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SOCIAL ENVIRONMENTAL FACTORS AND THEIR RELATION TO HERMENEUTICS METHOD: ANALYSE THE FORMATION OF NASR HAMID ABU ZAYD'S THOUGH

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Abstract: *Nasr Hamid Abu Zayd was a modern Muslim thinkers who is criticizing the Quran and rejecting al-Sunnah as the second source of reference in Syariah. In fact, he called for a review of the Quran and aimed to open the doors of ijtihad for syariah laws even thought that syariah had clearly described in the Quran nor al-hadith. He was apply a new method in the interpretation of the Quran which called hermeneutics. Hermeneutics method was introduced by Abu Zayd occur a debate among Muslim scholars. This article aims to identify factors which lead to apply hermeneutics in Quran. Hence, to explore Abu Zayd's thought, there are some of the main factors that are being studied included life experiences that cover the history of life from birth, family background, and indirect knowledge as well as directly. This study is a qualitative study and the process of obtaining data is through the method of analysis document. For analyzing the data, deductive methods have been carried out in looking at past and family history as well as educational trips and socio-political factors by looking the Egypt at that time. Hence, the study finds that there are significant reasons for the formation of Abu Zayd's thought that in generally it was understood that social factors, the stress of life in Egypt and academic factors that are too influenced by Western ideology, are a major factor in the formation of hermeneutic thoughts which leading to liberalism.*

Keywords: modern thinker; formation of thought; liberalism; content analysis study.

Introduction

The thought of a figure is very dull in its life and environment factors, as the circumstances at which one is raised into a framework for the ideas of one's thinking, this applies as the term in the Arabic language "Al-Rajul Ibn Bi'atihi", which means a person is a child of his time (Siti Aminah, 2015). Ibn Khaldun also mentions in his book Mukaddimah, the formation of human life ranks from the formation of physics and mentality rather than geographical factors, in addition to tradition and behaviour factors. Even food and drink also has a great influence on the formation of human characters and souls in many aspects of their lives. Hence, Abu Zayd's thought is also of course formed of his life and the situation of how he grew up and the experience of his life. Abu Zayd, he was born on October 7, 1943 in Tanta, Egypt. He died on July 5, 2010 in Cairo. He was an Egyptian scholar who interpreted the Qur'an with a

controversial mainstream view and debate. He earned a Ph.D in the University of Cairo in Arabic and Islamic Studies. He conducted studies in the interpretation of the Koran, and his great criticism was related to Islamic Discourse (1995) (Zainol, et al 2014). He grew up in a devout family, therefore he was exposed to Islamic studies from childhood. Abu Zayd was also a qari and hafiz and his was able to recite the contents of the Qur'an as early as 8 years old (Fikri Hamdani, 2015). His writings and criticism thus led to the case of his marriage cancellation by his colleagues due to allegations of apostasy against him based on criticism of the Qur'an in the Islamic Discourse of Abu Zayd himself. The decision of the court of appeal to separate Abu Zayd and his wife made him live in isolation, he escaped with his wife and settled in the Netherlands (Zainol et al 2014).

Abu Zayd was a controversial figure in the 21st century, his thought was perverted from the principles of Islamic teachings, although in some scholars, he was considered to be out of religion, but in the western academic world, he was known as a revolutionary and reformer in study al-Quran. Abu Zayd tries to bring the Quran in line with the spirit of the times (Tamer 2011; Zainol, & Majid 2017). For Abu Zayd, the Qur'an does not have to be tied to the text alone, it seems to be frozen and stiff. Hence, this effort requires a change from the methodological point of view in order to correspond to the contextual that is spoken of the Koran. But the efforts of Abu Zayd were useless when the ideological ideology that formed himself was said to be a denial of religion to turn away from divine teachings (Zainol et al 2014). The ideology of Abu Zayd's humanism is feared to be a feature of the Western attack on Islam as a materialistic belief that will dominate the Muslim community (Abdul Munir & Muhammad Haidar, 2010).

Abu Zayd's full name is Nasr bin Hamid, while his called as Abu Zayd (Kermani 1996: 169; Najjar 2000: 177; Tamer, 2011: 193; Zainol, 2017), he was born on June 10, 1943 in Qahafa Village; which is a small village located within the Nile Valley; near the Tanta district is about 90km from Cairo and 120km from Alexandria, Egypt (Nur Zainatul 2014). As the oldest son in the family, he spent a lot of time helping his father in the store. At the same time, he often associates with his parents and people who are older than his age to make his thoughts beyond his age (Abu Zayd & Esther 2004: 21). The family situation shows that Abu Zayd belongs to a subordinate family and he strives to help his family find income since childhood.
Abu Zayd had six siblings; a sister named Badriyya, two sisters Karima and Ayat, and two younger brothers named Muhammad and Osama. After the death of his father when he was fourteen, he became the head of the family and he became the family's hope in upholding and caring for his siblings.

This article aims to study the factors which were led to the formation of Abu Zayd's thought especially in applying the hermeneutics to interpretation of al-Quran.

Methodology of research

This study is a qualitative research which applied the full content analysis method as the main source of data collection. Additionally, data analysis use descriptive analysis. Here of, the researcher concluded and build opinions on certain issues.

Samples

A book written by Abu Zayd, Nasr Hamid & Esther, R Nelson titled *Voice an exile: Reflection on Islam*. This book was published by Praeger Publishers, United States of America in 2004. It is a biography that contains 13 chapters and 219 pages. Basically, the general framework of thought Abu Zayd is assembled in this book.

Data Analysis Methods

This research applied descriptive analysis method. Descriptive analysis refers to analysis purposes to give an accurate picture of the characteristics of an entire population or sample. Based on this study, a detailed explanation of controversial issues and analyze the figures of thought contained in this book.

Discussion on findings

There were several factors that led to form Abu Zayd's thought to study on al-Quran. The factors are follows:

i. Socio Factor: Family background

Abu Zayd is the leader in the family. After the death of his eldest brother, his responsibilities and roles were changed and seemed to have been regarded as the eldest child in the family. According to Abu Zayd (2004: 38), he has six siblings, a brother named Badriyya, a brother and four brothers, two sisters Karima and Ayat, and two younger brothers named Muhammad and Osama. After the death of the father when he was fourteen, Abu Zayd became the head of the family and he became the family's hope in supporting and maintaining his younger siblings.

His responsibilities in observing his family especially in dealing with Badriyya and Karima's marriage also made Abu Zayd a firm and self-esteemed person. The responsibility of raising his brother and taking care of his younger sister makes him a person who has plans to organize a problem. She took a different path with her father's stance in a woman's life cycle in her family. Badriyya's household who stopped midway through the road made Abu Zayd not want to be like his father who cared for the life of a child or a girl. In the question of marriage, he gives freedom to his brother Karima to choose his own candidate who is fit and responsible. For Abu Zayd (2009), the Egyptians did not give women the advantage, so for Abu Zayd, he worked hard for his siblings to have the freedom needed to experience life in their own accord. That led to tough and difficult life makes it more sensitive to any suffering that occurs from social injustice. According to him, as a scholar, he no longer sees scientific studies as an abstract concept or as a career choice, he even considers it as a life experience. He became a very passionate and obsessive figure to social justice. For him, the feeling is formed from the problems of life experienced. Hence, he who initially cares and focuses on the family, then cares about Egypt, the Arab world and Islam, and the whole world (Abu Zayd, 2009).

The great influence of Abu Zayd was also largely from his father, in exemplifying reformist thinkers, among them Muhammad Abduh, his father approves Abduh's view that education was the basis of better society formation. Political revolution is not a substitute for prolonged transformation through an educated society, Abduh is thought to be the founder of Islamic

thought and is known as the founder of modern Egyptian school. Nasr admired Taha Hussein, a disciple of Abduh and secretly dreamed to follow the footsteps of Taha Hussein until he finally graduated with a Bachelor's Degree in Arabic language and correspondence from the University of Cairo in 1972. Taha Hussein was responsible for approaching the Quran from the perspective of literature and further developing it. If Abduh concludes that the Qur'an was not teaching history, but about symbolism and finding spiritual significance, Taha Hussein took a different approach although he agreed with the idea of Abduh, Taha Hussein used a colourful language even a surprising language in delivering argues that the literary approach to the Qur'an is a key principle in understanding its meaning (Abu Zayd, 2009).

ii. Political Social Factors

Abu Zayd & Esther (2004: 101) were attracted to the al-Ikhwan al-Muslimin establishment since Quhafa. This interest was born because he had been exposed to this movement since childhood. According to Navid Kermani (1996) in 1954 when Abu Zayd was eleven years old, he was imprisoned for having been involved with al-Ikhwan al-Muslimin organization in Quhafa. He believed the establishment was instrumental in educating the community in the village about Islamic philosophy and spreading Islam through the activities they were conducting. The main aim of the al-Ikhwan al-Muslimin organization is to make Egypt an Islamic state governed by Islamic principles.

The new Egyptian government system has also opened up space to publishing books about Islam. Books on Islam and nationalism have been widely published by authors by including the interpretation of Islam according to their own minds about the form and direction that an Islamic state should take. At that time, the ideology of socialism began to be incorporated into politics and state policy. Abu Zayd & Esther (2004: 100) who were then in their early 20s agreed with the Islamic interpretation of the socialist way. According to him, Islam studied in Quhafa practiced social justice and believed in human equality, including equality between men and women in education and social matters. Around the 1960s, as a result of the infiltration of ideology of socialism into society, there has been an expansion of educational rights for women and voting rights. All the changes that have taken place in the Egyptian society after the seizure of the monarchy are well received by the community. The changes made by the government such as granting education and voting rights to women have been supported by Abu Zayd because he believed that the old Egyptian system of governance did not apply justice and equality to women, especially denial of educational rights (Abu Zayd & Esther 2004).

Kermani (1996) states that among the key factors that helped to build Abu Zayd's thoughts were social environment factors. Based on this uncertain political climate, researchers believe that the current situation in Egypt has affected the construction of his or her particular thinking on Islam and society. Although at that time he was a teenager, but the ideology of al-Ikhwan al-Muslimin's organization had affected life to fight for social rights and opposition to injustice. During his teenage years, he was a witness to uncertain social developments. At that time the oppression of Egypt's subordinates was in effect. The atmosphere had a profound effect on her and her thoughts.

iii. Factor in Development of Thoughts

His father's dream was to have Abu Zayd become a syeikh and continue his studies to religious institutions and become the leader of the religious groups. In fact, his father emigrated to Sheikh Muhammad Abduh, but Nasr personally had long admired Taha Husayn, a pupil of Muhammad Abduh. From that point on, he put his ideals to follow Taha Husayn's footsteps and encouraged him to gain a degree in Arabic language and literature from the University of Cairo in 1972 (Abu Zayd, 2009).

After earning a Bachelor's Degree, he was appointed as a teaching assistant at the Arabic Department, Faculty of Poetry. The appointment is merely a gift for outstanding students, so Abu Zayd is so motivated by the excellence gained, to pursue his academic world, he reads much about the revolutionary minds. He seems so inclined to interest in such thoughts, for example, in more readings, Abu Zayd examines issues written by Ali Abdel Raziq about the caliphate system. He argued that the system of government practiced by Muslims now is nothing more than a political system, the Prophet Muhammad never claimed to be king, even the prophet was only serving as an apostle in Medina (Abu Zayd, 2009).

The development of his thinking continues with an M.A study devoted to the study of the Mu'tazilah on the Quran that specializes in the scope of the metaphor. Mu'tazilah is known to have been largely influenced by Greek philosophy and logic. Hence, they emphasize rational research methods in the interpretation of the Koran. From the study, one of Abu Zayd's conclusions is that every interpretation made against the Qur'anic verse attempts to uphold its own ideology and forces the meaning of the Quran, or each one tries to adjust the Quran with its own beliefs. Therefore, for him the meaning of a Qur'anic text is very easily manipulated (Abu Zayd, 2009).

Abu Zayd began to know the hermeneutics when he was in the United States (1978-1980), when he also studied the science of interpretation, examining the sentence critically in an attempt to understand the text correctly. He also excavated books on hermeneutic philosophy and his history in America and wrote in Arabic about the hermeneutics after returning to Egypt. Subsequently, Abu Zayd began to believe that the fundamental argument of the Qoran was to make Islamic thought relevant. It coincides with the Qur'an that is revealed
to Jibril as a revelation through the use of a language rooted in the historical context. Thus he views the Qur'an to be revealed in the 7th century by taking into account the social reality of the human being who was in Arabia at the time. Thus, the kalam of God is a "human" packaging of the human language based on the word of God in the Qur'an (Qur'an, 14: 4) Thus the kalam of God is not exclusive and literal as the kalam of God, it even exists in a space beyond human knowledge, with the application of the hermeneutics element can be used. Otherwise it is a community blasphemy in Islamic thought because it emphasizes the dimensions of the Divine Quran so neglectfully recognizes the characteristics of his humanity. Abu Zayd also acknowledged that he was the successor of the scholarly ideology of Muktazilah, al-Kindi, al-Farabi, Ibn Sina, dan Ibn Rushd (Abu Zayd, 2009; Volker, K. 2011).

Abu Zayd was also more interested and inclined to the mystical interpretations of sufi scholars Ibn 'Arabi until he chose Ibn' Arabi as his Ph.D thesis study. Ibn 'Arabi, famous for his magnum opus, *Futuhat al-Makkiyah* (The Opening of Mecca), for Abu Zayd (2009), Ibn' Arabi could interpret the Qur'an without any ideological importance but he applied knowledge in the

Qur'an. He brings love of cohesiveness and gathers various elements of thought from diverse religions that are Christian, Jewish, Islamic and other beliefs. The process of learning as practiced by Abu Zayd has helped him to develop his ideas and to sharpen his thoughts, especially the discussion of the study of the Quran (the Qur'anic citation). His learning process has given thoughtful ideas covering various issues. Some of his discussions with students were published into an open book such as Naqd al-Khitab al-Dini (Abu Zayd & Esther 2004).

The factors of development Abu Zayd's thought in the field of science began from his education system which was very inclined to the thought of Muhammad Abduh's revolutionary figure, then he was also fascinated with the ideas of Islamic reformers such as Taha Hussein and Ali Abdel Raziq. In addition, his thinking also tends to rationality in understanding the texts according to Islamic rationalists and leftist thinking like Mu'tazilah and Sufi apart from knowing the earliest hermeneutical sciences in America that later wrote hermeneutic books in Egypt. Furthermore, studies that are indirectly conducted in the academic world also shape their thoughts.

Conclusion

Hence, in view of the aspects and factors of Nasr's thinking, supposedly the element of tauhid in each individual must be empowered to build the separation wall of thought that brings disaster to Islam. This is because tawhid consists of three principles. Firstly reject any opinions that are not in line with the statement, such as by eliminating all forms of fraud and fraud. Second, denied any contradictory opinions, by avoiding any inconsistencies and paths that led to discrepancies. Third, open to new or contradictory proofs, this means tawhid is also the unity of truth by deepening knowledge so as to acknowledge how little knowledge can be understood and acquired by the inferiority to intellect and raising the sources of the oneness of God (Ismail Raji al -Faruqi, 2000).

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SECTION 112 OF MALAYSIA EVIDENCE ACT: MAJOR AREAS OF CONCERN AND THE WAY FORWARD

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Abstract: *In the nineteenth century, when science had nothing to offer and illegitimacy was a social stigma as well as a depriver of rights, the presumption of legitimacy was a necessary tool, the use of which required no justification. In spite of that, as science has blossom tremendously and DNA paternity test has hastened on and as more and more children are born out of marriage it seems that the paternity of any child is to be established by science and not by legal presumption or inference. The largely irrebuttable presumption of legitimacy in the Evidence Act (which operates also as a largely irrebuttable presumption of paternity of the mother's husband) requires urgently to be improved. The most important change to the presumption must be to "its' largely irrebuttable character" since it is this that prohibits the court from hearing all relevant evidence that might suggest that, despite the mother being a married woman, it is not her husband who is the father of her child. It should be changed to a rebuttable presumption. This paper intended to highlight the weakness of section 112 of Evidence Act, and with the advancement of technology at a lightning fast pace, perhaps this provision should be amended and allowed the admissibility of DNA test in rebutting presumption of legitimacy in the realm of family law.*

Keywords: biological Parentage; proof; section 112 Evidence Act; DNA; the way forward

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Introduction
Parents, Child and the Proof of Biological Parentage

Parenthood is conventionally a straightforward biological fact. A child is conceived through the sexual intercourse of parents and born after gestation in the mother's womb. The identity of the mother is never in doubt. Therefore the proof of parentage is indeed a proof of paternity.[1] However determining paternity is far more tricky although necessary. The father's role in conception is exhausted in his fertilisation of the mother's mature egg and he, plays no further role until the child is born. No records would have been kept at the early stage of conception. As such, it has always a bigger challenge to produce succinctly yet with persuading evidence

[1] Leong Wai Kum, 'Legal Implications of Paternity Testing' presented at the *Life Sciences and the Law in Singapore Seminar Series Session II 'Genetic Testing and Screening*' 20 September 2003 Singapore Academy of Law Singapore now in Terry Kaan and Edison Liu (eds) *Life Sciences: Law and Ethics* (Singapore: Singapore Academy of Law and Bioethics Advisory Committee, 2006) 144-171, at para [2].

to prove who the child's biological father is.[2] The relationship between parent and child is created naturally without legal process. The only instance when the relationship between parent and child is created via legal process is the relatively rare occurrence of adoption[3] of the child, where the proof of adoptive parentage is simply by the adoption order of court because legal adoption of a child is only possible through court proceedings.[4] In contrast unlike that between spouses, the relation is created only upon complying with statutory prescriptions of formation of marriage, *viz* The Law Reform (Marriage and Divorce) Act 1976[5]. Hence for the vast majority of parents and their children the law merely recognises the relationship that was naturally, *i.e.* biologically, created.[6] Although it is often not required to resort to the law which offers several ways to prove the parentage of a person with respect to a particular child, yet it serves potentially importance for parentage to be successfully proven, particularly when it is sought to establish the relationship or to enforce an obligation that the parent owes to the child.[7]

For a child's relationship with her parents to be legitimate by the common law basic substantive rule, the child must first be able to prove three facts:

(i) who her mother is,
(ii) who her father is, and
(iii) her mother and her father were parties to a valid marriage at her conception or latest, her birth.

The first fact is easy to prove given that most birth taken place are medically assisted and under medical supervision. This is especially so in countries like Malaysia where, since the early days, the process of child birth is invariably medically assisted, and it is often well equipped with proper medical records of the birth which render quite illogical for anyone other than the birth mother to claim maternity or, conversely to dispute her maternity. It may only be in countries where the public has little faith in the integrity of hospital procedures, of which Malaysia is not one, that the mother may believe that some other woman's baby could have mistakenly been given to her and thus seek a maternity test.[8] The third fact is made easy by routine registration of every solemnisation of marriage in Malaysia. It is proving the second fact that was practically impossible until the technological advances and the progressive development of the DNA test of parentage.[9] Each person's DNA is unique but parents and their child possess very close similarities in the chemical signals of the DNA molecule. A DNA test matches for these similarities. By careful comparison, a DNA test properly executed reveals positively whether the child inherited her DNA from the person tested. DNA can specifically pinpoint the chances of an individual being parent of the child. It can therefore prove if the person is the father or mother of the child, on probabilities well in excess of the civil standard

[2] Leong Wai Kum, 'Legal Implications of Paternity Testing' presented at the Life Sciences and the Law in Singapore Seminar Series Session II 'Genetic Testing and Screening' 20 September 2003 Singapore Academy of Law Singapore now in Terry Kaan and Edison Liu (eds) Life Sciences: Law and Ethics (Singapore: Singapore Academy of Law and Bioethics Advisory Committee, 2006) 144-171, at para [3].
[3] Adoption Act 1952.
[4] Leong Wai Kum, Elements of Family Law in Singapore, 2nd edition, LexisNexis, Singapore, 2013, p 254.
[5] Act 164.
[6] Leong Wai Kum, Elements of Family Law in Singapore, p 231.
[7] Leong Wai Kum, Elements of Family Law in Singapore, p 254.
[8] Leong Wai Kum, 'Legal Implications of Paternity Testing' presented at the Life Sciences and the Law in Singapore Seminar Series Session II 'Genetic Testing and Screening' 20 September 2003 Singapore Academy of Law Singapore now in Terry Kaan and Edison Liu (eds) Life Sciences: Law and Ethics (Singapore: Singapore Academy of Law and Bioethics Advisory Committee, 2006) 144-171, at para [2].
[9] Leong Wai Kum, Elements of Family Law in Singapore, p 358.

of 'balance of probabilities'. Indeed parentage can be proven to probabilities that, practically, approach certainty.[10] Evidence of parentage that is of the highest probative value is the result of testing the DNAs of the child with the alleged father or mother. It is precisely because the test result suggests probabilities of astronomical proportions, either positively or negatively, that such result can be devastating to the party against whom it is used. It follows, therefore, that the court must first be absolutely sure that the test result was obtained using the best industry standard so that it is an accurate result. Precisely because of the immense potential for prejudice from a DNA test result used against an opponent, the court must approach the use of such evidence with all appropriate caution.[11] This reminder will ensure a better approach to a scientific evidence. A court need not be overwhelmed by the prospect of scientific evidence as proof of any fact in issue. It should first be convinced that the scientific evidence was obtained according to the industry's best practices before it hears the evidence.

