	20.8	20.8
Specific visual aids	27	20.8	20.8
Specific layout	20	15.4	15.4

In comparison, those who did not know or unsure about the criteria also suggested the similar order of responses. The results are shown in the following table:

Table 2: Suggested Criteria of TOP

Criteria	Frequency	Percent	Valid Percent
Clear outline	64	49.2	49.2
Specific format	60	46.2.	46.2
Specific visual aids	47	36.2	36.2
Specific layout	39	30.0	30.0

These results show that although the number of respondents who were unsure about TOP criteria was relatively higher than those who were confident, both groups of respondents in fact had some ideas on the important elements of TOP. Both groups listed 'clear outline' as the main criteria of a TOP, followed by 'specific format, visual aids and layout'. Based on the result, most technical students still thought that they do not know or unsure about their own understanding of the real concepts of TOP although they had been exposed to numerous TOPs indirectly and they themselves had applied some of the criteria in their TOPs. At the same time, the students who were confident of their own knowledge also merely listed the TOP criteria based on their experience only. This is possibly due to limited formal input and guidelines on TOP by the content instructor each time they were required to do any TOP.

1.2 Estimation of number of slides when presenting a TOP

When asked about the number of slides that they should prepare for a 5-10 minutes presentation, most respondents answered that they should prepare more than 5 slides. Table 3 indicates their knowledge on the number of slides when presenting a TOP.

Table 3: No. of slides should be prepared for a TOP

No. of slides	Frequency	Percent	Valid Percent
1-5	9	6.9	6.9
6-10	76	58.5.	58.5
More than 10	45	34.6	34.6

The results from the above table illustrate that most of them viewed that a range of 6-10 slides is the best preparation for a 5-10 minutes presentation. This estimation revealed the respondents' basic knowledge of the requirements of a TOP especially in preparing visual aids. According to Marshall, a ten-minute TOP should generally have 7-10 slides because technical topics involve complex ideas which at least need approximately 1.5 to 2.5 minutes to cover a slide of a single main idea (2006).

1.3 *Content organisation of a technical slides presentation*

In dealing with an oral presentation, students should also know how to organise the content of their presentation appropriately to ensure a smooth presentation flow and make the presentation as effective as possible. Thus, one question in the survey required the respondents to choose the best elements in organising the content in a TOP. The presented data below indicated the best to the least practice of content organisation suggested by the respondents.

Table 4: Content organisation of a TOP

Elements of TOP	Frequency	Percent	Valid Percent
Putting only key points	123	94.6	94.6
Putting only pictures	93	*71.5*	71.5
Limit the number of the words in a slide	82	63.1.	63.1
Putting only diagrams /graphs/tables	64	*49.2*	49.2
Mixture of all mentioned	12	*9.2*	9.2

Table 4 depicts the results of the respondents' awareness on the organisation of a TOP content. It obviously shows that majority of the respondents (94.6%) were aware that visual aids for a TOP should emphasise on 'putting only key points'. The next two elements are 'putting only pictures' and 'limit the number of the words in a slide'. These top three elements chosen by the respondents demonstrate another necessary knowledge on content organisation of a technical slides presentation that the respondents had. Most of them understood that the content in TOPs should be concise, straightforward and relevant that it does not require too much elements in the slides presentation.

1.4 Overall perception of TOP elements

Most of the respondents (68.5%) agreed upon these two important elements of TOP in which they claimed that a TOP should contain technical terms in the delivery of the content or in the visual aids and the layout must look technical (56.9%) with limited colours in the background. This is especially relevant when the TOP's audience consists of professionals in formal setting. The data were presented as follows:

Table 5: Overall Perception of TOP

Perception of TOP	Frequency	Percent	Valid Percent
Words used must be technical	89	68.5	68.5
Technical layout	74	*56.9*	56.9
Limited colours of backgrounds	57	43.8	43.8

Respondents' Practices when conducting TOP

The second part of the study reveals the respondents' experiences when completing their TOP assessments. The results are categorised as the following:

2.1 Number of slides and organisation prepared

Most of the respondents claimed that based on their previous experiences, they normally prepared between 6-10 slides for a 5-10 minutes presentation. A total of 96 respondents (73.8%) did this and the remaining 34 respondents (26.2%) limited their presentation to less than 5 slides.