Even where the existence of a biological father-child relationship is one of the issues raised in a legal dispute, there may be no need to "prove" paternity. There may be only one man who is alleged to be the father and he could readily admit to this relationship. An admission of fact that is not challenged by any other person is sound proof thereof. In other cases the matter of who the child's father is needs to be proved like any other fact that is in issue between parties. Where this is so the court must first pick from among the 'facts' that the disputing parties try to convince the court of which to 'finds' as the facts of the case and thereby to come to its decision on these facts. Where there is a dispute over the facts, one piece of evidence that might tip the scale is evidence of family members of their beliefs as to the existence or lack of the relationship.[12] Section 50(1) of Evidence Act provides:

> Opinion on relationship when relevant
>
> 50. (1) When the court has to form an opinion as to the relationship of one person to another, the opinion expressed by conduct as to the existence of such relationship of any person who as a member of the family or otherwise has special means of knowledge on the subject, is a relevant fact.

What if a party seeks to introduce the result of a DNA paternity test? This raises two sets of legal issues:

(i) One, do the rules of evidence allows the courts in Malaysia to admit as evidence the results of a paternity test?
(ii) Two, what is the effect of the evidential presumption of paternity?

Besides, one of the most tricky issue lies on: what is the proper relationship between the DNA test result and the presumption of paternity in section 112 of Evidence Act in the realm of family law. In fact tedious consideration must be pointed on as to when should a court allow the admission of the DNA test result where a child is born to a married woman.[13]

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[10] Leong Wai Kum, Elements of Family Law in Singapore, p 261.
[11] Nadasan Chandra Secharan v Public Prosecutor [1997] 1 SLR(R) 118.
[12] Leong Wai Kum, 'Legal Implications of Paternity Testing' presented at the Life Sciences and the Law in Singapore Seminar Series Session II 'Genetic Testing and Screening' 20 September 2003 Singapore Academy of Law Singapore now in Terry Kaan and Edison Liu (eds) Life Sciences: Law and Ethics (Singapore: Singapore Academy of Law and Bioethics Advisory Committee, 2006) 144-171, at paras [37] to [39].
[13] Leong Wai Kum, Elements of Family Law in Singapore, pp 258-262.

Section 112 of Evidence Act and its' weakness

Section 45(1) of the Evidence Act allows the results of scientific tests to be admissible as evidence where the court has to form an opinion upon a point of science and the results constitute the opinions upon that point of persons specially skilled in such science. It spelt:

> ***Opinions of experts***
> When the court has to form an opinion upon a point of foreign law or of science or art, or as to identity or genuineness of handwriting or finger impressions, the opinions upon that point of persons specially skilled in that foreign law, science or art, or in questions as to identity or genuineness of handwriting or finger impressions, are relevant facts.

To be admissible evidence, the result of the paternity test must be 'relevant' to the issue being considered by the court. It is beyond doubt that the result of paternity is relevant to the disposal of the issue of paternity and hence it is an admissible evidence. There are two kinds of paternity tests: blood test and DNA test. The Evidence Act provides evidential aid to a person who needs to prove who her father is. Section 112 of the Evidence Act[14] provides:

> ***Birth during marriage conclusive proof of legitimacy***
> The fact that any person was born during the continuance of a valid marriage between his mother and any man, or within 280 days after its dissolution, the mother remaining unmarried, shall be conclusive proof that he is the legitimate son of that man, unless it can be shown that the parties to the marriage had no access to each other at any time when he could have been begotten.

Based on the above proviso, it can be concluded that on proof of either of two primary facts,[15] the child shall be conclusively proven to be the legitimate son of the man who is or was married to the mother unless this conclusive presumption is rebutted on evidence that the mother and her husband or former husband had no access to each other at the possible times of conception of the child. Hence two separable parts of section 112 are:

(i) the presumption itself, and
(ii) the way to rebut the presumption.

Despite section 112 employing the term 'legitimate son' and the provision being subtitled 'birth during marriage conclusive proof of legitimacy', it has long been observed that this provision is really, only, a presumption of paternity.[16] On its own, section 112, as a rule of evidence, does not suffice to confer legitimacy on the relationship between the child and the parents. The presumption must be coupled with proof of who is the mother as well as the father and mother being validly married at her birth, under the 'common law basic substantive rule', to reach the conclusion that the relationship between the child and her parents is a legitimate relationship. Legitimacy is a legal construct from these facts and not reached, simply, on the presumption of one fact by section 112. Hence when a married woman gives birth, her husband is presumed to be the father of her child. The presumption can only be rebutted with one kind of evidence: they have 'no access' to each other at the possible time of conception of the child.

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[14] In *pari materia* to section 114 of Singapore's Evidence Act. See similarly Halsbury's Laws of Singapore, Volume 11, Family Law, 2001, LexisNexis at para [130.553].
[15] Leong Wai Kum, Elements of Family Law in Singapore, p 359.
[16] Kenneth KS Wee 'The Law of legitimacy in Singapore' (1976) 18 Mal LR 1-25.

Under the Evidence Act, section 112 does not require a court to find legitimacy but permits the court to presume legitimacy instead. Thus, when one presumes that X is a legitimate child of Y, one is not bound to first find that paternity as a primary requirement is satisfied; this primary requirement of legitimacy is effectively presumed to be fulfilled until proven otherwise. And precisely because section 112 permits such a presumption to arise only after facts that would otherwise constitute the secondary requirement of legitimacy are successfully proven to exist, what is essentially left for dispute under every triggered statutory presumption is for all practical purposes really the question of factual kinship (paternity) the rebuttal of which can only be made by evidence of "no access" at the relevant time. The diagram above summarises the foregoing. 'No access' is not a technical term. This term is not a term of art and there is no definitive judicial discussion of it. Leong suggested that the best reading of 'no access' only admits two types of evidence,[17] *viz*

(i) the mother and her husband were physically separated during the possible times of conception of the child, and
(ii) although physically together the husband, being impotent during the possible times of conception of the child, had no sexual access to the mother that could have led to the child's conception.

These, it is suggested, are equivalent to separation in relation to the likelihood of the mother's husband being the father of her child. Apart from evidence that proves the lack of physical access or at the broadest understanding of the term, the lack of sexual access, it is hard to argue that any other evidence can be incorporated into 'no access'. That these other evidence could possibly reflect on the accuracy of presuming that her husband is the child's father is irrelevant as 'no access' is the threshold they need to pass. In other words, it is not expected that evidence other than total separation or the mother's husband's impotence, during the possible times of conception of the child, is included even by the most liberal reading of 'no access'. Even evidence clearly relevant to the issue of whether the husband is the father, example the result of a scientific test which positively establishes that he is extremely unlikely to be the father, may not be heard by the court as it can only consider evidence of 'no access'. It means, the evidential rule requires that, once the mother and her husband did not have sexual access, the court is not allowed to consider evidence which establishes that the sexual access did not result in this child's conception.[18]

The presumption in the section 112 Evidence Act applies on the facts but when one party seeks to admit DNA test result, the court must first decide whether such test result is evidence of 'no access' between the mother and her husband. Only evidence of 'no access' is permitted in rebuttal of the presumption. Even though 'no access' is not a term of art, it is hard to see how any court can regard DNA test result as evidence of 'no access'. The decisions of the court shows the contrary view on this, attracting many criticisms and scrutinies by scholars. The contrary judgement are such that the DNA test result is evidence that, despite the mother and her husband having sexual access with each other, nevertheless the child was not conceived from such access. Such interpretation of 'no access' by the court to include a DNA test result, would be taking such liberties as to make nonsense of the term. Where the Evidence Act limits the court to evidence of 'no access', no scientific test (whether of the blood or DNA of the parties), fits such limitation. In other words, the Evidence Act, becomes, is not an evidential

[17] Leong Wai Kum Principles of Family Law in Singapore, Butterworts Asia, Singapore, 1997, pp 603-604.
[18] Leong Wai Kum, Elements of Family Law in Singapore, p 257.

provision of general applications. It applies selectively only in applications where the paternity of the child was relevant because the legitimacy of her relationship with her parents was in issue. In applications where the law makes legitimacy irrelevant, the presumption does not apply to determine the paternity of the child. Instead a court is free to admit any relevant evidence of paternity including DNA test results.[19] This is illustrated in the case of *WX v WW*[20] illustrates such contrary. In year 2006, H had proposed and married the plaintiff after discovering and believing that the plaintiff was pregnant with his child. However, H's suspicion grew when it became apparent from the blood group of the child that H was not her biological father. It subsequently transpired that prior to H's and the plaintiff's marriage, the plaintiff had been secretly dating and had constant sexual relations with another man, the defendant. A negative DNA test further confirmed that H was not the biological father of the child. An action for child maintenance was originally brought by the plaintiff against the defendant at the District Court after the plaintiff's marriage with her husband, H, was nullified in a separate matrimonial proceeding. The District Judge circumstantially found as a fact that the defendant was the biological father of the child and thus ordered the defendant to pay child maintenance under s 69(2) of the Singapore's Women's Charter. The defendant appealed against the decision of the District Court and sought to invalidate the finding that he is the biological father of the child by arguing that section 114 of the Evidence Act (in *pari materia* with section 112 of Malaysia's Evidence Act) applies and presumes as conclusive proof that the child is the legitimate child of H who was unable to adduce evidence of "no access" to rebut the said presumption. Applying to the facts of the present case, the Evidence Act reading literally (as suggested by Leong, above, as to how this proviso should be read), required the court to presume the married girlfriend's husband as father of her child, only allowed evidence of lack of sexual access between them at the possible times of conception in rebuttal and thereby prohibited the admission of DNA test result. Unfortunately Lee Siu Kin J took a restrictive view of the presumption as applying only to the issue of legitimacy. As legitimacy was irrelevant within maintenance, section 114 of Singapore's Evidence Act could be ignored. In the result the judge was able to uphold the maintenance order made against the appellant as the father of the child. This decision attracted criticisms. Goh phrased his thoughts as follows:[21]

> "… undoubtedly motivated by a keen sense to do justice [but] it may be necessary to consider the wider implications of the approach taken…"

Similarly Seow opined:[22]

> "… Indeed it is understandable in light of the need to protect the welfare of the child *vis-à-vis* the defendant who was effectively seeking to disclaim his primary parental responsibilities owed to the child.[23] With respect, however, the interpretation of s 114 of the Evidence Act [in *pari materia* with section 112 of Malaysia Evidence Act] may be

[19] Leong Wai Kum, Elements of Family Law in Singapore, p 259.
[20] [2009] 3 SLR(R) 573.
[21] Goh Yihan 'Two Contrasting Approaches in the Interpretation of Outdated Statutory Provisions: WX v WW and AAG v Estate of AAH, deceased'[2010] Singapore Journal of Legal Studies 530-545, at p 545.
[22] Colin Seoh Fu Hong, Case Note: The Statutory Presumption Of Legitimacy, (2010) 22 Singapore Academy of Law Journal 720-728.
[23] Indeed, one may further argue that, a *fortiori*, the child's welfare should be protected by the granting of a maintenance order where the circumstances are such that it is impractical for a claim to be pursued against any potential candidate other than the biological father. One example might be where H, who despite not being the biological father of the child is (say) liable for maintenance as a non-parent under section 70 of the Women's Charter because he has accepted the child as a member of his family, could no longer be found within the jurisdiction. In such a situation, the child would be tragically helpless if section 114 of the Singapore's Evidence Act were to be accepted by the court as a technical basis for denying a maintenance order sought against the defendant who can be shown to be the actual biological father of the child.

> questionable in WX's case… This case starkly illustrates the awkwardness of interposing an anachronistic statutory presumption of legitimacy over the traditional common law understanding of legitimacy. As things stand, it would seem that the courts are not able to dispense material justice without at the same time appearing to engage in some exercise of awkward "law-bending"…"

The subsequent case of *AAE v AAF*[24] drew inspiration from the WX's case that also concerned a husband sued as parent for maintenance of his wife's child. Belinda Ang J even conceded that this allowed the court 'to get round the evidential restriction in section 114 of Singapore's Evidence Act' to uphold a maintenance order.[25] In light of these two cases, if these two decisions are correct, the presumption that a married mother's husband is the father of her child unless she and he did not have sexual access at the possible times of conception of her child arises only where proof of parentage is critical to establishing the legitimacy of the relationship between the parents and child. Where legitimacy is not relevant in the application, this presumption is also inapplicable. With all due respect, this cannot be right. There is no restriction on the scope of application of provisions within the Evidence Act. They apply to all proceedings. Section 112 applies, by its literal reading, whenever a child is born to a married woman and, by it, a court cannot find that her husband is not the father of her child unless there is credible evidence that she and her husband had no sexual access at the possible times of conception of her child. In particular, of a child born to a married woman, the court is prohibited from admitting scientific tests of paternity. For the purposes of the discussion here, it is assumed that the Evidence Act section 112 should be read as it is written. Birth of a child to a married woman raises presumptive proof that her husband is the father. This presumption may only be rebutted by evidence that the mother and her husband had no sexual access with one another at the possible times of conception of her child. Of a born to a married woman, there is restriction on proof of paternity.[26] In Malaysia, the case of *Ng Chian Perng (Sued By Her Mother And Next Friend Wong Nyet Yoon) v Ng Ho Peng*[27] the court quoted that under section 112 of the Evidence Act 1950, there is a strong presumption that the child was the legitimate child of the husband for the reason that at the material time of the birth, there subsisted a valid marriage between the appellant and the husband. To rebut the presumption, the appellant must show that she and the husband had no access to each other at any time when the child should have been begotten. In *Peter James Binsted v Jevencia Autor Partosa*[28], the respondent wife applied to the Magistrate Court for maintenance for herself against the appellant under section 3(1) of the Married Woman and Children (Maintenance) Act 1950. She claimed that the appellant was her husband and they had a children form their marriage. The appellant disputed her claim and upon the respondent's oral application, the Magistrate ordered the applicant, the respondent and the child to undergo a DNA test. The appellant appeal against the said order. The court held that neither the Act 1950 nor any either piece of legislation contains any provision that allows the court to order the DNA test. The courts in Malaysia have no power under statute or common law to order a person to undergo a test to ascertain paternity. A person is perfectly entitled to refuse to submit himself to such a test. In *Othman Bin Haji Abdul Halim*

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[24] [2009] 3 SLR(R) 827
[25] para [25]-[35].
[26] Leong Wai Kum 'Parental Responsibility as the Core Principle in Legal Regulation of the Parent-Child Relationship' in Yeo Tiong Min, Hans Trio & Tang Hang Wu (gen eds) *Developments in Singapore Law between 2006 and 2010: Trends and Perspectives*, 2011, Academy Publishing, Singapore, p.244-271 at paras [32]-[45].
[27] [1998] 2 MLJ 686.
[28] [2000] 2 CLJ 906.

v Hamisah Binti Awang[29], DNA test was conducted to determine the paternity of the child. In *Lau Zhan Chen (An Infant By His Mother & Next Friend Lau Fatt Wan (f) v Makoto Togase & 2 Ors*[30], this was petition *inter alia* a declaration that the Petitioner was the legitimate child of the first and the second respondent. The court has accepted the DNA test which confirmed that the first respondent was the biological father of the petitioner with a probability of 99.7%. Where scientific evidence by means of a blood test can resolve the issue of paternity conclusively, the interest of justice require that a blood test should be done in the absence of strong reasons to the contrary.

Therefore, section 112 of Evidence Act currently operates in a way that evidence of the husband's sterility, that the child's skin colour is significantly different from the mother's husband, or that there is a singular lack of facial resemblance between him and the child and, most importantly, a DNA test result that shows an extremely high improbability of the mother's husband being her child's father are, theoretically, highly relevant to the issue of whether he should be determined as father. None of them, however, comes within 'no access' unless this term is understood so broadly as to be meaningless.[31] In *MB v MC*[32], the husband wanted to subject the child to DNA tests as he alleged that he was not the father. When the mother refused, the husband asked the court to draw an adverse inference against her and thereby find that he is not the father of the child. Laura Lau DJ refused thus:

> "… The main thrust of the husband's case is that the wife had refused to submit the child to a DNA test for the purpose of establishing his parentage… whilst recognising that 'the result of a DNA test is positive proof of parentage', the author of *Principles of Family Law in Singapore* [by Leong Wai Kum] found it 'hard to envisage that such a result can come within the phrase "no access" (page 604)'… In interpreting section 112 of the Indian Evidence Act (which is in *pari materia* to section 112 of Malaysia Evidence Act and section 114 of Singapore's Evidence Act), the authors of *Ratanlal & Dhirajlal's The Law of Evidence* stated:
>
> > '… the only way the conclusive proof can be rebutted is by proving non-access. No other method of rebuttal is permissible under the Act… It therefore, follows that blood tests or DNA 'finger printing' test may not be admissible in cases under section 112 as one more method of rebutting the conclusive proof cannot be introduced into section 112…'
>
> [Therefore] if the results of DNA tests are inadmissible for the purpose of rebutting the presumption under section 11[2], it follows that any adverse inferences drawn from a refusal to undergo such tests would likewise be inadmissible…"

Importance of DNA Tests and Child Legitimacy

The essence of family law when it comes to children is that the welfare of the child is paramount. Despite so, the House of Lords' in *S. v S. ; W. v. Official Solicitor* case comment on the issue had made it a rather debatable matter. The House of Lords has said that the reason that the English courts have the discretion to order or compel a person to under go a blood test and/or paternity test is not simply a matter of the child's upbringing, so that the child's welfare is not necessarily the paramount consideration; but that justice would usually require that the

[29] (1994) 3 CLJ 78.
[30] [1995] 1 CLJ 841.
[31] Leong Wai Kum, Elements of Family Law in Singapore, p 365.
[32] [2005] SGDC 181.

truth be told and this would, in general, be a contributing factor for the betterment of the child.[33] Though in special cases, the courts would deny DNA tests that may detriment the child's welfare[34], it is usually the opposite. Whether courts agree that the child's welfare is paramount or not, both opinions weigh to side that DNA testing in determining paternity is one of great importance to the family Law and families in general[35].

In general, the importance of a paternity test is for the dispute of child support.[36] In English courts, where the question of a child's parentage arises for the purpose of calculating child support maintenance, the law[37] enables the Secretary of State for Social Security or a person with care to apply to the court.[38] Scientific tests may be made on application by either party to the court, but may also be done ordered by the court of its own motion.[39] In Malaysia and Singapore, however, the court cannot compel a man to take or undergo a DNA test. Here, the presumption that a child is a man's is rebutted by evidence which "shows more probable than not." Usually, the courts would choose the most-likely father.[40] Such evidence is of two types; one seeks to show that the husband and wife did not or could not have intercourse at the relevant time; the other seeks to show that even if they may have had intercourse, the child was not a product of it.[41]

The way forward

After experimenting section 112 of the Evidence Act, the net result is that where a child is born to a married woman who continued to have sexual relations with her husband during the period of her child's conception, and this surely accounts for the vast majority of births in Malaysia, the result of a paternity test cannot be admitted in evidence. The courts have to accept as fact the mere presumption that her husband is the father even in the face of a DNA test result that, if the court could consider, may just prove the contrary. A largely irrebuttable presumption of paternity of this nature is seriously problematic. It served a useful purpose when it was impossible to produce anything that was close to a positive direct proof of paternity. Where the situation has changed completely and we can now produce scientific test results to an extremely high order of probability, to continue to labour under the largely irrebuttable presumption is anomalous. The presumption hinders the discovery of the fact of paternity where the better evidence of it is suppressed. The sooner presumption is changed the more rational this area of the law of evidence becomes.

The common law presumption of paternity that is still law in England today is slightly preferable to that in our Evidence Act in that the courts in England are not limited to evidence of 'no access to each other at any time when [the child] could have been begotten' and may

[33] [1972] AC 24.
[34] Where the child had been brought up by his mother and her husband since birth and the stability of their family might be put at risk, if the father turned out to be the mother's former lover : See RE F. (A minor : Paternity Test) [1993] 1 FLR 598, CA
[35] For example, where the husband and wife had been living separately and the test would set the husband's mind at rest. See T. v. T., The Times, July 31, 1992
[36] Brenda Hogget, Parents and Children: Fourth Edition, p 30.
[37] Child Support Act 1991, s 27(1)
[38] The Family Court Practice 2004, Jordan Publishing Ltd, Bristol, 2004. pp 166-167
[39] Family Law Reform Act 1968, s 20.
[40] Re Overbury [1955] Ch. 122
[41] Brenda Hogget, Parents and Children: Fourth Edition, p 30 - 31

receive any relevant evidence that would suggest that the mother's husband is not the father of her child. Even so, there has been vociferous judicial endorsement by Thorpe LJ in the English Court of Appeal[42] of the certainty that is obtained from considering the fact of the result of a DNA paternity test over the mere presumption of paternity:

> "… I do not consider that the factual distinction begins to displace the points of principle to be drawn from cases, first that he interests of justice are best served by ascertainment of the truth and second that the court should be furnished with the best available science and not confined to such unsatisfactory alternatives as presumptions and inferences….
>
> … In the nineteenth century, when science had nothing to offer and illegitimacy was a social stigma as well as a depriver of rights, the presumption was a necessary tool, the use of which required no justification… But as science has hastened on and as more and more children are born out of marriage it seems to me that the paternity of any child is to be established by science and not by legal presumption or inference…"

The presumption in section 112 of Evidence Act is somewhat awkward in that, despite providing that it is conclusive, the second part of the provision allows one type of evidence to rebut it. The conclusiveness of the proof may still be achieved to a degree, however, by giving a strict reading to this one type of evidence to rebut the presumption. This provision is in fact weakest, archaic in being out of synchrony with the means that modern technology makes available for the proof of parentage.[43] There has been a judicial statement urging urgent reform of the largely irrebuttable presumption in the Evidence Act, section 112 that the husband of a married woman who gives birth to a child is her child's father unless husband and wife had "no access" to each other at the possible times of conception of her child.[44] Choo Han Teck J.in *AD v AE (minors: custody, care, control and access)* observed that the character of the presumption is better suited to the olden times when direct proof of parentage by DNA test was unavailable thus:

> "… Section 11[2] of the Evidence Act was promulgated at a time when it was not contemplated that the paternity of a child could be proved scientifically at a level of confidence beyond 99.9%. It was intended to avoid bastardising children and the social stigma that attached to it, more so in the past than today, perhaps. Although some changes to this section might be necessary to avoid more serious problems than the one before me, it is still useful to have a provision that presumes paternity, provided that it is not, as presently so, an irrebuttable or conclusive presumption…"[45]

There is still need for a presumption that operates in default. The vast majority of children should not need to introduce DNA test results in court to prove who their father is. Where there is no challenge mounted, the presumption that a child born to a married woman is her husband's serves us well. It is only when a challenge to this presumption is mounted that the evidentiary

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[42] Re H and A (children) [2002] 2 FCR 469 at [29]-[30].

[43] Leong Wai Kum, Elements of Family Law in Singapore, pp 365, 367.

[44] Leong Wai Kum 'The Next Fifty Years Of The Women's Charter—Ripples Of Change' [2011] Singapore Journal of Legal Studies 152-177, at 165.

[45] [2005] 2 S.L.R. (R.) 180 at para. 8. The point had been hinted by Kenneth K. S. Wee in 'The Law of Legitimacy in Singapore', supra note 50 at, 24-25 and elaborated by Leong Wai Kum, "Legal Implications of Paternity Testing" (Paper published in the Seminar 'Life Sciences and the Law' organized by the Singapore Academy of Law and the Bioethics Advisory Committee, October 2003), later published in Terry Kaan & Edison T. Lui, eds., Life Sciences: Law and Ethics—Recent Developments in Singapore (Singapore: Singapore Academy of Law and Bioethics Advisory Committee, 2006) at 169-171.

rule is weak in not allowing any other evidence in rebuttal than "no access". For the sake of completeness, it hence bears significance to repeat the suggested reform voiced by Leong in this regard:

> [O]ne, that the adjective 'conclusive' be deleted or substituted with '*prima facie*' and, two, the limitation to evidence of 'no access' be omitted so that the court can hear all relevant evidence offered in rebuttal of the presumption. With the character of the presumption [under s 112 of the Evidence Act] thus changed from being largely irrebuttable to being rebuttable with any convincing evidence, the presumption will continue to serve its role well even with the modern tests of paternity that are available.[46]

Indeed, it would appear that it is high time that such reform be undertaken[47] to modernise section 112 of the Evidence Act so as to meet the modern technological realities society is presented with today and to eliminate the technical difficulties the courts encounter under the current statutory framework on legitimacy.

Conclusion

The current position of section 112 of Malaysia Evidence Act has posed a major area of concern on the presumption of legitimacy in the realm of family law. The provision disallowed the DNA evidence to be admissible as a proof of biological parentage, and only the evidence 'no access' between the spouse at the possible time of conception during marriage is admissible in the court of law. However it must be recognised that the current rule in the provision must not extinguish entirely, and there is still need for this presumption operating in default. It mans that the introduction DNA test results in the court to prove who their father is, is not necessary. Hence when is no challenge mounted, the presumption that a child born to a married woman is her husband's serves us well. The amendments need to be made hence focus on the admissibility of additional evidential rule, *viz* when a challenge to this presumption is mounted, the DNA evidence should be admitted to determine the conflict of paternity. Such amendment will modernise section 112 of the Evidence Act so as to coincide with the modern technological realities presented today. It will, in fact further put an end to the technical difficulties the courts encounter under the current statutory framework

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[46] Leong Wai Kum, 'Legal Implications of Paternity Testing' presented at the Life Sciences and the Law in Singapore Seminar Series Session II 'Genetic Testing and Screening' 20 September 2003 Singapore Academy of Law Singapore now in Terry Kaan and Edison Liu (eds) Life Sciences: Law and Ethics (Singapore: Singapore Academy of Law and Bioethics Advisory Committee, 2006) 144-171, at para [69]:

> "… To turn the largely irrebuttable character of the presumption into being rebuttable, at least two amendments need to be made. One, the adjective "conclusive" should either be omitted from the provision or it could be substituted with something akin to "prima facie". Two, the current restriction of the evidence that the court may hear in rebuttal should be omitted. It should be possible for any party to admit any relevant evidence that rebuts the presumption that the husband is the father. Pre-eminent among evidence in rebuttal, of course, would be the result of a DNA test of paternity. Apart from these, it should also be possible to admit any other relevant evidence such as skin colour or facial resemblances or lack thereof although it should be noted that, where a paternity test is readily available, it is not excepted that parties will try to use much less convincing evidence to rebut the presumption…"

[47] Colin Seoh Fu Hong, Case Note: The Statutory Presumption Of Legitimacy, (2010) 22 Singapore Academy of Law Journal 720-728.

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TEACHING ACADEMIC JOURNAL WRITING FOR UNDERGRADUATE ENGINEERING STUDENTS: PROBLEMS AND STRATEGIES

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Abstract: *An academic journal is a journal associated with a specific discipline which is published periodically. It serves as a platform for presenting as well as sharing knowledge and research regarding an academic discipline. It can also be utilized for learning and teaching purpose. Academic journal writing is useful for students including those who study engineering. However lecturers find that the quality of journal writing among students are sometimes poor. Many employers also complained about the quality of writing among graduates. By providing guidance and encouraging students to write academic journals, weaknesses in writing among students can be addressed. This paper presents an investigation on the problems faced by the engineering students at the Faculty of Electrical Engineering, Universiti Teknologi Malaysia in producing high quality academic journal writing and proposed strategies in order to remedy the problem.*

Keywords: Academic, engineering, journal, writing, undergraduate

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Introduction

A major element of the engineering and scientific process is communicating the results of an engineering or a scientific investigation to other people in order that the discoveries are transferred to the engineering or scientific community which can be utilized for the advancement of mankind. Although academic journal writing is an important part of the engineering process, it is often ignored in undergraduate programmes as most of the teaching and learning hours are allocated to engineering and scientific concepts. Many still do not realize that communicating their research innovations is vital for success in engineering. Nowadays postgraduate students are compelled to publish their findings especially in high impact factor journals and in some institutions students must publish in order to be allowed to proceed with their viva. In order to become professional engineers, one of the criterion is to have a number of publications as well as citations As such undergraduate students must be prepared as early as possible in the aspects of academic journal writing. Exposing engineering undergraduate students to the academic journal writing process will provide them with a better preparation for postgraduate study and careers in engineering (Turbek, 2016)

For engineering students, writing academic journals is also a tool to improve their engineering and science literacy. In research it is vital for a researcher to keep asking questions related to the research, perform literature review, make sure that the problem statement is clear, design experiments, carry out indepth analysis of the data or results obtained from the experiments and perform critical connections. The whole process will not achieve its objective if the results are not conveyed or communicated to others in a written form or in the form of publication in journals. Prior to publication the article describing the research will undergo peer review and will be subjected to criticism. This is good for the researchers as it will them more mature in their research as well as in their engineering and scientific concepts (Hesselbach, 2012)

In many countries, there is also a pressure in the academic world to publish. Lecturers rely on the students they supervised in order to carry out research and published their research findings. As such they have to find dedicated students who are smart and willing to work hard. The students are also expected to publish their findings in recognized journals. The situation is not easy however as lecturers find that the students are not well-equipped with good academic writing skills. This is not surprising since in many cases it is only when the students began their postgraduate study, they began to understand the importance of writing for academic journals. Learning to write for academic journals is a process which takes time and as such it cannot be left at a later stage since the postgraduate students not only have to write journals, they have also have to perform their research which is time consuming. This is why it is important that undergraduate students are trained as early as possible. However in many universities this aspect is ignored with the argument that there is not much time to train students to be competent in academic writing since there are so many engineering and technical knowledge to be acquired.

Literature review

It is vital for undergraduate engineering students to have a solid and strong foundation in engineering and possess a critical mind. One way of enhancing the performance of students when they are studying in the university is to train them to write a research paper or an academic paper. If the students can write good academic papers, they will be able to advance themselves, be a good communicator of ideas and train them to have a critical thinking. However writing academic papers is not an easy task and it may be the last and probably the toughest skills students learn. (Paulston,1972)

There are many literatures on academic journal writing (Gonye 2012). Various scholarly work have been written on academic writing and the challenges faced by students. Among the literatures are Mallia (2017), Tuomainen (2016), Norris (2016), Ismagulova (2016), Derntl (2014), Belt et al (2011), and Socolofsky (2004). These research have encouraged and motivated this investigation on academic writing among students utilizing Universiti Teknologi Malaysia (UTM) as a case study. There are multifarious problems faced by students when they perform academic writing problems and this research is a good opportunity to explore those problems and attempt to solve it.

One of the major problems facing engineering students in Malaysia when writing academic journals is to write in English since for most of them it is not their first language (Osman and Abu Bakar, 2009). They might have the necessary ideas about how to solve engineering problems but since English for most of them is their second language they have problem communicating and

expressing themselves in the form of an academic journal. The deficiency in language complicated the task since they have problems even on how to start composing a sentence to describe the engineering ideas that they have. The problem is compounded by the fact that they also have to make sure that the academic paper they wrote do not contain grammatical mistakes. Even in other tasks which require writing in English such as answering tests, examinations, assignments, laboratory reports and final year project thesis, they are required to write in English. It is a huge disadvantage for many of them since they are not fluent and proficient in the English. For most students in Universiti Teknologi Malaysia (UTM) technical or engineering knowledge for most of them is not a problem. In fact they are some of the best engineering students in Malaysia as they are chosen from the top students who obtained good grades at secondary schools and when they further their study at UTM they have to achieve a high standard in order to graduate. As such the major problem is not the subject content but the language. This is why teaching academic joiurnal writing is a challenge although English is not new for them since they are taught beginning from pre-school but they still do not achieve good proficiency.

Theoretical framework

In teaching students on how to write academic journals, at the beginning students are taught the importance of writing academic journals. They are informed that writing academic journals will improve their writing skills, make them a good communicator, benefit them when they write their final year project thesis and will be a good skill when they graduated, apply for work and become engineers. This is to motivate them so that they will see the link between writing academic journals and the multifarious benefits that they will get. They will get the message they writing papers is not just fulfilling the lecturer's instructions and secure the necessary marks but also will enrich their professional skills.
The students are then taught step-by-step instructions on what an academic journal composed of. They are informed that academic journal is unique and should not be confused with other writing tasks such as laboratory reports that they have to do. Engineering journals have an accepted structure which make it slightly easier to write comprising the title, abstract, keywords, introduction, literature review, and a general outline of the paper, a methods section detailing the methods used, separate or combined results, discussion and application sections, and a final summary and conclusions (Socolofsky ,2004)

It is important that the students understand that the title of a paper is the part that is read first and the most (Derntl, 2014) and as such students must be careful in choosing the appropriate words for the title. Many researchers do not have much time to scrutinize the whole content of an academic paper and as such the first thing they look for when searching for relevant papers is to refer to the title of the paper. A good title should have the fewest words but sufficiently describe the contents of the paper (Day, 1983) Students should also be trained to summarize the content of the paper in the abstracts section. All relevant information must be placed in abstract which facilitates the potential readers to understand what the paper is all about. The introduction leads the reader from a general subject to a specific area of research. It should also provide information on the latest development in the field. In engineering or scientific papers, the paper body expounds the material and data used for the research, the methodologies utilized to solve the research questions and the results. The paper should be described such that anyone who carries out the research using the same apparatus and material, should be able to reproduce it (Day, 1983). The references section should list out relevant literatures and should include the

latest literatures which reflect the writer's seriousness in monitoring the latest development in the research.

Methodology/measurement

As part of the research, in the first semester of the 2017/18 session, fifty students from the Faculty of Electrical Engineering,UniversitiTeknologi Malaysia, were given the tasks of carrying out two experiments. One of the experiments is entitled 'Basic Measurement of Electronic Circuit' and the other experiment is entitled 'Resistance Measurements'. These experiments are related to the subjects which they study i.e. Instrumentation and Electrical Measurement.

Prior to the experiments they have been taught with the concepts related to their experimental work as well as given guidelines on academic journal writing. Samples of high quality journal articles were also discussed with the students as references. The students have been taught the basics related to the experiments. With the knowledge given to them, they should be able to write the content of the paper. However since they are new to writing academic journals, they should be familiarized with academic journals and how to organize their ideas in formal written form. They were asked to write two papers describing the experiments they carried out. They have been given guidelines on how to write scientific papers based on the Institute of Electrical and Electronic Engineers (IEEE) format which is one of the most popular format in electrical engineering. The students submitted the papers before the beginning of the examination week.

Analysis is made on academic papers that the students write. Each section i.e. title, abstract, keywords, introduction, materials and methods, result, discussion, conclusions, acknowledgement and references will be scrutinized. The content will also be looked into to observe how the students synthesize the knowledge they have and the experimental results they obtained and described them in a coherent way. The structure and format of the papers will also be observed. The language proficiency of the student when they write the articles is also important. Any possibility of plagiarization will be analysed. The outcome of this observation will be useful as it will be taken into account when teaching other students in the future on writing academic journals.

Results and Analysis

The scientific papers written by the students were marked and analysed. Overall the students exerted their best to produce the best articles as possible. However there are weaknesses and mistakes which they should take into account if the articles are to be considered worthy to be published in the scientific journals. Students are informed about their weaknesses and they responded positively with an open mind stating that they will try to improve.

In the abstract section, the students clearly write the purpose of doing their project. However some of them do not described the problem statement in which they should identify the problem being solved or the hypothesis being investigated. Most of them briefly described the procedures being used in the experiment. However, most of them do not state the results as well as the conclusions in their abstracts.

In the acknowledgement section, one student acknowledge another lecturer who taught the same subject but for the other section. This could possibly be attributed to the fact that the student discuss with students from other sections and copy parts of the articles from other students. Ten of the students placed the acknowledgement section between the abstract and the introduction sections when they should placed it between the conclusions and references sections.

The level of the English language for most articles written by the students are generally moderate except for a student whose language proficiency is very poor. The article can hardly be understood. The terms used were also alien to the terms normally used in Engineering. When the student was asked whether he used the Google translation software in order to write his article. The student admitted that he use the software saying that the reason he did so was because his computer broke down and he had only three days left before the deadline. As such the level of the English language for the article is poor as the student totally rely on the software to translate from Bahasa Malaysia to English. The use of technology such as Google translation can sometimes be useful but total reliance on it is strongly discouraged as the software is far from perfect. In the case of translation from Bahasa Malaysia to English, it translates word by word and it does not adapt to the user requirement eg if the user would like the software to translate taking into account of the Engineering field, it is not able to do so. This means that the students themselves have to enhance their language proficiency and ask those who are proficient in the language to proof read the article. It can be observed in the articles that when the students are not proficient in the language, they have problems in finding the right words or terms and they also find it difficult to compose a sentence.

In terms of the formatting of the article, most of the students used the template based on the IEEE given to them. Two of the students write the articles having one column instead on in one column. They put a front cover page stating that the articles are laboratory reports instead of journal. Although students have been informed many times about the journal ceontent as well as format and were given the journal template, both students do not comply with the instruction. It seems both are confused because although they described their articles as laboratory reports but the structure of the articles was written based on the journal structure containing sections such as abstract, introduction, measurement setup, acknowledgment, conclusion and references. A majority of them did not number their equations. Some of the articles have large gaps after certain paragraphs or diagrams. Some are not consistent with the fonts. A few placed small diagrams which are difficult to read.

Conclusions

Research on academic writing on engineering undergraduate students provide valuable insight into the student's thinking. Through the research the lecturers can understand how the students think, what their strengths are and what are their weaknesses. This research will utilize whatever findings that have been obtained to further improve the students academic writing in the future. Students also benefitted from journal writing as it enhanced their engineering and scientific enquiry.