On the other hand, 68 respondents (52.3%) prepared less than 5 slides featuring only word content, while the rest, 62 respondents (47.7%) prepared between 6-20 slides containing this element, which found to be too overloaded for a TOP.

Meanwhile, according to the respondents, the number of slides which contain only pictures and visuals prepared by them were roughly less than 5. This was admitted by 106 respondents (81.5%) and the remaining respondents (18.5%) claimed to have more than 5 slides containing this element.

These practices showed that to a certain extent, most respondents had some knowledge of TOP.

2.2 Outline of TOP

The presentation outline, which consists of the sequence of all main ideas of the presentation, is one of the main features in an effective TOP. It will not only make the presenter aware of his/her content organisation, but it also assists the audience to anticipate the flow of the presentation. Therefore, it is expected that all technical students put this element before they start with the main content of the presentation.

When asked about the content put in the first slide, most respondents claimed that they put the outline of the presentation rather than going straight to the content points. These were agreed by 86 respondents (66.2%) in contrast to only 44 respondents (33.8%) who claimed to go straight to the content points instead.

2.3 Common mistakes experienced when delivering a TOP

Most of the respondents claimed their previous experiences in TOP made them aware and concern about the mistakes made in delivering oral presentations. The list of common mistakes that they experienced when delivering a presentation is as follows:

Table 6: Common mistakes when delivering a presentation

Common mistakes made	Frequency	Percent	Valid Percent
Grammatical mistakes during the presentations	80	61.5	61.5
Presentation skills	74	56.9	56.9
Grammatical mistakes on the slide	54	41.5	41.5
Putting wrong content in the slide	33	25.4	25.4
Putting a wrong layout	29	22.3	22.3

To deal with the common mistakes made when delivering presentation, the respondents' main concern of their own presentation based on their experience was also asked. Table 7 presents their main concern of their own TOP. 89 of the respondents (68.5%) claimed that their main concern was on their delivery of ideas or message rather than their presentation skills (16.9%) and language used (14.6%). This could possibly explain why most of them made grammatical mistakes in the slide or while delivering TOP because attention paid to presentation skills and language were very little.

Table 7: Main concern of own presentation

Main concern	Frequency	Percent	Valid Percent
Ideas and message delivered	89	68.5	68.5
Presentation skills	22	16.9	16.9
Language used	19	14.6	14.6

2.5 Overall performance of the presentations

When rating their own performances, most respondents felt that they need more improvement for their own presentations. This was agreed by 80 respondents (61.5%), while 47 respondents (36.2%) admitted to have moderate performance. Only 3 respondents (2.3%) claimed to have excellent performances when delivering presentations. Hence, majority of them were still unsatisfied with their own TOP, thus they need to improve their knowledge and skills in the areas affected, such as language use, delivery style as well as the core content of the TOP.

Conclusion

The results of this study signify that most technical students have already acquired some basic knowledge of TOP. Most of them even had already applied some of the essential elements of TOP when doing presentations without realising it. Despite the positive result indicated, there still exist some issues that need to be addressed. To attend this, the technical students should be exposed to the basics and requirements in oral presentation explicitly. The content instructor should also take heed of the language aspect and delivery techniques as much as the subject matter because each element plays a role in achieving an effective TOP. Therefore, it is recommended that the content instructor collaborate with the language instructor to polish the technical students' language skills and develop their self-confidence by improving their delivery style in TOP. In guiding them towards their future profession, the content instructor may also explore the best methods to expose and encourage the students to go the extra mile to improve their own TOP. Collaboration with the industries could be a great start too in order to understand the criteria required and at the same time prepare the students to meet the needs and expectations of their prospective companies upon graduation.

Acknowledgement

This research is funded by the **Office for Research, Innovation, Commercialization and Consultancy Management (ORICC)**, Universiti Tun Hussein Onn Malaysia under Short Term Grant Vot U371.

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