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INDICATORS FOR CRITICAL SUCCESS FACTORS FOR KNOWLEDGE TRANSFER VIA MALAYSIAN GOVERNMENT WEBSITE FROM KNOWLEDGE MANAGEMENT, CUSTOMER SERVICE AND WEB-BASED SELF-SERVICE LITERATURE

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Abstract: *This paper presents and discusses the indicators for critical success factors (CSFs) for knowledge transfer (KT) via a Malaysian government website. The indicators are based from knowledge management (KM), customer service (CS) and web-based self-service (WSS) literature. The research explores CSFs from a case study at Department of Education in Malaysia that is known as MASED from the perspective of provider. This research employed interpretive case study with qualitative methods. Primary data derived from interviews with fifteen government officers that are involved in the development and management of government website. Qualitative content analysis by inductive approach was used as analysis technique. From the analysis, 14 CSFs were identified. These CSFs were then being grouped into six themes, namely management role, user focus, employee focus, content focus, technology focus and organisational culture. Then these CSFs were being validated in a focus group to finalise the CSFs for knowledge transfer via Malaysian government website. This research used a single study of one government agency in Malaysia. Therefore, the result may not be applicable to other government departments due to differences of business areas. Nevertheless, this research produces a list of CSFs for strategic management in government agency to consider for development and management of government website. The list might lead towards a best guideline for knowledge transfer to happen via government website.*

Keywords: Critical Success Factors, Knowledge Transfer, Knowledge Management, Customer Service, Web-Based Self-Service

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Introduction

The aim of this paper is to present the indicators for critical success factors (CSFs) for knowledge transfer (KT) via a Malaysian government education website, from the perspective of provider. The indicators are based from KM, customer service (CS) and web-based self-service (WSS) literature. The research explores CSFs from a case study at Department of Education in Malaysia that is known as MASED. In this research CSFs are defined as "the limited number of areas in which results, if they are satisfactory, will ensure successful competitive performance for the organisation" (Rockart, 1979, p. 5). The structure of this paper is as follows: the next sections briefly discuss the definition of e-government, knowledge and KT used for this research context. The subsequent sections discuss the research methods used, for data capture and analysis. The penultimate sections reports and discusses the key findings; followed by a short conclusion that explores the significance of the results and possible further work.

For the purpose of this research, the definition of e-government as follows, the utilisation of the Internet particularly website to improve and enhance government operations (Benefit view), to disseminate government information and services (Service view), to acquire knowledge through website (Objective view) and to establish relationship between governments and their stakeholders particularly citizens, employees, business sectors and government agencies (Relational view). This research adapted Szulanski (2000) intra-organisational KT model to identify CSFs for KT via government website. This model has been chosen because it is well accepted and recognised among the researchers. Szulanski (2000) intra-organisational KT model consists of four stages, namely initiation, implementation, ramp-up and integration.

The following paragraph explains potential CSFs for KT via government website. These potential CSFs are the indicators from the three associated concepts that are related to e-government which is KM, CS and WSS. It is important to note that these potential CSFs are only the working indicators that may underpin KT success via government website. The identified CSFs for this research were inductively derived from the empirical work.

Knowledge management (KM) as discussed previously is important in e-government (Allahawiah & Alsaraireh, 2014). The following are the potential CSFs from the KM literature. **Leadership:** Management's role in an organisation is to implement the objectives of that organisation. This role includes leadership that can direct and facilitate KM efforts, supervise projects, support work groups and provide incentives to encourage knowledge sharing and use. Singh (2008) suggests that the productivity of an organisation depends on the management of valid knowledge through suitable styles of leadership. **Awareness and notification:** Casalino (2014) describes that users should take the initiative to be aware of the organisation knowledge and be willing to institutionalise it. **User focus:** Phusavat and Anussornnitisarn (2008) report that there are basic needs and services that are critical and constantly needed by citizens including identification or ID cards, copies of household certificates, updating births, deaths and marriage certificates and others basic government services. **Presentation of knowledge:** Wan-Tze et al. (2017) recognise standardisation of the website is one ways to enhance the performance of the website including establishing a common understanding of processes, building on widespread administrative concepts, ensuring interoperable platforms, having administrative domain ontology, defining formats for data interchange and other types of

standardisation. **Education, training and knowledge sharing:** Casalino (2014) contend that sharing knowledge among the employees is one of the important elements in the electronic KM framework for government organisation. Miranda and Tarapanoff (2008) and Newell and Edelman (2008) state that the manual is a form of organisational knowledge, based on individuals' professional knowledge and on the knowledge of groups, that can enhance tha capability of users to use websites, and so should be shared across the organisation. **Employee focus:** Smith (2008) describes that human resource division should match work participant qualifications with requirements of process work tasks and determined by the work participant role model for smooth process execution in an administrative environment. **Content:** Casalino (2014) noted that the organisation should exercise care to ensure that the knowledge are available to the knowledge consumers, whenever and wherever they want. **Accessibility:** Casalino (2014) noted that the knowledge assets should be stored in an electronic medium so as to enable efficient and faster access and retrieval. **Information Communication and Technology (ICT) infrastructure:** Casalino (2014) describes that the organisation should take seriously consideration about the technology in terms of the computing devices, network infrastructure and system software tools that will best fulfil the users' need in order to access the knowledge resources, establish an organisation-wide intranet that offers extensive communicating and collaboration capabilities and ensure that processes and events that relate directly or indirectly to the organisation's strategic direction are automated as computer-based information systems. **Interactive platform:** Casalino (2014) outlines that tacit knowledge is best shared through dialogue such as e-mail, discussion groups, expert locators, chat rooms, e-learning through online seminars and virtual classrooms, audio and videoconferencing links and other virtual collaborative workspace. **Attitude and change management:** Casalino (2014) promotes that provider needs to constantly scan the environment for potential opportunities and threats so that the organisation is fully prepared to exploit the entire situation to its advantage, administer and maintain the KM portal and its contents so that it is fully geared to meet the demands of users. **Security:** Smith (2008) assert that policy formulation, legal drafting and evaluation of policies are vital in the whole governance cycle.

Governments begin to view their citizens as customer by utilising the ICT to develop their national websites to have the necessary tools to meet their citizens' needs (United Nations, 2008). By doing this, government has improved the customer service and increased the satisfaction of customers (Mohd Nazri, 2016). Although this research is not going to evaluate service quality on government website, the criteria discuss in this section may be useful since users are expecting to receive quality services from government through website (Allahawiah & Alsaraireh, 2014). The following are the potential CSFs from the customer service literature. **Leadership:** Trivellas and Dargenidou (2009) noted that a leader can play role as a director and coordinator in order to provide quality services. Indeed, top management support is an indicator of quality customer services (Castelnovo & Simonetta, 2008; United Nations, 2008). **Awareness and notification:** Casalino (2014) describe that users prefer to receive notification services from the website for any information updates. **Usability:** Casalino (2014) believe that usability issues which include how a user perceives and interacts with a website, easy navigation, and appropriate design and creates a positive experience for user are important in designing a website. **User focus:** Lockett et al. (2008) mentioned that customers are expected business processes to be aligned to the delivery of the customer-centric promises, such as guaranteed service levels, creativity and convenience. **Presentation of knowledge:** Hu et al. (2009) stated that website design is one of the determinants of service quality and continuance intention of online services. United Nations (2008) and Perez et al. (2008) report that websites

with attractive and simple design allow users to quickly find what they are looking for – the website should be tailored to the needs of its stakeholders. Wood et al. (2008) report that user friendly and well-designed websites can increase the effectiveness of information dissemination. **Education, training and knowledge sharing:** Hu et al. (2009) reveal that manual can assist users with data entry and processing, eliminate human errors and reduce the turnaround time for processing, hence increase the service quality and the continuance intention of online services. **Employee focus:** The results of the study by Siddiquee (2008) conclude that in the emerging of the technology, Malaysia has introduced several programs in an attempt to address critical challenge of manpower needs. **Content:** Nadjib Usman et al. (2014) report that government agencies have the obligation to transfer government information to users. **Accessibility:** Lawson-Body et al. (2014) claim that lack of accessibility features on the website such as late e-mail response create frustration to users. **ICT infrastructure:** Lockett et al. (2008) contend that ICT infrastructure can improve CRM performance. **Interactive platform:** Lockett et al. (2008) mention that customers are encouraged to participate in steering committees and supervisory or advisory boards in order to design the website for meeting customers and businesses' needs. **Attitude and change management:** According to Lockett et al. (2008) working as teamwork is important. **Security:** Hu et al. (2009) stated that security can influence users' perception towards online service quality.

Different based of organisations have make use of the ICT and move their operations to the web to provide services to users. According to Yu et al. (2008) web services are expected to become the key technology to provide services through the web. Cooper et al. (2006) state that web-based self-service (WSS) is a key type of network-based customer service system (NCSS). Nadjib Usman et al. (2014) also assert that WSS can provide customers to access to organisation's support knowledge directly through the internet. In the context of e-government, one-stop government portal has served as WSS for users to access government information and services Reddick (2009). By providing WSS to users, government is improving the relationship with users, enhancing customer service and the effectiveness of government operations while reducing costs (Goh et al., 2008). The following are the potential CSFs from the WSS literature. **Leadership:** Cooper et al. (2006) report that top management support is always important in any strategic organisational initiative. **Awareness and notification:** Communications with key stakeholders, especially the media, and the management of public and media awareness is important in order to motivate users to use the website (Cullen, 2008). **Usability:** Study by Cooper et al. (2006) found that usability for WSS includes navigation and search. **User focus:** Lawson-Body et al. (2014) propose taxonomy of customers' needs amenable to online fulfilment such as knowledge of company about their services offered, new articles, company background, stock information and other information about the company, knowledge about the products and services offered, catalogues, membership services, new products, frequently asked questions (FAQs) and other information about the services. **Presentation of knowledge:** Cullen (2008) promotes online form design that can ease users and to encourage completion includes a single scrolling page, with minimal graphics, reduce download times and support dial-up access. Kim et al. (2008) assert that the webs designer should design web contents which contain maximum information in minimum pages. ICT literacy: Cooper et al. (2006) report that understanding the user's technical capability and infrastructure (access, connectivity and availability) is critical, to enable both the provider and user to participate in WSS. **Education, training and knowledge sharing:** Cullen (2008) mentions that in order KM and knowledge sharing are going to be practiced by the staff, it must start from the top level of the management. **Employee focus:** Cooper et al. (2006) state that management should provide

training to support agent in order to promote knowledge transfer and reuse and improve productivity. **Content:** Cooper et al. (2006) mention that high quality content in the knowledge base is needed for WSS success. **Accessibility:** Lawson-Body et al. (2014) recognise site navigation is an important aspect for website accessibility because users need to conveniently find the sought information on the company website. **ICT infrastructure:** Research by United Nations (2008) found that government should provide an infrastructure both within the public sector and across society at large, one based upon reliable and affordable internet connectivity for citizens, businesses and all stakeholders in a given jurisdiction. **Attitude and change management:** Research by United Nations (2008) found that codes of conduct are a formal documentation in the organisation which identifies values and beliefs held within an organisation that governing behaviour. **Security:** Cooper et al. (2006) claim that website provider needs to secure system and data privacy.

Research design

The concept of "success factor" was first discussed by Daniel (1961) in the management literature. It was Rockart (1979) however who first developed a methodology to elicit CSFs. Rockart (1979, p. 5) defines a CSF as "the limited number of areas in which results, if they are satisfactory, will ensure successful competitive performance for the organisation". This research adapted the CSF method which consists of an introductory workshop, one-to-one interviews and a focus group. The case site for this research is the Department of Education in Malaysia that is called MASED. The researcher provided to MASED with the background of the research and interviewed nine participants. The participants are the staff that are involved in the development and management of Australian government website including top, middle and operational management level across the department. The interview transcripts were analysed by using inductive qualitative content analysis (Elo & Kyngas, 2008).

Result

From one-to-one interviews, participants identified 14 CSFs for KT via Malaysia government website. Six themes were emerged from the categories, namely management role, user focus, employee focus, content focus, technology focus and organisational culture. Then, the CSFs were validated in a focus group. Refer to Table 1 for the final list of the CSFs for KT via Malaysian government website.

Table 1: CSFs for KT via Malaysian government website

CSFs MASED
Management role theme
• **Leadership**
User focus theme
• **Awareness and notification**
• **Usability: Functionality and navigation**
• **User focus: Understand needs of recipient**
• **Presentation of knowledge**
• **User ICT literacy: Awareness**
• **Education, training and knowledge sharing**
Employee focus theme
• **Employee focus**
Content focus theme
• **Content**

Technology focus theme

- **Accessibility**
- **ICT infrastructure: Availability and functionality**
- **Interactive platform**
- **Security**

Organisational culture theme

- **Attitude and change management**

Management role theme: MASED staff argued that the leadership role is important, in order to encourage usage of the website and to enforce rules and regulations pertaining to its operation. Leadership is needed to explain, create awareness and support an e-government website development project before, during, after implementation, and throughout ongoing operation.

User focus theme: Participants from MASED raised awareness and notification, usability, understand the needs of recipient, and presentation of knowledge. MASED participants further added that they also need to consider the different levels of users' ICT literacy in order to prepare content and to design appropriate knowledge presentation. MASED staff also pointed out the importance of providing support training to assist users to access knowledge resources efficiently.

Employee focus theme: MASED staff highlighted the importance of addressing developer staff capability issues, specifically related to staffing levels, and awareness and understanding of job tasks.

Content focus theme: Participants from MASED explicitly raised issues surrounding content, with specific shared references to it being current, accurate, relevant and meeting users' requirements. Further, both raised the importance of informing users of update schedules.

Technology focus theme: Participants from MASED raised issues that they referred to as "accessibility" and "ICT infrastructure" as important to achieving KT via an e-government website. In the case of accessibility the CSFs were tentatively cast as equivalent and taken to the focus groups. There were, however, differences in emphasis that indicated that the ICT infrastructure issues raised should not be treated as equivalent. In the area of ICT infrastructure, MASED staff placed emphasis on the availability and functionality of the infrastructure. MASED staff also mentioned that the website should constitute an interactive platform for users to provide suggestions for improvement.

Organisational culture focus theme: Participants from MASED raised attitude and change management as a critical factor. MASED staff stated that user organisations should be committed to change to new ways of working, informed by the website. Also, they expresses concern about security of the website, arguing that users; perceptions of security could colour their trust of the knowledge resources delivered.

Conclusion

This paper presents the CSFs for knowledge transfer via Malaysian government website. The CSFs identified contribute to building an understanding of the principles underpinning the delivery of successful government website. Furthermore, the CSFs provide useful guidance for

strategic management at other government agencies to consider for ongoing development and management of government website. The CSFs may also become the factor towards the best guideline for KT to happen via government website. Nevertheless, this research used a single study of one government agency in Malaysia which the result may not be generalised. This result set as a foundation for the research in phase two that is currently on-going which is the integration of naqli and aqli in knowledge transfer. The result of that research will be the subject for future publication.

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LANGUAGE, POWER AND IDENTITY; SECRET LANGUAGE OF INDONESIAN ARAB WOMEN IN SOLO, INDONESIA

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Abstract: *This reseacrh aims to explain the emergence of the language of a community that can be said to be unique and creative, i.e. the secret language that has been used by Arab women in Solo City, Central Java, Indonesia, since three decades ago and is still used today. This secret language does not give priority to the meaning process, but only to the speech inserted by the letter 'F' so that if spoken it is difficult to be understood by people who do not understand the use of this language. Bourdieu's linguistic habitus theory is used as a conceptual framework. The research method is qualitative with sociolinguistic approach. The data was collected based on participant observation, interviews and documentation. The results showed that the intention of Arab women in the Solo in using secret language between the old generation and the current generation is different. The older generation used the secret language primarily as a form of resistance and self-expression of the strong secular tradition of their era. The current generation uses secret the language as a form of group existence, for the strengthening of identity and business interests. However, the purpose of using this secret language by all generations has the same goal, that is, for certain conversations that they do not want understood by others around them.*

Keywords: women's secret language, sociolinguistics, linguistic habitus

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Introduction

Language is an important component of one's identity. Language is also one component of culture. According to Fong 2004, language is not only useful as a means of communication, but also as an indicator of a speaker's identity, and that identity is communicated through messages during interaction (in Priandono 2016: 174). Language is the key to the heart of a

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culture. Language functions in cultural identity because language is the symbol of the group. When one speaks the same language, it is an identity sign of group and relationship (Ting-Toomey, 1999 in Priandono, 2016: 174).

The Arabs in Solo are descendants of the Arabian father's line of Hadramaut and the Javanese mother's path. Acculturation process has occured over a long period because Solo Arab women in everyday social interaction use mixture of Indonesian language, Javanese, and sometimes Arab-Javanese language. The intense association between the Arab descents and the condition of Solo City that is very thick in its language and Javanese culture has resulted in a unique language, which is a mixture of Arabic, Javanese, and Indonesian. Javanese and Arabic cultures are equally patriarchal with women being subservient to males.

The identity of Arab women in social interaction has some differences, with regard to the position of women in relation to their Arab fellow men and non-Arab people. The identity of Arab women is shaped by the cultural situation within the Arab ethnic group. The cultural situation in a cultural group or ethnic group can be seen from the communicative behavior of members of that culture. Kuswarno (2008: 8) states that every society will have its own communication system, so automatically for the sake of survival every society can shape its culture.

Women's interaction and communication with men is somewhat limited – women's opinions in the social domain are rarely heard. Therefore, Arab women in Solo improvise in communicating, i.e. by using various secret languages. This secret code is one form of expression of Arab women to confirm their existence in the environment / community. Sociolinguistics views language studies as being a social symptom that influences the use of language with social factors such as, social status, education level, age, gender, economic level and situational factors. Fishman said sosiolinguistic is "the study of the characteristics of language varieties, characteristics of ther functions, and the characteristics of the speakers as these three constantly interact, change, and influence one another within a speech community" (Fishman (1972:4)

In a speech society that feels subordinate and marginalized, language variation is used as a way of showing its existence. Solo Arab women use the secret language / secret code that they created together and which is understood only by the Arab female community in Solo. In addition to creating variations of the language, Arab women from the generation of the 1940s whose social life was very limited poured their agitation through poetry or prose. Creativity usually appears when someone is in a state of oppression.

Based on the description of the research background, the researchers intend to describe and explain the secret language used by the Solo Arab women in communicating with their fellow Arab women and to find out the purpose and the objective of using the secret language.

Literature Review

Language and Identity

Language is a cultural product; therefore, it cannot be separated from its social context. Bourdiue in the book *Languange and Symbolic Power* criticizes the existence of a formal language or pure language. He objected, for example, to the separation between langue and

parole by Saussure. He never thought that formal language existed. It is always a complex social process linked to local history and social processes (Jenkins, 2004: 235).

Language is used as the formation of group identity. This identity is expected to serve as a representation. Social identity is defined by the category of oneself / others. This category is determined by the behavior of individuals on the will of the community. In addition, the choice of linguistic variants also plays an important role in shaping the identity. Language is one form of identity, both personal and group identity. Group identity is usually formed through social interaction/conflict. This conflict also involves the conflict of linguistic usage. The linguistic conflict here means the use of identity labels assigned to the group itself as well as to other groups (Didin, 2011).

Pierre Bourdieu gives another term, habitus linguistic. Habitus linguistic is a cultural tendency to say certain things, as a specific linguistic competence to say something 'right' and the social capacity to use that competence appropriately. This habitus is planted from childhood with rebuke and prohibition if we speak improperly in certain situations, whether at home, or at school for example (Jenkins, 2004: 237)

The ability to speak in accordance with the conditions and capacities then becomes the competence. This competence is needed in the social context, and in practice it cannot be separated from the mastery of a language and also the mastery of the use of language in a socially acceptable situation. In other words, it is the ability to speak in accordance with one's social class (Ibid Jenkins).

Arab women in Solo have the competence in developing a creative language, i.e. a secret language and linguistic social code related to taboo culture in expressing certain words, such as mentioning organs of both female and male organs.

Language as an Expression

In the philosophy of language, there is a notion that states that language is essentially a means of expression. This thought was developed by the Prague group (Prague school). This group has never limited the language, and the language does not have to have a deductive formal system. Its famous proponent was is Trubetzkoy, who studied the relationship between what is called speech and speech structure. According to him, language is essentially a physical substance in the form of speech sounds that can be heard by humans. (Kaelan, 1998: 277)

As a form of alternative expression, a secret language or code appears spontaneously in certain groups, as in the case of Arab women in Solo. They feel the need to express themselves and creatively formed their own language which is understood only by the group of Arab women in Solo. This expression can also be said to be a form of resistance.

Resistance through a secret language

Resistance is essentially a defensive relationship with cultural power adapted by subordinate social forces in situations in which the forms of cultural power arise from a source that is clearly experienced as something external and other factors (Bennet, 1998 in Barker 2004: 359). It can be argued that resistance arises from power relations and subordination in which the

dominating culture seeks to force itself on subordinate culture arbitrarily. The term used to refer to this type of secret language is argot; it is a language spoken by a subcultural group that determines the group's boundaries (Jandt, 2013:367).

The secret language used by the Solo Arab women is a spontaneous reaction that is essentially defensive against the helplessness of women in the Arab culture which is rooted in the patriarchal culture. This is what is said to be resistance as a mechanism for defense and self-existence. The authors see the form of Solo Arab women's resistance through creative communication that only the women can use it and understand the purpose of the conversation. This secret language can be regarded as the power of resistance of Solo women in the name of gender solidarity.

Methodology

The type of this research is a descriptive qualitative research with sociolinguistic approach. Qualitative research, according to Irawan, "is an 'intersubjective' truth – it is not the truth built on the relation of various factors that work together, such as the culture and unique traits of human individuals" (Irawan, 2006: 4). While, in Sociolinguistics a variety of languages exist in the society. What happens to the society's language diversity is not uncontrolled or free variation, but is always related to the social context. (Jupriono, 2010: 33).

This research data was collected over a period of almost one year in 2017 through participant observation, video and audio recording, and completed with field notes. Interviews with four Arab women in Solo were used to strengthen the data.

Result and Discussion

Creative Communication of Arab Women in Solo

Language also acts as a gender identity, so women and men's languages differ mainly in word choices. In addition, language has several variations related to culture. Therefore, the Arab women of Solo have variations in the language. Arab ethnic women in Solo are adept at coding in everyday conversations, such as the F-worded speech language. Some refer to this language as a '*wolak-walik'* or *fill-in-for language*.

Table 1 - Some examples of secret languages / inserts F

Secret Language	Bahasa Indonesia	English
ma-fa-nga-fan	Makan	Eat
mi-fi-nu-fum	Minum	drink
ma-fan-di-fi	Mandi	take a bath
ma-fa-la-fam	Malam	night
ja-fa-nga-fan	Jangan	do not
Tifidufur	Tidur	sleep
Lafarifi	Lari	run
Mafahafal	Mahal	expensive
Mufurafah	Murah	cheap
Bafandefel	Bandel	naughty
Sufusafah	Susah	difficult
dan lain-lain	dan lain-lain	etc.

In a long conversation, the women can do it quickly. The beginning of using this secret language was in order to say something either confidential or secret that aims at not being recognized by speakers from different ethnic groups or others.
The secret code is also widely used in business with others. In the event of bargaining or negotiation, it can be assured that the use of this secret code by the ethnic Arabs will conceal the secret of the conversation. For example, in bargaining in the market if the price is felt to be too expensive then the fellow Arabs will code with the secret language, using words like *"Jafangan difi befelifi, difi tofokofo sefebefelafah lefebifih rofosifis"* which means, "Do not buy the goods; they are cheaper in the next store."

The secret code is also used as an expression when they are insinuating or talking about others around them. Based on the observation in the field, only women are proficient in using the secret code. Women have their own language that men, husbands, fathers, and male friends do not understand what is being said. Based on the researchers' study and the interviews with the Solo Arab community, the start of this secret language is unknown. As some informants say:

"Since I was a teenager I have used 'walik-walik' (the term used for the fill-in-for language). We use this language if the content is not meant to be understood by a third person, or to insinuate people around. Besides, we (old Arab women) were confined and cannot get along with others freely, so our fellow sisters used this language if our father was around, so that he did not understand what we were talking about. The emergence of the idea of using this secret code could be a form of resistance to a tradition we considered to be confined." [52]

The generations born in the 60s to 80s who also use the cipher or secret languge have a somewhat different reason from the generations born in the era of the 30s-50s. It is different because their parents are not as old-fashioned as they used to be. The use of the secret code is limited to their daily interaction, especially at school. The intention of using the chiper is the same, which is, to avoid being understood by others around them, especially those who are non-Arab ethnic schoolmates. I know and can use this secret language, well, spontaneously and originally from daily interaction at school. [53]

"I often use the secret language in business, especially when making a transaction or a bargain. In my school, my friends and I use the cipher to talk about the teachers with the intention that our teachers do not know what the conversation is about. I started using it like in junior high school. My friends use it, and we can do it naturally. [54]

Another interesting finding is that there is a family of 10 children and the father is originally an Arab. They have a secret code that their father does not understand. In front of their father they call *Abah*, but when talking with their sisters, they say *abah* with the spelling A-B-A-H. The word is coded when they are talking about something that they do not want it to be known by their father or as a code when their father comes. Each family has its own way of communicating by using a particular term. However, to their mother, the children of Arab

[52] An interview with Mrs. Titik, July 2017
[53] An interview with Maria, July 2017
[54] An interview with Inayah, July 2017

ethnic do not use this chiper. In fact, sometimes the mother and her children use it together in communicating, so the father does not understand.

Another secret language often used by Arab women in Solo is to play a word based on events or phenomena so that words that are considered vulgar or impolite are sounded fair, so they do not hesitate to say it. Solo Arab women are taught not to talk about things that are not polite, or even considered taboo, like saying the body organs of women and men or talking about sex. Based on this cultural background, the creativity of Arab women in saying a word or phrase that is considered taboo arises, for example as follows:

BH (a bra) = Burhanudin Harahap (a name of a man originated from *Batak*)
Buah dada (breasts) = Loha / Ami Said
Hamlah (sound like a name of a girl) = pregnant, etc.

Here are the examples of sentences used in this certain context: You saw that your friend's bra is visible, but she did not realize it, so to let her know then you would use the following secret codes:

"Look. I can see your Burhanudin Harahap..."
"Your Ami Said is being apparent. Please wear your Burhanudin Harahap properly."
"Mom, please give me some money to buy Burhanudin Harahap."

Secret Language as Strengthening Solo Arab Women Identity

Referring to the theory of social practice of Bourdieu, there are two dimensions. They are the internalization process experienced by social actors and the disclosure of everything that has been internalized that becomes parts of the actor himself. Internalization experienced by the actor is based on the life experience inherent in the actors that Bourdieu referred to as '*habitus*' in various arenas. Therefore, each actor's practice is the product of interaction between *habitus* and arena. Hence, the arena has its own rules, so each actor must be able to fight in the arena. Solo Arab women in everyday social practices of interaction and communication feel the need to maintain their existence in the arena by using the language as a strategy to maintain their existence. Solo Arab women in defending their true identity produce or create a form of spoken language which is a secret language or a secret code, where only women groups understand the purpose and meaning.

The type of the secret language of the Solo Arab women is to use everyday language they normally use, but the language is modified in such a way by adding an insert of the letter '*F*' in each word so that it brings up a new language type. Based on the researchers' observations and interviews in the field, this secret language has emerged since their grandmothers', but no one knows when exactly. This secret language is strangely not coming through the process of learning or not taught by hereditary, rather it has just happened as a matter of course. It has become a Solo Arab woman's *habitus* and been internalized. Each generation is automatically capable and adept at using this secret language. Researchers also observed that in the event of Arab female teenagers' *arisan* (a kind of rotating savings scheme in an Indonesian community) their conversation was interspersed with the use of this secret language. The researchers asked where they learned this language, and they came with the same answer as follows:

"We did not learn this. We just heard from our mothers or sisters and friends at school, so we automatically understand and are able to speak this language."

Unconsciously Solo Arab women have been doing this resistance by using this secret language. The limitation of the *capital*[55] in the *arena* of the lives of the actors – Solo Arab women – makes them seek other capital. The economic capital and social capital are more commonly owned by men, so the efforts of these women are to strengthen their existence by using '*cultural capital*'[56].

Cultural capital in the form of a secret language in Solo Arab women is useful in showing the existence in the social arena of the society, and this language capital has the power to the arena utilized by the Solo Arab women to maintain their existence in the arena and strengthen their position in the arena of social life. The Solo Arab women use the secret language as a form of resistance to traditions that they consider to be confined, as an expression and self-existence, and as an ethnocentric form to other sexes and other groups.

It is natural and has become humanized that if self-expression is hampered, and the communication is not running ideally, the existence of equality and freedom in communicating and openness in conveying all issues concerning social life in a person or in social groups is needed. In this case, Arab women especially in Solo are looking for a solution using their own capital that is the secret language.

Table 2 - Use of secret Code in Solo Arab Women Group

Generation / Year of Birth	Secret Code as	Purpose and Objectives
30-50	Self-Expression	a form of resistance to the seclusion tradition which they consider to be confined the conversation is unknown to others they do not want the person to know
60-80	Ethnic Strengthening (Identity)	forms of ethnocentrism against other ethnic and other sexes business interests discussions not known to other groups (confidential) including the husband

[55] Boudieu explains the capital in social practice theory as "… a set of energy (in a form of what has been materialized or certainly formed) that if used personally or exclusively (like used as authorized capital by agents), so it is completely possible to provide social energy that is alive and real…"

[56] Bourdieu explains that cultural capital is as the actor's complication of materials considered has high prestige, knowledge and skills officially accredited, and habits (fashion style, way of speaking, appetite, typical body gestures, etc.) that is a manifestation of the agents' objective position.

90 above	Style / Trend	just show the existence of the group discussions not known to other groups (confidential) including the husband

Conclusion

Based on the results of this research, it can be concluded that Arab women use the secret language as one strategy to strengthen their personal and group identity. Living in an environment that strongly holds a taboo culture, especially like in mentioning certain words such as female or male body organs, Arab women have instinctively created new words whose meaning refers to the intended word. This is what Bourdieu calls the linguistic *habitus*, so Arab women have the competence to play the words so that those originally considered taboo have come to appear reasonable.

In addition to the practice of linguistic *habitus*, Arab Solo women are creative in making variations of 'F-inserted' language in that their conversation is aimed at not being understood by others and so that they do not know what is being discussed. This is what they call it the Secret language. Their purpose and intention in using the secret language is as a form of resistance to the patriarchal environment and as a form of personal and group existence.

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EFFECTS OF GAME ROBOT LEARNING PROCESS TO STUDENT ACHIEVEMENTS FOR RESPIRATION TOPIC

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Abstract: *The purpose of this study is to investigate the effectiveness of learning robot game on student achievements for cell respiration topic. A total of 695 students one year module 1 & 3 involving three colleges Kedah Matriculation College, Perlis Matriculation College and Perak Matriculation College. The achievement test is developed by researcher was used in the study to measure student performance. This study uses a quantitative non-survey approach with quasi-experimental design involving treatment and control groups. Robots developed using the Arduino-uno brain and coding processes for robot coordination through the software Scratch for Arduino (S4A). Student achievement was measured at three different time periods (pre-test, post-test 1 and post-test 2). The statistical test was performed on repeated analysis of variance (ANOVA) at significant level p <0.05, Mauchly test and also the effect size as measurement was performed at three different time periods. The results of the analysis showed that both control and treatment groups showed significant improvement in three periods based on achievement with p <0.05. Howeversuch a size effect shows that the treatment group has a high impact and the desired zone effect from the learning material compared to the control group.*

Keywords: Robot game, Achievement, Respiration, Quasi eskperimen, Matriculation

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Introduction

Respiration is an abstract, complex and difficult topic (Alparslan *et al.*, 2012; Bahar *et al.*, 1999; Mann & Treagust, 2010; Smith, 2009) involving complex processes and the use of technical terms causes some of the concepts of cell respiration to be difficult to learn and lead to information storage temporarily while in the classroom (Patro, 2008; Tekkaya, 2002). Respiration is the key to a comprehensive process of understanding the functioning of other systems in living organisms for example respiratory, excretion and circulatory system. Students who fail to master the concept in respiration will have difficulty understanding other Biology disciplines (Cakir *et al.*, 2001). The use of video, animation, multimedia, interactive images to real objects as a teaching tool to make it easy for students to remember each sub topic in the process of abstract cell respiration (Cimer, 2004). Robot as a real object can be used as a primary teaching tool for teachers to facilitate the learning process by attracting students interest in content (Groff & Pomalaza- Raez, 2001). Robots began to be used in the classroom

as an overdeveloped educational technology over the last 20 years (Bers & Portsmore, 2005; Cejka *et al.*, 2006; Chambers & Carbonaro, 2003). The learning process of using robots in the classroom often involves gaming (Challinger, 2005; Arkin, 1998). The concept of gamification is a new idea that leads to an educational system to enable students to explore content through the mechanics and dynamics concepts found in the game process (Losup & Epema, 2014). The gamification combines play elements and does not play in a comprehensive process to sustain motivation of students to continue learning and give huge impact to performance of students even though inolving abstract complex such as respiration (Leaning, 2015; Reiners & Wood, 2014).

Statement Problem

The difficulties of studying Biology have been studied by many researchers around the world (Johnstone & Mahmoud, 1980; Finley *et al.*, 1982; Tolman, 1982; Anderson *et al.*, 1990; Lazarowitz dan Penso, 1992; Bahar *et al.*, 1999). There are many reasons why students are difficult to learn the concepts in Biology (Tekkaya *et al.*, 2002; Cimer, 2004; Zeidan, 2010). Respiration is the most difficult topic compared to other topics in the Biology subject (Barrass, 1984). Many studies have been conducted to explore students' understanding of respiration (Cakir *et al.*, 2001; Canal, 1999; Haslam & Treagust, 1987). The main issues highlighted in past studies are that students fail to remember well in several sub topics in cell respiration, the definition of respiration, glicolysis, Kreb cycle and the relationship with electron transport chain. Students can not apply the concept of respiration in life because they cannot mastery the information about this concept over a long period of time (Alparslan *et al.*, 2012). The students will memorize all the facts and concepts of respiration for examination only (Smith, 2009). Respiration is an abstract, complex and difficult topic (Alparslan et al., 2012; Bahar *et al.*, 1999; Mann & Treagust, 2010; Smith, 2009) involving complex processes and the use of technical terms causes some of the concepts in respiration difficult to learn and lead to information storage temporarily while in the classroom (Patro, 2008; Tekkaya, 2002).

Matriculation (pre university) students who failed to remember the concepts in the respiration, had a low score in a achievement test (Fazzlijan, 2014). Students score low because they can not connect two or more concepts of cell respiration in a whole structure of respiration (Tekkaya, 2002). Matriculation lecturers just emphasize the transfer of information or facts to students using traditional techniques simply to answer the tutorial questions because the time allocated is quite short to finish the syllabus (Syed Anwar Aly, 2000; Zainal Abidin Ahmad, 2006). Consequently, the integration of robot gaming in the process of learning can open up new dimensions so that students can mastery the content of respiration topics by getting high scores in achievement tests.

Research Questions

Based on the objectives of the study, this study aims to answer the following questions:
Is there a difference in the mean score of achievement test in the three periods of the treatment group?
Is there a difference in the mean score of achievement test in the three periods of the control group?

Hypothesis

There was a significant difference in the mean score of respiration achievement test in three periods of treatment group.
There was a significant difference in mean score of respiration achievement test in three periods of time for control group.

Game Theory

The game theory contains psychological concepts primarily related to motivation, behavior and personality (Huotari & Hamari, 2012). The game is a concept design that combines many learning theories such cognitive theory, Piaget's cognitive theory, Vygotsky's social constructivism theory and the expectation-value motivation theory (Plass *et al.*, 2015). The combination of these many theories makes a mechanical game to students motivation to achieve the desired objectives especially involving achievement test (Plass *et al.*, 2015). The game-based learning environment has differences with other learning genres and needs to be described in unique models or theories (Gee, 2003; Prensky, 2003). Game-based learning process design should have the elements of behavior, cognitive and constructivist (Denning, Flores, & Flores, 2011). A game-based learning activity needs to undergo a transition from behavior, cognitive to constructivist in order to reinforce the knowledge, skills and values among students (Plass *et al.*, 2015).

The game theory combines many theories of learning act as catalysts to the learning process that facilitates information processing involving short-term memory to long-term memory more comprehensive especially involving abstract topic such as respiration (Cejka *et al.*, 2006). The game design process begins by preparing a task that the student has to perform and sets the reward or punishment after the student completes the assigned task (Hamari *et al.*, 2014). In addition, teachers need to provide staged game levels with each level increase, the level of difficulty will increase (Miller, 2011). This creates an active learning environment as it creates a healthy competition among students. In this study, the respiration robotic gaming has three levels of gameplay involving major processes in respiration glycolysis, Kreb cycle and electron transport chain. The respiration robotic gaming design is based on a combination of Piaget's cognitive theories, Vygotsky's social constructivism theory, information processing theory and predictive-value motivation theory. The diagram and table below show the integration of these theories in the design of this learning.

Table 1: Game Description Level 1 & 2

Instructions	Description and Theory
The students will be divided into small groups of three groups of students	- Effective communication between students (in groups) is needed to solve problems - Students need to discuss dividing tasks to solve the game *Social Constructivism Vygotsky Theory
Students need to discuss to arrange molecules in glycolysis/kreb cycle / electron transport chain	
Each molecule coding in the S4A software has specific movement instructions	- Use of S4A software. Students need to have good computer usage level (computer literacy)
The movement of the robot will depend on the order of the molecules in glycolysis/kreb cycle / electron transport chain that has been discussed among students.	- Students need to remember processes in cell respiration * Information processing theory

Correct arrangement of molecules/structure in glycolysis/kreb cycle / electron transport chain allows the robot to reach the finish line.	- Learning major concepts in cell respiration involves robots (objects that exist) * Piaget constructivism theory
If the robot does not reach the ending point, the students will need to repeat until the robot reaches the ending point	- Repetition (punishment) if the robot did not reach finish line
The group of students whose robot is up to the fastest will be declared the winner	- Students will recall all concepts or facts in cell respiration *Operant Conditioning Theory

Table 2: Game Description Level 3

Instructions	Description and Theory
The students will be divided into small groups of three groups of students	- Effective communication between students (in groups) is needed to solve problems - Students need to discuss the tasks to complete the game * Social Constructivism Vygotsky Theory
Each group gets 10 question card (based on the glycolysis, kreb cycle and electron transport chain) representing certain stops.	
The students will choose the answer and the robot movement represents the chosen answer	- Use of S4A software. Students need to have good computer usage level (computer literacy). --Students need to remember processes in cell respiration * Information processing theory
Students must choose the route based on the given question card	
If the students choose the wrong answer for each stop, then the robot will not get to the finish line	- Learning major concepts in respiration involves robots (objects that exist)* Piaget constructivism theory
The group of students whose robot reaches the right and fastest at finish line will be declared the winner.	- Competition exists between student groups -Students are more focused on learning * Operant Conditioning Theory and Information processing theory

Methodology

The study is quantitative and experimental research is the only type of research that can test the hypothesis to determine the causal relationship (Noraini, 2010). Researchers in this study chose a quasi-experimental method that deliberately planned to impose treatment on samples. Quasi experimental are often used in educational studies for two main reasons assessing the effectiveness of intervention and expanding resources in specific issues (Shadish *et al.*, 2002). In this study, pre test was used to determine the differences between experimental group and control performance score. Low difference in pre-test score between these two groups indicates they have many of the same characteristics (Heiman, 1999). Two post-test (post 1 and post 2) were used to measure students' performance in respiration involving three periods of time

Sample

In this study, the population to be selected consists of matriculation students of the Matriculation Division of the Ministry of Education Malaysia (BMKPM) who took the Biology subject involving 10 matriculation colleges. Researchers use a non-probability sampling method with purposive sampling techniques. Sampling aims can be used for studies that want to see the effectiveness of an intervention or program (Bernard, 2002). In addition, this type of sampling allows researchers to select samples that can provide researchers with information, knowledge or experience (Bernard, 2002). The sample of the study involved 695 students one

year module 1 and 3 involving three colleges Kedah Matriculation College, Perlis Matriculation College and Perak Matriculation College

Instrumen

Pre test, post 1 post 2 contains 40 objective questions and 4 structural questions that need to be answered within 90 minutes. To ensure that students are not able to recall the answers given during the pre-test, post 1 & 2 test items will differ and the order of choice will be rearranged. In addition, some post 1 & 2 test questions will be modified but still in the same level as the pre test. All questions developed by the researchers will be reviewed by two biologists who have been appointed by BMKPM. They have been teaching for 20 years. This is to enable all questions that have been developed by the researchers within the scope of content in matriculation.In addition the researcher ensures that all questions represent the entire cognitive domains within Bloom's Taxonomy's current edition of the latest revision Andersen *et al.* (2001) remembering, understanding, applying, analyzing, evaluating and creating. The questionwill be concentrated on the level of remembering as parallel to the question of study to improve student achievement in respiration. Students need to remember these abstract concepts to enable them to link the entire respiration comprehensively. Table 3 shows the entire pre test items for measuring understanding of respiration according to Bloom's cognitive domain revisions.

Researchers alo determine the difficulty index and discrimination index of each item of objective questions in pilot study. Difficulty Index (F) is the percentage or frequency of students who answered the item correctly (Thorndike *et al.*, 1991). The greater the value of F, the more easily the item and otherwise the item is considered to be difficult if it has a low F value. This study uses the F value recommended by the Macintosh (1969) interpret the good F value is between 0.4 to 0.6. According to him these are in the middle balance value of left and right. The F values are below 0.4 are categorized as difficult and exceed 0.6 are categorized as easy and should be removed from a set of study questions. The discrimination index (D) is a comparison of high performing students with low performing students (Cohen *et al.*, 2011). The high discrimination index (D) indicates that the students give different answer variants if the lower D value indicates the variability of the less answer among the students (Cohen et al., 2011). This study uses the recommended value of D by Macintosh & Morrison (1969) which states that good D value and can be included in the set of study questions is greater than 0.4 while the value D between 0.20 to 0.39 is categorized moderately and less than 0.2 categorized as negative. In the pilot study conducted 12 items of objective questions should be removed from the set of questions because they do not have good F and D values as suggested by Macintos & Morrison (1969).Furthermore, researchers use two methods of measurement of reliability testing namely the Kuder-Richardson Formula 20 (KR20) method for objective questions and interrater reliability methods for structured questions. KR20 is a measure of internal reliability involving the selection of dichotomy (Cortina, 1993) interrater reliability methods is refers to the degree of consistency of the assessment between two expert assessors (Cortina, 1993). Researchers conducted pilot tests on 70 Matriculation College students in Kelantan and the data obtained were analyzed using the KR20 method because the difficulty index of objective item items was different (Michalos, 2014). The KR20 formula is as follows The KR20 value of 40 items of objective questions is 0.83. According Fraenkel and Wallen (2003), a good coefficient of reliability for research purposes should be at least 0.70 or greater.

Researchers also use four structural questions with each question bringing 10 marks with 40 maximum marks. Hence the reliability of two expert assessors should be made to ensure the answer scheme for each question is reliable. The two expert assessors will examine a sample response of 70 people and both the total item scores for each student are then compared to using the formula to ensure the consistency of the same score is given by both experts. The reliability value of the assessors obtained was 82.8%.

If the reliability ratio between the assessors obtained from the formula is 90% and above then the reliability between the assessors is high, and if the score obtained is 40% and below the level of reliability is low (Jackson *et al.*, 2000). Therefore, in this study, all structural questions constructed have high reliability (82.8%). In addition, the scores were analyzed using the SPSS data analysis to find the reliability and the value of agreement between the two inspectors using the Cohen Kappa Index method. The value of the Cohen Kappa coefficient obtained is at the level of 0.80, which is at a very good level of agreement (Cohen, 1960). Therefore, the reliability analysis of all items in the pre-subjective (subjective and objective) test designed by the researcher is suitable for use as a research instrument to see the effects of intervention on the achievement of respiration.

Tools

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There are two of the most important research tools of robots and software that drive robots. Robots used by researchers are robots COMEL, while S4A software is used for coding processes.

COMEL Robot

The COMEL Robot is designed by combining components in the open market. COMEL Robot can perform the same functionality as LEGO robots (often used in education) but at much cheaper prices. Researchers use 50 robots from Community Education Robotics Education (CERA) who have been funded by the Ministry of Science, Technology & Industry (MOSTI) for the development of COMEL Robot.

Figure 1: COMEL Robot

S4A Software

The S4A software is available for free on-line that will be used for coding of robot movements. The use of this software is simpler than any other software. However, such facilitators and students need to undergo the training set out in this study to enable the play of well-functioning and effective.

Procedure

Most experimental quasi studies are carried out within 8 to 16 weeks (Fazzlijan, 2014) 8 week, (Schimidt *et al.*, 2009) 10 week, (Martin *et al.*, 2008) 12 week and (Savin & Baden, 2008) 16 week. Hence the duration of the study was 13 weeks involving pre-test, 9 interventions, post 1& 2 test.

Table 4: Procedure of Study and Data Collection

Week	Description
Week 1	-Introduction of robot components and S4A software to lecturers. - Introduction of robot components and S4A software to students.
Week 2	Pra test
Week 3	Glycolisis 1
Week 4	Glycolisis 2
Week 5	Glycolisis 3
Week 6	Kreb cycle 1
Week 7	Kreb cycle 2
Week 8	Kreb cycle 3
Week 9	Electron transport chain 1
Week 10	Electron transport chain 2
Week 11	Electron transport chain 3
Week 12	Post test 1
Week 13	Post test 2

Result

The main objective of this study is to examine the effect of using a game robot on the achievement score of students. Therefore, in the early stages of data analysis, descriptive statistics are conducted for the purpose of identifying mean values, standard deviations, minimum values, maximum values for achievement test for three periods of time.

Furthermore, the analysis of inferential statistics is discussed in order to answer the questions that researchers have stated. The repeated measure ANOVA method was used to answer the questions regarding the effects of using a game robot on the mean score of achievement test. The use of repeated measure ANOVA is also subject to certain conditions that need to be followed. Relevant series of analyzes such as normality of data distribution, sample homogeneity and sphericity are performed to ensure the requirements of using repeated measure ANOVA complied with (Pallant, 2010).

Descriptive Statistics Analysis Min Score Achievement Test

Descriptive statistics for min score of achievement test are shown in Table 5. It is found that the mean score of the achievement test (pre, post 1 & 2) obtained after the student following the entire experimental study is 135.09 with the standard deviation of 12.78. Meanwhile, the

minimum score and the maximum score for achievement tets (pre, post 1 & 2) min score is 96 and 171.

Table 5: Descriptive Statistics Value Min Score of Achievement Test

Mean	Standard Deviation	Maximum	Minimum
57.88	9.44	94	18

Descriptive Statistics Analysis Min Score of Achievement Experimental Group and Control Group

Table 6 shows the findings of descriptive statistics for achievement test (pre, post 1 and post 2) min score for three tests involving different periods of treatment groups exposed to learning robot games as well as for control groups exposed to traditional learning. The results of the analysis showed that the mean score of treatment groups was relatively higher (M=61.62, S.P=7.57) when compared to the control group (M=46.23, S.P=8.71)

Table 6: Descriptive Statistics Min Score Achievement Test for Treatment and Control Group

Descriptive Statistics	Treatment	Control
N	474	221
Mean	61.62	46.23
Standard deviation	7.57	8.71
Maximum	94	78
Minimum	24	18

Inference Statistics Analysis For Achievement Test

Repeated measure ANOVA is used to investigate the effects of using a game robot on the score of the achievement test. Before testing the hypotheses related to the variables dependent on the mean score of the students' achievement test, the researchers conducted a series of tests to ensure that the requirements of the repeated measure ANOVA were fulfilled ie the normalization and homogeneity of the sample. The normality distribution of the achievement test min score by looking at the value of skewness and kurtosis. Pre-test score (-0.357, -0.110), post1 (-0.373, 0.096) and post 2 (-0.278.0.259), are between -1 and 1 respectively. The value of skewness and kurtosis is considered to approach zero if it is between -1 and 1(George & Mallery, 2000) which leads to the conclusion that the shape of the mean score distribution of the achievement test is likely to approach normal. Pre test was used as a test to determine the homogeneity of the sample with t-test of independent samples conducted to differentiate the mean score of the treatment and control group achievement test for pre test. The results showed that there was no difference between treatment group and control group for pre test with p = .055. This p value exceeds 0.05 significant level of a study which states that there is no difference in a group (Pallant, 2010). This shows that there is no significant difference between the mean score of the achievement between the treatment group and the control group for pre-test.

Hypothesis Testing 1

There is a significant difference in the mean score of the respiration achievement test in three periods of treatment group.
Alternative hypotheses are accepted with Wilk's Lambda = .046, F (2,472) = 4916.10, p <.05 with multivariate Partial Eta Squared = .954. Table 7 shows the output of a multivariate test containing Wilk's Lambda and Partial Eta Squared values. The value of Wilk's Lambda = .046 with a probability value of .000 (which means a value less than p <.05). The researchers looked at Partial Eta Squared value given in the multivariate test box output. The value obtained is .954.

Table 7: Multivariate Test Results Hypotheses 1

Effect	Value	F	Sig.	Hyhothesis df	Error df	Partial Eta Squared
Wilk's Lambda	.046	4916.1	.000	2.00	472.00	.954

Tests of within subjects contrast showed that the comparison between post-test pre-test [F (1, 473) = 8939.01, p <.05] and post 1-exam post-test [F (1, 473) = 568.169, p <.05] . The mean score of achievement test of respiration in post 1 test score and post 2 test score (post test 1 mean score = 68.35; post test 2 mean score = 71.42) that outperform pre test min score (pre test mean score = 45.09) shows that robot gaming learning process in respiration improving the performance of group of treatment students. These results are also shown in Table 8 pairwise comparison which shows a significant difference for each test pair after the Type I error is controlled by the Bonferroni method.

Table 8: Pairwise Comparison For Hypotheses 1

Achievement Test		Mean Differences	Error Standard	Sig
Pra	Pasca 1	-23.259*	.246	.000
	Pasca 2	-26.333*	.270	.000
Pasca 1	Pra	23.259*	.246	.000
	Pasca 2	-3.074*	.129	.000
Pasca 2	Pra	26.333*	.270	.000
	Pasca 1	3.074*	.129	.000

Hypothesis Testing 2

There is a significant difference in the mean score of the respiration achievement test in three periods of treatment group.
Alternative hypotheses are accepted with Wilk's Lambda =.591, F (2,219) =75.709, p<.05 with multivariate Partial Eta Squared = .409. Table 9 shows the output of a multivariate test containing Wilk's Lambda and Partial Eta Squared values. The value of Wilk's Lambda = =.591

with a probability value of .000 (which means a value less than p <.05). The researchers looked at Partial Eta Squared value given in the multivariate test box output. The value obtained is .409.

Table 9: Multivariate Test Results Hypotheses 2

Effect	Value	F	Sig.	Hyhothesis df	Error df	Partial Eta Squared
Wilk's Lambda	.591	75.709	.000	2.00	219.00	.409

Tests of within subjects contrast showed that the comparison between post-test pre-test [F (1, 220) = 77.28, p <.05] and post 1-post test [F (1, 220) = 118.60, p <.05] . However, such a decrease in the mean score of the respiration test on post 1 and the post 2 test (the post 1 test mean score = 48.02; the post 2 test score min score = 45.01) with the pre test min score also overcome the min score of post 2 exam pre test = 45.09) showed that the traditional learning process in respiration learning process was ineffective in improving the performance of the group of treatment students. These results are also shown in Table 10 pairwise comparison which shows no significant difference between the post 2 test

Table 10: Pairwise Comparison For Hypotheses 2

Ujian Pencapaian	Ujian	Perbezaan Min	Ralat Piawai	Signifikan
Pra	Pasca 1	-2.357*	.268	.000
	Pasca 2	.652	.322	.133
Pasca 1	Pra	2.357*	.268	.000
	Pasca 2	3.009*	.276	.000
Pasca 2	Pra	-.652	.322	.133
	Pasca 1	-3.009*	.276	.000

Discussion

The findings reveal that there has been a significant change in student achievement for both groups of students treatment and control. However base on size effect shows that the group of treatment students has a high impact towards learning materials. The findings of this study are in line with the study conducted by Faazlijan (2014) that the use of multimedia in the topic of cell respiration improves student achievement in the tutorial class for matriculation students. This shows that intervention of respiration learning process that involves the latest technology has a positive impact on student achievement.

Conclusion

The use of game robots in abstract topics such as respiration has a positive impact on student achievement. Hence the use of this game robot needs to be extended to other subjects, especially involving an abstract process or concept.

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FROZEN *KEROPOK LEKOR* PACKAGING FOR COMMODIFICATION EXCELLENT IN KELANTAN SMALL AND MEDIUM ENTERPRISES (SMES) PRODUCTS

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Abstract: *Packaging used as a tools to deliver product message, to grab consumer's attention and to convenience consumer easily to use the product. It is important for a firm or cooperates to know how the packaging can influence consumer purchase decision. Most of the Kelantan Bumiputra SMEs food products have a good quality and delicious. However, they didn't have a proper product packaging design which cause their product limited to certain market or export abroad. The study is to determine how frozen keropok lekor packaging design impact on consumer's purchase decision. Secondly, to investigate what is the element of frozen keropok lekor packaging design that influence consumer purchase decision. Third, to design a proper and standard frozen keropok lekor packaging that influence consumer purchase decision. This study used both quantitative and qualitative method, which is the collection of data by questionnaire and interview. There were about 30 respondents in Kelantan were selected from the entire population to participate in this study. The result from this study shown that 96.6% respondents agreed that packaging design of a product will influence them to purchase. The packaging design elements represent a good mean of marketing communications towards consumers because the consumers value the elements that are embodied on the package. Therefore, it is necessary to revive the packaging of frozen keropok lekor for commodification excellent in Kelantan Small and Medium Enterprises (SMEs) products.*

Keywords: frozen *keropok lekor* packaging, commodification excellent, Small and Medium Enterprises (SMEs)

Introduction

Today in market place consumer are confronted with various types choice of product. In order to persuade consumer to reach their products, brands need to find a way to break through the visual clutter of a retail store shelf. Therefore, it is important for a firm or cooperates to know how the packaging can influence consumer purchase decision.

Most physical product requires packaging. Product can be have multiple packages and the most important of packaging is to protect product from damage, however nowadays packaging use as a tool to deliver message about the product, to grab attention of consumer and to convenience consumer easily to use the product. Packaging contains the information about product ingredients and nutritional information. When consumer want to buy a product, the information will help the potential consumer obtain the necessary information they need. Packaging also plays an important role on promote product because it contain all the information about the product.

Packaging can differentiate one brand of product from another brand. It helps consumer to identify the products among competition's product because of the company names, logos and the color scheme of the company on the packaging. Packaging also helps to reduce promotional costs and increase market sales. Rundh, B. (2005), packaging can attract consumer's attentiveness toward a certain brand, increase consumer's perception about the products and its image.

Research Background

Keropok Lekor

Keropok lekor is a Malay's traditional fish cracker snack that famous at the east coast of Peninsular Malaysia especially of the state of Terengganu, Malaysia. The word "Lekor" derived from Terengganu Malay accent, which means, "roll". *Keropok lekor* can also call as fish sausage, fish stick, or fish fritters. It is made from fish meat and sago flour and seasoned with salt, sugar, Monosodium Glutamate (MSG). There are various types of fish used to make frozen *Keropok Lekor*, for example Long Jawed Mackerel, Sardine, Wolf Herring and others. The high content of fish meat makes frozen *keropok lekor* as a high-protein foods that are rich in natural iodine. Colour of frozen *keropok lekor* is slightly greyish and smell fishy. It can be eaten either when it is steamed or deep-fried. It is frequently served with dipping sauces.

There are three types of *keropok*, which are *Keropok Lekor*, *Keropok Losong* and *Keropok Keping*. Frozen *keropok lekor* is shaped into sausage size and tastes chewier; *Keropok Losong* is same with frozen *keropok lekor* but just in smaller size. *Keropok Lekor Keping* is shaped into slices and has crispier texture. There is also a variant called "keropok cheese" which is a mix of fish and selected cheese. A research that has done by Omar et.al (2011), shows that *keropok lekor* has the potential to commercial to global market. Besides, according to Trichopoulou et.al (2007). *keropok lekor* also famous among Malaysian. Traditional food can contribute to the local culture where not only to our future generation and also can allow touris to enjoy this delicious local traditional food.

Case Study - "Seri Keropok Lekor" Company

Seri Keropok Lekor Company, which located in Bachok, Kelantan was selected as the target of study in this research. An interview session has been done on 3rd March 2017 with Mrs. Seri Hanani as the owner of Seri Keropok Lekor Company.

The company was founded in 2014 and already operation about four years. Seri Keropok Lekor company addresses are MP 100-A, Daramain, Jalan Perupok, 16300 Bachok, Kelantan. They

are open every day and operation time start from early morning of 8.00 am until 7.00 pm in the evening. Product of selling in Seri Keropok Lekor are frozen *keropok lekor*, frozen *keropok losong*, *keropok segera* and *keropok keping*. Usually, *keropok segera* and *keropok keping* were ordered from other wholesaler in Kelantan. Only frozen *keropok lekor* and frozen *keropok losong* are produce by Mrs Seri Hanani. The ingredients of frozen *keropok lekor* are sago flour, flour starch, fish meat, salts, sugar and Monosodium Glutamate. There is only one worker who works in this company. According to the definition SMEs are categories into two, firstly the total sales turnover in manufacturing cannot exceed RM50 million or full time employees not exceeding 200 workers. Sales turnover in services and other sector not exceeding RM20 million or full time employees not exceeding 75 workers (SMEs Corporation Malaysia, 2013). Therefore, Seri Keropok Lekor Company admits as a Small and Medium Enterprises as it accord with the condition of SMEs Corporation Malaysia in 2013.

Basically, Mrs Seri Hanani only use Polyethylene (PE) plastic as the packaging for frozen *keropok lekor* and *keropok losong*. Frozen *keropok lekor* and frozen *keropok losong* are put inside Polyethylene (PE) plastic and draw out air inside plastic by vacuum machines. Besides, there are no any branding or corporate identities for her company. Therefore, it is necessary to build a corporate identity and a proper frozen *keropok lekor* packaging for Seri Keropok Lekor Company.

Packaging

Packaging plays an important role in consumer purchase decision. There are quite many researches that have been done in the area of packaging and how packaging can influence the purchase decision on consumer. However, the package plays an important role because it delivers the product information and also the quality of product. Packaging is a container for a product.

The physical appearances of packaging including the shape, materials used, design, labeling and color, Arens, F.W. (1996). According to Kotler, P. (2003), packaging is an activities of design and produce container for the product. A good and quality packaging can helps consumer to identify product. The usage of packaging is used to easily delivery product information, and as a protection to the product. Packaging also used as a tools for convenience of user and promotion of a product.

Moreover, Rundh, B. (2005), also agree that packaging is very important part of the product because it is the first contact of consumer with the brand. Sometimes, consumers think that packaging is one parts of a product. However, packaging accomplish important functions which is protect, conserve, transport products and promote until the products reaches to consumer.

Type of Packaging

Product packaging can divide in two types, which is primary product packaging and secondary product packaging. Primary product packaging is package that is with in direct contact with the product contents. The primary product packaging is the first element that keeps the contents enclosed. Secondary packaging is outside the primary packaging. It is to prevent product from stole and also differentiate with primary packages. There are several type of packaging such

as; *Shrink Wrap Packaging, Vacuum Product Packaging, Preservation Packaging, Bubble Wrap Packaging, Crates and Pallets* and *Shock Mount*.

Shrink Warp Packaging is used around the actual product to hold the products or packages together for ease is transport and delivery. The shrink-wrap makes the product resistant against puncture, damage, friction, and abrasion. The manufacturers prefers shrink wrap packaging as it make the product Impact resistant and is made of plastic which is a cheaper option than wooden boxes and crates.

Vacuum Product Packaging is used for perishable goods or food items that require seal for freshness, hydration and taste. This vacuum product packaging has many benefits and is the most preferable option for the sellers and manufacturers of fast moving consumer goods especially for the organizations operating in food industry. The package keeps the food items safe from germs, dust, air, bacteria, mold, fungus and yeast.

For *Preservation Packaging*, the packages designed to preserve the product for later use for example, Jars, Cans, aluminum containers, silver sheets, cartons, glass jars, plastic bottles, foam and other types of product packages that are used to protect the contents of the product and the food items. The Preservation product Packages ensures product safety, protection and freshness.

Meanwhile, *Bubble Wrap Packaging* is the most efficient and inexpensive way to cushion and to protect the goods form impact, friction and damage while shipping is bubble warp.

As an integral part of packaging process is *Crates and Pallets* to keep the products safe during transport and delivery. This provides safeguard against water, dust, moisture and deformity.

Finally, *Shock Mount* is the safest packaging option for extremely fragile products and finished goods. This type of product packages protects the contents of the product from shock and vibration. The Packages use shock absorption techniques and provides safe guard against humidity, dust and moist. This type of packaging is used mostly for electronic equipment and chemical containers.

The Role of Packaging on Consumer Buying Behavior

According to Silayoi, P. & Speece, M. (2007), package becomes important in the buying choice when consumer is undecided. Consumer will read the information of product during the decision making time. Research found that packages could attract consumer attention. When consumers are not very familiar with the brands, pictures on packages are emphasized to attract attention. Packaging is a tool to differentiate the product among the others. Therefore, consumers can easily choose the product from other similar products, Underwood, R. L., Klein, N. M. & Burke, R. R. (2001).

Packaging plays the important role on marketing communication. It could be one of the factors that influence consumer purchase decision. The important aspects for packaging design are color, materials, graphics and also typography selection. For instance, packaging's color can differentiate one company product from others. Color is a designer, a certain kind of color and one of the scopes in packaging (Keller, 2009). Keller also mentions that in visual design,

packaging color and information is an important element. Cheskin (1957) says that the color selection and combinations is a necessary process for design a good package design. The influence to the brand and product selection, the right choice of color is an important factor in creating the impression (Gofman 2010). Color of packaging can draw the consumer's attention. Besides, consumer can easily to recognize the product through the packaging color.

Packaging can come from many types of material. It is used to protect the product from damage. Packaging material can change the purchase decision of consumer. High quality of package will attract consumer rather than low quality of packaging. Therefore, packaging material will effect on consumer buying behavior. Consumer will link the packaging material to the essential values of the product (Smith and Taylor, 2004). Moreover, the perception of consumer to certain material can affect the quality of a product (Smith and Taylor, 2004). High quality material of package will attracts consumer rather than low quality of material (Shah, Ahmed, & Ahmad, 2013). In marketing field, product-packaging design has become the important part to build a brand. In the meantime, it also can influence on consumer purchase decision. Package design has become a tool to communicate significant brand attributes and employed as a competitive tool (Rettie and Brewer, 2000).

Packaging with graphic can retain the company identity, unique of the brand and outstanding the product from other competitor (PR Smith, 2004). A brand can increase it aesthetic quality by adding graphic value on it (PR Smith, 2004). If consumer doesn't have strong preferences towards some brand, graphics on packaging will grab the consumer's attention and helps them to find their desired product among other products (Pinya Silayoi M. S., 2004). Some authors have discussed that visual element can make consumer choose to buy a particular product. Different images on product packaging can create interest of consumer to buy the product (Lynsey Hollywood, 2013).

In packaging design, typography is used as the central element on packages, and the result if used effectively can be quite astonishing (Saka 2011). In order to complete particularly in food business, it is important to ensure that the design of packaging to look professional. Therefore, in the process of designing package of a product, the art of typography and the arrangement type can make the language visible (Mutsikiwa & Marumbwa 2013). Texts and words on packaging create the written message on packages. The selection of typography and words is an essential part of designing package communication. The most important typography attributes in the present study include the variation in package font and ease of reading. The languages used, content of the text and ease of comprehension are part of package communication. It can affect how the written messages are interpreted (Mutsikiwa et al. 2013).

Hence, after color and shapes, the words and typography are also the important element to attract consumer and product selection (Nayyar's, 2012). Typography include several different variables, for example the font size, selection of font types, colors choose, empty space of text and text location. A little changes of font type on packaging could change the packaging communication and affect the position of product (Lyytikäinen & Riikonen 1998, as cited in Mutsikiwa, Marumbwa & Mudondo 2013). Font's size also important part in packaging design because it can attract customer attention and can misleads or confuse customer with information when purchase the product (Dantas M. et al, 2011). Besides, font style on packaging also can grab customer attention (Deliya & Parmar, 2012). A successful company will hire a specialist to create an attractive and mind blowing font styles. The innovative font

style can increase the attractive package. Therefore, we can conclude that the relation between these design elements such as color, materials, graphic and typography are very strong and relate to each other towards consumer buying behavior.

Small and Medium Enterprises (SMEs) in Malaysia

In Malaysia, SMEs is the larger company that involve in agricultural and small service, for example restaurants, wholesaling and retailing (Ahmad, 2012). Diversifies economy in Malaysia from mining after 1970s and agricultural sector to manufacturing sector activities led Malaysia economy growth (Aris, 2007). A fast development in manufacturing sector and as a major exporter of rubber, tin, pepper, palm oil, petroleum and tropical timber. Malaysia has increased its export, especially electrical and electronic product. It's become the key factor to the growth of Malaysia economy (Gomez and Jomo, 1998). Through the economy transformation in Malaysia, it helps to build up led many SMEs company in the manufacturing sector. However, during that time SMEs development strategy was mainly focus on oriented market, domestic, small-scale industries, bumiputra commercial and industry community (NSDC, 2005). The functions of SMEs in the growth of Malaysia economy have become more important in the mid-1990s. In 1997-1998, Asian financial crisis was happened and also due to the happened of globalization, these enterprises were marked as growth of economy and increasing job opportunities in country (Aris, 2007). Nowadays, SMEs has been growing tremendously due to the support from Malaysia government. SMEs also involve in service activities, other than focus on manufacturing and agriculture activities. It has been proven to be resilient in the charging business environment (NSDC, 2009/10).

In general, most of the researcher must use their own definition and according to their specific focus (Abdullah and Bakar, 2002) because there is no defined universal definition of SMEs (Hooi, 200; Omar and Ismail, 2009). Research and practitioners have defined SMEs base on the social economic growth of each country from the perspective of international business (Chelliah et al, 2010). In United States, SMEs are defined as companies with 500 or fewer employees (Cavusgil et al, 2008). Meanwhile, SMEs defined as an establishment with 650 employees or less (Lin and Chaney, 2007).

Malaysia's SMEs was defined to the following quantitative criteria (Hashim and Abdullah, 2000). First, it is own by themselves or family business. Second, it is owners have their own management style. Third, it is largely local in its area of operation. Fourth, it is largely dependent on internal sources of capital to finance its growth. These four qualitative criteria were to establish the entrepreneurial orientation that reflects the Malaysia SMEs profile general ownership. The National SME Development Council has approved the standard definition of SMEs in manufacturing, primary agriculture, manufacturing related services and service sector in 2005.

The definition of SMEs has been divided under two categories; the total sales turnover in manufacturing cannot exceed RM 50 million or full time employees not exceeding 200 workers. Sales turnover in services and other sector not exceed RM20 million or full time employees not exceed 75 workers (SMEs Corporation Malaysia, 2013).

Table 1: Definition of SMEs in Malaysia

Category	Micro	Small	Medium
Manufacturing	Sales turnover of less than RM300000 or full time employees less than 5.	Sales turnover from RM300,000 to less than RM15 million or full-time employees from 5 to less than 75.	Sales turnover fromRM15 million to not exceeding RM50 million or full-time employees from 75 to not exceeding 200.
Services & Other Sectors	Sales turnover of less than RM300000 or full time employees less than 5.	Sales turnover from RM300,000 to less than RM3 million or full-time employees from 5 to less than 30.	Sales turnover from RM3 million to not exceeding RM20 million or full-time employees from 30 to not exceeding 75.

Previous study found that the effectiveness of packaging is very important for Bumiputra SMEs Company as it can increase sales of return. It is because the effectiveness of product packaging design is one of the problems that exist among Bumiputra SMEs Company. Kelantan are famous with their Malay traditional food, for example meat floss, *dodol*, *keropok lekor*, *lempok* and etc. These traditional foods are absolutely delicious and tasty. However, most of these local food products do not have a proper and standard packaging. Their products are mostly homemade and just used customary packing. This issues cause their product limited to certain market to export abroad. Most of Kelantan Bumiputra SMEs Company does not know the important of food product packaging design can effect in their business marketing and consumer purchase decision.

Therefore, they need to know about consumer psychology in order to hit the effectiveness of packaging design on food product. In order to increase Kelantan Bumiputra SMEs company sales, they need to understand about consumer responses to their packaging design.

This study is to determine how frozen keropok lekor packaging design impact on consumer's purchase decision. Secondly, to investigate what is the element of frozen keropok lekor packaging design that influence consumer purchase decision. Third, to design a proper and standard frozen keropok lekor packaging that influence consumer purchase decision.

Method

The chosen method for this study is quantitative method, which is the collection of data through the use of questionnaire. The reason researcher use this method is because quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys.

Questionnaires were given to 30 respondents from Kota Bharu and Bachok, Kelantan. The questionnaire divided in to three sections. Section A is designate to obtain general information relating to personal data of the respondents. Section B is about packaging. Meanwhile, section C is the aesthetic elements of packaging design. The primary data are obtained by questionnaire. Whereas, secondary data are collect from online articles, journals, books, example packaging from market.

Qualitative Method

Qualitative methods in the field of research are used to collect information through interviews with individuals, journal exercises, in-context observations, and group discussions. Telephone, video, Internet and in-person can conduct it.

The purpose of this method is to have a better understanding about background of *keropok lekor* company and the types of packaging they use for their product. Target Company is Seri Keropok Lekor Company, which located in Bachok, Kelantan.

An interview session has been done on 3rd March 2017 with Mrs. Seri Hanani as the owner of Seri Keropok Lekor Company. Seri Keropok Lekor is a SMEs company, which located in Bachok, Kelantan. There are two products that produce by the company, which is frozen *keropok lekor* and frozen *keropok losong*. Both products are using Polyethylene (PE) plastic as the main packaging. Through the interview section, researcher has identified the reason why the company does not have a proper packaging. It is because there are lacks of capital in company. Company products just only market in the area of Bachok and Kota Bharu, Kelantan due to the failure of packaging, which prohibit it to market in other state in Malaysia.

The purposes of interview are to understand the products sell in Seri Keropok Lekor Company. Second, is to collect more information about type of packaging they use to preserve frozen *keropok lekor*. This interview also carries out to understand problems faced by the company and suggestion of packaging they wish to have. According to Mrs. Seri Hanani, packaging with low cost will be the main consideration to market her products. Therefore, a proper and standard packaging design for frozen *keropok lekor* is the first step to be done in order to promote and market it to another state in Malaysia or aboard.

Target Population

For the purpose of this research study, the target populations are the consumers in Kelantan. There are about 30 people of consumers in area of Kota Bharu and Bachok, Kelantan are selected from the entire population to participate in this research. Researcher use selective sampling, which is only focus in particular group, location and subject.

Data Analysis & Design Process

After implement quantitative and qualitative method, data and respond from consumer will be accumulate by researcher. After that, a statistic and accurate result will be appearing. After get the full and complete data, researcher come out with some frozen *keropok lekor* packaging design by following Packaging Design Process chart *(see Figure 1)*. The packaging design will be show to respondent for their opinion, criticize and suggestion. After we do some improvement and validation, the finalize packaging for frozen *keropok lekor* will be produce.

Figure 1: Packaging Design Process

Figure 2: Packaging Structural Design Measurement

Figure 3: Packaging Design Options

Figure 4. Packaging Design Flavor Identification

Figure 5. Packaging Design Flavor Identification

Research Results

The main research instrument use in gathering the necessary information from the sources of data is questionnaire method. There are about 30 people of consumers in Kelantan were selected from the entire population to participate in this research. This study included different gender, age, races and education level of the respondents.

The questionnaire divided in to three sections. Section A is designate to obtain general information relating to personal data of the respondents. Section B is question about packaging. Meanwhile, section C is about the aesthetic elements of packaging design. Based on previous study, we divided the question into several factors to find the effectiveness of packaging towards consumer purchase decision, Deliya, M. M., & Parmar, B. J. (2012).

Table 2 show the Pre-Test result for consumer packaging preference. First of all, as we can see for *Self Interest factor*, there were 96.6% of respondents agreed the packaging design of a product would influence them to purchase. These show that packaging design of a product can attract consumer attention and inspiring them to purchase it. Meanwhile only 3.3% of respondents were no agreed that packaging design of a product would influence them to purchase. The reason is because they said the quality of the foods would more attract them to purchase the product rather than packaging design.

Table 2: Pre-Test result for consumer packaging preference

Factors	Frequency (*n*=30)	Percent (%)
Self Interest	29	96.6
Graphic	22	73.3
Color	22	73.3
Typography	25	83.4
Material	24	80.4
Shape	24	80.0

Graphic factor showed that 73.3% of respondents would buy the product based on the graphic attractiveness package design. Respondents will buy beautiful packaging even they don't know the brand name. This is because the good looking of packaging are the most attractive reason for purchase the product.

73.3% of respondents were strongly agree and agree that the packaging color has huge impact in their buying decision for *Color factor*. This is because packaging color draws attention of them. The right choice of colors is an important factor in creating the impression needed to influence brand and product selection. 20% of respondent's does not sure packaging color will influence them to purchase. This is because they does not pay attention to packaging color when buy a product. Meanwhile, 6.6% of respondents disagree with this statement because they pay attention to the quality of food rather than packaging color.

Tables 2 also showed about simple style typography on packaging are more easily to saw and read by consumer. Table 2 above show that 83.4% of respondents were strongly agreed that simple style of typography on packaging are more easily to saw and read. It is because they can easily see and read the product information in a short time. Besides, there are 13.3% of respondents are not sure that typography are important in a packaging. Only 3.3% of respondents disagree because the typography on packaging must be interesting and fun to attractive they to buy it.

80.4% of respondents were strongly agree and agree that the quality of packaging material equal to the quality if foods inside the packaging. This is because the quality of the packaging will change the perception of people toward the products. There were 13.3% of respondents neither agree nor disagree with this statement because quality of packaging material does not affect the purchase decision to buy their favorite product. Only 6.7% of respondents were disagree because their does not pay attention to the quality of packaging.
80% of respondents were strongly agreed and agree window on packaging will make them safe to buy the product. This is because they can know whether the food inside packaging is fine to buy. Meanwhile, 13.3% of respondents are neither agree or disagree with this statement because it is not their main consideration when purchase a product. Only 6.7% of respondents were disagree window on packaging will make them safe to buy the product because window on packaging only show part of the product. It does not mean that the whole products inside packaging are fine.

Figure 6: Final packaging design

Design Validation

After finalize the packaging design of frozen *keropok lekor*, a post test are distribute to public to give some feedback about the packaging design. There are about 30 of respondents who take part in the post test. Table 3 showed the Post-Test result for consumer packaging preference.

Table 3: Post-Test result for consumer packaging preference

Factors	Frequency (*n*=30)	Percent (%)
Existing	24	79.0
Innovation	25	84.2
Attractive	27	89.5
Protection	22	73.3
Material	24	79.0
Graphic	29	95.0

Table 3 showed that there are 79.0% of respondents does not see any packaging of frozen *keropok lekor* in market before. They don't know about the existing of this product package. The reason is because the product of frozen *keropok lekor* seldom sell in supermarket. Meanwhile, 21% of repondents have seen the packaging of frozen *keropok lekor* before bacause they went to the frozen *keropok lekor* exclusive shop to buy the products.

Meanwhile, 84.2% of responents will purchse the new innovation of frozen *keropok lekor* packaging. The reason is the packaging got complete product information and approvement from government institute make them feel safe to purchase it. There are only 15.8% of respondents does not influence by the new packaging of frozen *keropok lekor*.

89.5% of respondents are attracting by the packaging of frozen *keropok lekor*. The reason is because the good looking and premium design of the packaging attract their attention. There are 10.5% of repondents are not attract by the packaging of frozen *keropok lekor*.

73.7% of repondents agree that the pillow box packaging is suitable to keep and protect quality of frozen *keropok lekor*. The reason is consumer can easily take out frozen *keropok lekor* from the packaging and the long shape of packaging is match with size of frozen *keropok lekor*. Meanwhile 26.3% of respondents do not agree the pillow box packaging is suitable for the product.

78.9% of repondents prefer to buy frozen *keropok lekor* packaging with window on it. This is because they can know the conditions of product inside are fine to buy or not. Meanwhile 22.1% of respondents do not prefer to buy frozen *keropok lekor* packaging with window on it.

Lastly, 94.7% of repondents like the graphic design on the packaging. This is because the unique and simple looks of the design are suitable for the company identity. They can identify and differentiate brand from other competitor. There are only 5.3% of respondents do not like the graphic on packaging.

Recommendations and Suggestion

The study of a proper and standard packaging for frozen *keropok lekor* are very important to promote and market the products. This research can help SMEs entrepreneur in Kelantan to improve their frozen *keropok lekor* packaging design in order to differentiate and increase their products sales. They also can understand what is the main elements and factor that actually influence the purchase decision of consumer.

For this research we did some SWOT analysis before and after the innovation of proper packaging for this company to make sure we can fill the research gap.

Table 4: SWOT analysis before proper packaging

Strength	**Weakness**
Homemade fresh frozen *keropok lekor* and *keropok losong*. Own blending machine and equipment. Has a rented shop to run her business	Does not have own corporate identity. Hard to find shop location Limited information about company Limited employee Limited nutrition information Does not have proper packaging
Opportunities	**Threat**
Can add others flavor of frozen *keropok lekor*. Open another branch in Bachok, Kelantan	Many competitors selling same product.

Table 4 show the SWOT analysis of Seri Keropok Lekor Company before they have a proper packaging for frozen *keropok lekor*. We tried to overcome the weakness problem part. They do not have their own corporate identity, hard to find shop location, limited information about the company, limited employee, limited nutrition information and does not have a proper packaging.

After the design execution has been done, we analyzed the SWOT analysis again *(see Table 3)* to see the development of the company. We manage to overcome the weakness problem part. Which is include corporate identity, shop location, limited information about the company, limited product nutrition information and proper packaging. We manage to solve five out of

six weakness from this research outcome and give a value added for the company Strength and Opportunities as listed in Table 3.

Table 5: SWOT analysis after have a proper packaging

Strength	**Weakness**
Homemade fresh frozen *keropok lekor* and *keropok losong*. Own blending machine and equipment. Has a rented shop to run her business. Easily recognized by customer by its corporate identity. Proper and standard packaging of frozen *keropok lekor* frozen. Have own corporate identity.	Limited employee
Opportunities	**Threat**
Can add others flavor of frozen *keropok lekor*. Open another branch in town in Kelantan and other state in Malaysia. Can sell and promote frozen *keropok lekor* in oversea market.	Many competitors selling same product.

However, this research can be explored more on how to improve the packaging design. The further improvement on the frozen *keropok lekor* packaging design can help to achieve the efficiency of research objectives. There are some suggestions for the further of this research. First, Kelantan SMEs entrepreneurs must have initiative to promote and market their products to bigger marketplace, not just only stay in previous market. Therefore, they need to have a standard packaging that approve by government. Secondly, the packaging of frozen *keropok lekor* can have different kinds of design to according with different choice of consumer.
Examples for other types of packaging for frozen *keropok lekor* are vacuum plastic or boxes. Beside from the types of packaging, the design of packaging also needs to follow the latest design trend. This will allow the product not to weed out among other same products. Moreover, the nutrition information about the product must list out accurate and clearly to allow consumer gain the right information.

Conclusion

As a conclusion for this research, researcher has determine the packaging design for frozen *keropok lekor* packaging will be impact on consumer's purchase decision. Consumers are tending to be purchasing products with proper and standard packaging design rather than customary packing. Besides, the packaging design elements represent a good mean of marketing communications towards consumers because the consumers value the elements that are embodied on the package. The color of packaging can helps consumers to differentiate their favorite brands and catch consumers' interest and attention. Therefore, color and other packaging elements will makes the marketing offer more eye-catching and attractive and outstanding among other products. Different quality of packaging material will directly influence the quality of foods inside packaging. Meanwhile, styles of typography also become a factor that can grab consumer attention. Same as the graphic on the packaging added a value in brand looks and increases its aesthetic quality. The final results of the study found out that the packaging elements are very important during the buying process and facilitate a lot the

decision process. The innovation in the packaging design can increase the value of the product in the consumer mind.

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FACTORS AFFECTING ENTREPRENEURIAL INTENTION AND SOCIAL ENTREPRENEURSHIP INTENTION: A CONCEPTUAL MODEL

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Abstract: *Entrepreneurship, as well as social entrepreneurship, has been spotted as one of the important agendas in Malaysia due to its emergence in providing sustainable and equitable social and economic growth of the nation. Malaysians have recognized entrepreneurship as a good career choice for starting a business. However, Malaysia is still lacking the involvement of potential entrepreneurs and has been reported to have the lowest entrepreneurial intention as compared to other countries around the world. As intention formation in entrepreneurship sector having lack of response from Malaysians, similarly, social entrepreneurship sector may have several challenges and obstacles in attracting Malaysians to engage in this sector. Due to that, the study aims to highlight entrepreneurial intention as well as social entrepreneurship intention among students or graduates in higher education institutions in Malaysia. This study proposes a conceptual model of the intention formations which comprises the key factors such as self-efficacy and prior knowledge. This study is hopefully can support the existing studies which may not extensively explore entrepreneurial intention and social entrepreneurship intention in a comprehensive model.*

Keywords: Entrepreneurial intention, social entrepreneurship intention, self-efficacy, prior knowledge

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Introduction

Entrepreneurship is a well-known field in many countries since several years ago due to its rapid business growth in numerous industries. The success of entrepreneurship field cannot be denied by any individuals, parties, agencies, organizations and institutions because nowadays,

there are countless existing entrepreneurs as well as enterprises. Besides, more than two-thirds of the adult population in across 61 economies around the world believe that entrepreneurs are respected as one of the main contributors in economic growth and enjoy high status within their societies (Herrington et al., 2017). Due to that, entrepreneurship has been considered as a good career choice and approximately 42% of working-age adults in the worldwide claim that it is a good opportunity for starting a business in their region or country (Herrington et al., 2017).

In fact, many regions have been reporting of having positive attitudes towards entrepreneurship. In Malaysia, 44.1% of adult population notice that it is a good choice to involve in entrepreneurship and 25.4% of Malaysians perceive opportunities in which they believe that they have the skills to pursue entrepreneurial opportunities (Herrington et al., 2017). Besides, 28.3% of Malaysians also believe that they have entrepreneurial capabilities (Herrington et al., 2017) which in turn will help them discover the journey for starting a business or venture. Individuals who are having the required skills to create their own enterprise will be more passionate and will not be afraid of failure which may inhibit them from pursuing entrepreneurial opportunities in order to have the successful enterprises as well as to become victorious entrepreneurs.

However, Malaysia has been reported to have the lowest entrepreneurial intentions among 64 economies around the world. Only 4.9% of Malaysians express an intention to start a business and willing to be self-employed (Herrington et al., 2017). This shows that Malaysia still has a long journey in making entrepreneurship as a job creation for students or graduates. As intention formation in the field of entrepreneurship is getting lack of response from Malaysians, similarly, social entrepreneurship may face some difficulties in attracting Malaysians to involve and take part in this sector because it is still new in Malaysia (MaGIC, 2015a). Social entrepreneurship, specifically known as Malaysian social enterprise sector (MaGIC, 2015b), is a new agenda in Malaysia's development in order to cater the social needs which may not be fulfilled by the government.

Malaysian social enterprise sector can be the most powerful and impactful tool and platform for social entrepreneurs as well as social enterprises in tackling social challenges because nowadays, the government is not necessarily able to provide solutions for social ills that exist around the world (Tan & Yoo, 2015). As the government is facing problems and having difficulties in meeting social needs of Malaysians, social entrepreneurship serves as a useful channel for reducing and settling the existing social and economic issues. Due to that, apart from entrepreneurship itself, Malaysia's government has also paid attention towards the growing movement of social entrepreneurship (MaGIC, 2015a) because it is capable of providing social and economic impact to the nation.

In fact, since a few years ago, Malaysia, as well as other countries, has been focusing on the role of social entrepreneurship in promoting a sustainable and equitable economic growth. For instance, in the United Kingdom, the government has invested billions of pounds in this sector and it has contributed more than five percent to UK's GDP. Even in Malaysia, the government has allocated RM 20,000,000 to the Malaysian Global Innovation and Creativity Centre (MaGIC) to set up a social entrepreneurship unit to catalyze social enterprises. This shows that many efforts have been done by the governments in order to acknowledge the potential of social entrepreneurship in addressing pressing issues as well as enhancing economic growth (MaGIC, 2015a).

Due to the emergence of social entrepreneurship in Malaysia, it is necessary to study the social entrepreneurship intention among Malaysians apart from their entrepreneurial intention because the trends of Malaysians' intention can be observed in both sectors; entrepreneurship and social entrepreneurship. The intention formation in both sectors can be examined among students in higher education institutions in Malaysia because these sectors can serve as a job creation for students and graduates. Besides, the tendency of students to engage in which sectors can be observed because the study on their intention formation will provide beneficial information, either they are more likely to become traditional entrepreneurs or social entrepreneurs.

Therefore, the study aims to highlight the formation of entrepreneurial intention as well as social entrepreneurship intention and propose a unique conceptual model that may provide important information regarding the factors affecting both intention formations. The conceptual model comprises of self-efficacy and prior knowledge which act as the factors affecting entrepreneurial intention and social entrepreneurship intention. This study is significant to support the existing studies which may not extensively explore entrepreneurial intention and social entrepreneurship intention in a comprehensive model.

Literature review

Entrepreneurial Intention

Intention was a common term used in any field of studies to determine individuals' planned behaviour which would lead to actual behaviour. Intentions of individuals to act in certain manners might affect their decision-making process and eventually, the prediction of their upcoming behaviours as intentions can envisage individuals' behaviours. In general, intentions to act can be regarded as a believed central to understanding the behaviours in which people employed (Krueger, Reilly, & Carsrud, 2000). For instance, individuals would possess certain behaviour which they already intended to because they believed that their intentions can direct them towards expected behaviours. They also would act accordingly towards that behaviours in any given situations or conditions. This would help them to take any necessary actions easily and wisely so that they would not be facing any difficulties or problems in the future.

As intention was believed to successfully predict behaviour, many scholars had utilized the usage of intention in a broad range of studies included entrepreneurship. Intention, in the field of entrepreneurship, was called as entrepreneurial intention. Krueger and Brazeal (1994) stated that entrepreneurial intention was related to "the commitment of an individual towards several potential behaviours such as starting a business or an organization". Individuals who had entrepreneurial intentions would likely become the entrepreneurs and set up their own businesses or enterprises. They would have a high tendency to identify the business opportunities which were useful and valuable for their businesses.

Apart from that, individuals who possessed intentions towards entrepreneurship were able to figure out innovative ideas for starting their businesses because entrepreneurial intention had been claimed "as a state of mind that directed and guided the actions of the entrepreneurs in developing and implementing the new business concepts" (Bird, 1988). This proved that individuals who intended to become entrepreneurs would take various entrepreneurial actions which might be helpful and beneficial for projecting their future businesses. In order to become a potentially successful entrepreneur, individual needed to find, search and discover a novel

concept of business so that his or her business was relevant in the current market and can simply compete with the existing business.

Social Entrepreneurship Intention

Behavioural intention, in the field of entrepreneurship, had been seen to predict the individual's intention to become an entrepreneur who had innovative business ideas which can be implemented to start up an enterprise at some point in the future and similarly, this behavioural intention can also be applied in social entrepreneurship. Basically, in the context of social entrepreneurship, behavioural intention was determined as the measure of willingness to take part in further social entrepreneurial activities (Forster & Grichnik, 2013) which were described by Bosma, Schøtt, Terjesen, and Kew (2016) as any kind of activities, organizations or initiatives that had a predominantly social, environmental or community objective. This kind of intention would identify whether the individual was able to provide services or training to socially disadvantaged people, organize self-help groups for community action, reduce pollution or food waste and others (Bosma et al., 2016).

Behavioural intention towards social entrepreneurship or known as social entrepreneurship intention can be defined as a belief, desire, and determination of a person to launch a new social venture (Tran & Von Korflesch, 2016). The individual believed that he or she can create an enterprise that was able to achieve a social mission by using a business model (MaGIC, 2015b). He or she must be able to operate a business which was profitable and at the same time can give a social impact towards the community. Typically the social venture or social enterprise was created to solve pressing issues neglected by the public and private sectors and at the same time generate income and profit by selling products or services demanded by the current market (MaGIC, 2015b).

Apart from that, social entrepreneurship intention was also considered as self-acknowledge confessed by an individual that he or she was willingly wanted to become a social entrepreneur and consciously planned to do so in the future (Tiwari, Bhat, & Tikoria, 2013). The individual who was intended to become a social entrepreneur should be able to start or presently lead any sort of activity, organization or initiative for social, environmental or community purpose (Bosma et al., 2016). Due to that, social entrepreneur was labelled as a change agent in social entrepreneurship as he or she aimed at fulfilling unmet social needs or unmet demands for public goods and services which resulting from the failure of any sectors to address those needs or demands (Oberoi, 2016) so that people's lives can be transformed in a positive manner and way (Bosch, 2015).

Self-efficacy

Self-efficacy was widely being used as a determinant factor of intention formation and was regarded as one of the impactful elements that affected the decision-making process of an individual (Tiwari, Bhat, & Tikoria, 2017). According to Wood and Bandura (1989), in a broad sense, self-efficacy was referred as "a people's belief in his or her ability to mobilize the motivation, cognitive resources, and actions needed to control the occurrence in his or her life". The individual was responsible for any events that happened in his or her life because he or she needed to make a decision which might change the entire life. It was important to have a trust

in one's self so that he or she would be more confident in taking any actions and more motivated to plan orderly future deeds.
Self-efficacy also had been used broadly in many areas of studies. As an example, self-efficacy construct was extensively been applied in the context of entrepreneurship because it had been suggested to predict the possibility of an individual being an entrepreneur (Urban & Teise, 2015). Besides, as a level in which one believed that he or she can successfully start a new business venture (Campo, 2010; Sánchez, 2011), self-efficacy was noticed by Forster and Grichnik (2013) as highly applicable in the construction of entrepreneurial intention. An individual who had a high self-efficacy can be claimed to has a positive and significant entrepreneurial intention as he or she would opt to become an entrepreneur and indirectly create an enterprise that was able to supply and provide high-quality products or services.

Meanwhile, self-efficacy, within the context of social entrepreneurship, played a predominantly important role because individual believed that he or she was unable to solve the existing social issues and offer meaningful impact towards society (Hockerts, 2015). Thus, an individual who possessed a self-efficacy would believe that he or she might has the ability and capability to provide solutions for pressing societal problems around the world. Due to that, self-efficacy was argued by DuCharme and Brawley (1995) to be very influential in predicting behaviour in social entrepreneurship research. Self-efficacy, which was considered as one's belief that he or she was able to start a new social enterprise (Tran & Von Korflesch, 2016), would be very supportive in determining social entrepreneurship intention and indirectly social entrepreneurship behaviour.

Prior Knowledge

Every single person was embedded with either tacit or explicit knowledge and acquired them through verbal or non-verbal actions. The knowledge possessed by an individual can be claimed as his or her prior knowledge. The prior knowledge would be assumed as a different set of information owned by an individual which was associated to a certain subject matter that might result from working experience (Gimeno, Folta, Cooper, & Woo, 1997), education and others (Shane, 2000). Such information was very crucial in forming an individual's behaviour because it would guide the individual towards certain behaviour. For example, individual who had information regarding the high quality and profitable products or services would probably be an entrepreneur or otherwise, the individual would be a social entrepreneur if he or she wanted to start an enterprise that focused on the social mission and at the same time making a profit.

Apart from that, prior knowledge also beneficial to the individual who wanted to become an entrepreneur because it would grant him or her with the ability to identify, recognize and discover business opportunities (Shane and Venkataraman, 2000). Opportunity identification and recognition was the most important aspect of any business areas because it would provide a better business prospect for either traditional entrepreneur or social entrepreneur. Fundamentally, a traditional entrepreneur would perceive an opportunity as a way to expand his or business; meanwhile, a social entrepreneur would view the opportunity as the solution to cater the social needs and help socially marginalized people. In general, different kind of entrepreneur would highlight opportunity in a different aspect and view.

As such, entrepreneur who was endowed with the prior knowledge in a certain field of business would be more expert in that particular business. Due to that, the individual with a prior knowledge in the field of entrepreneurship might has the intention to become a traditional entrepreneur or else he or she would has the intention to become a social entrepreneur due to his or her prior knowledge in social entrepreneurship field. Even previous study also revealed that individual would be granted with an extra benefit if he or she enhancing knowledge in a particular business field (Lim & Xavier, 2015) because, in order to be a victorious entrepreneur, an individual should ascertain that he or she constantly discovered new knowledge from time to time.

The Conceptual Model and Propositions

The emergence of entrepreneurship, as well as social entrepreneurship, has been highlighted by many individuals, parties, organizations and institutions in Malaysia as the thriving sectors in countless industries. Due to that, these sectors are spotted to be a platform of job creation for students and graduates because they can be the potential traditional entrepreneurs as well as social entrepreneurs. Nowadays, the students and graduates should prefer to be self-employed instead of having a salaried job due to the limited employment opportunities in the job market. Thus, it is vital to study on the factors affecting students' entrepreneurial intention and social entrepreneurship intention because without knowledge and information about specific aspects of students' intention formation, their behavioural activities cannot be understood (Ajzen, 1991). The conceptual model, consequently, is proposed to identify the factors affecting the formation of entrepreneurial intention and social entrepreneurship intention. The proposed conceptual model is shown in Figure 1.

Figure 1: The Conceptual Model

Based on the review of the aforesaid literature, some factors have been discussed to provide a considerable impact on intention formation in the field of entrepreneurship and social entrepreneurship. Due to that, the study proposes two factors which may affect the entrepreneurial intention and social entrepreneurship intention among students. These factors consist of self-efficacy and prior knowledge. The propositions of this study are highlighted as follows;

H1: Self-efficacy is positively related to entrepreneurial intention.
H2: Self-efficacy is positively related to social entrepreneurship intention.
H3: Prior knowledge is positively related to entrepreneurial intention.
H4: Prior knowledge is positively related to social entrepreneurship intention.

Research Methodology

With the aim of determining entrepreneurial intention and social entrepreneurship intention among students in higher education institutions in Malaysia, the target population for the study comprises of some specific university students. The sample is selected from both; public and private universities in Malaysia. This study adopts the quota sampling technique using the types of the university as the quota sampling criteria. The public and private universities that offer entrepreneurship and social entrepreneurship courses to their students will be chosen so that the samples have the basic knowledge regarding entrepreneurship and social entrepreneurship. The questionnaires will be equally distributed to the targeted respondents in selected universities.

A set of survey instruments will be developed from measures drawn from the existing instruments for data collection. Responses are measured on a five-point Likert scale (1 = "strongly disagree", 5 = "strongly agree"). Six items measuring self-efficacy are adopted from Wilson, Kickul, and Marlino (2007). Four items measuring prior knowledge are adopted from Ozgen (2003). Six items measuring entrepreneurial intention are adopted from Entrepreneurial Intention Questionnaire (EIQ) by Liñán and Chen (2009). Three items measuring social entrepreneurship intention are adopted from Hockerts (2017). The collected data in this study will be analyzed by using SPSS version 24 and PLS-SEM version 3.0. All necessary analyses will be utilized to test the formulated propositions.

Conclusion

Entrepreneurship has been highlighted as one of the contributors towards nation's economic growth and social entrepreneurship has been recognized as the most impactful sector to address pressing societal problems in the nation. In general, both sectors; either entrepreneurship or social entrepreneurship, play a vital role in the development and growth of the nation as these sectors offer a sustainable and equitable business prospects for Malaysia's traditional entrepreneurs and social entrepreneurs. The formation of entrepreneurial intention and social entrepreneurship intention among Malaysian's students can provide understanding on their perspectives towards self-employment. Therefore, this paper underlines the factors which may affect students' entrepreneurial intention and social entrepreneurship intention and proposes the conceptual model of intention formations in the scope of entrepreneurship and social entrepreneurship. The achievability of the proposed conceptual model should be emphasized and explored using empirical data in the Malaysian context.

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DEVELOPING GREEN LEADERSHIP THROUGH CORPORATE ENVIRONMENTAL RESPONSIBILITY ACTIVITIES

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Abstract: *The purpose of this paper is to understand the organizational factors, the corporate environmental responsibility (CER) activities, that could develop green leadership. Although businesses have started to be more aware and concern on environmental sustainability, however, limited literatures have been found to discuss on how this value can be sustained in human resources, particularly in leadership. This paper has reviewed and discussed literature reviews from prestigious scientific databases (ISI-Web of Knowledge and Scopus) and open-access databases in order to develop a model of green leadership. Green leadership model proposes a new way in providing the process of leadership development that instil the environmental sustainability as the core value.*

Keywords: Corporate Environmental Responsibility Activities; Green Leadership

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Introduction

Developments of leadership values are important in boosting Malaysia economy, social and environmental well-being. As of latest in June 2016, Malaysia Digital Economic Corporation (MDEC) has launched a Leadership Dojo programme and this is an intense leadership development session advocated for top leaders in Malaysia. In the programme, top thought leaders became executive coach and mentors for participating CEOs. This programme has aims to improve overall and broad developments of leadership, and not merely emphasizing on green leadership. However, there are some elements of sustainability and human resources were pointed by one of the executive coach, Albern Murty, the CEO of DIGI Telecommuncation Sdn Bhd at the programme. The DIGI's CEO mentioned on the importance of embedding and

nurturing an inclusive culture, developing talent that is performance-driven and build a sustainable "work-playground" (Leaderonomics, 2016).

According to his advices, there are three core activities should be addressed in leadership, where the leaders should have the ability to: (1) instilling the culture, (2) develop necessary skills of its employees to meet organizational performance, and (3) build platforms, environments or tools for a balance work and play altogether. This is also applicable for organization who aims to improve environmental performance where the leaders should be able to align these three core activities with their strategic plans and actions.

According to Lee et al. (2014), green leaders are the one with positive stance to change unsustainable current practices into a more sustainable and green practices, enhanced personal values to adhere with organization's environmental goals, and ethical in making decisions. In another study that uses 'environmental leaders' term, Chen et al. (2012) characterized leaders with similar values as mentioned in Lee et al. (2014)' study. Precisely, Chen et al. (2012) described environmental leaders as the one who have unified environmental identity, guide and drive environmental behaviours and strategies, stimulate and inspire environmental shared vision, and has influences in catering environmental problems.

Based on prior research discussed in this section, it can be concluded that green leadership in Malaysia context is still scarce and thus call for more research to be made. Moreover, green leadership is expected to play a vital role in shaping environmental behaviours of the human resources.

Literature review

Corporate Environmental Responsibility (CER) Activities

In an empirical study on 215 firms in emerging economies in China, Germany, India and the USA, Dögl and Holtbrügge (2014) has discovered four CER activities that influences environmental reputation of an organization, namely, (1) green strategy and culture; (2) green technology and products; (3) green recruitment and evaluation policy and (5) green communication. Therefore, the following sub-sections will discuss on these four activities.

Green Strategy and Culture

One of important activities that represent an organization's responsibility towards environmental concern is through its strategy and culture. According to Sharma (2000), green strategy and culture can be conceptualized as 'the enduring nature of corporate identity (which) provides frames of reference to guide managerial interpretations of strategic issues' (p. 684). The environmental-related strategy and culture may encourage and reward corporate culture that embrace the value of environment, fosters responsibility of an organization toward environmental impacts as well as enhancing protection and restoration of environment (Sharma, 2000; Setthasakko, 2009).

Green Technology and Products

Environmentally responsible organizations often ensure the use of green technologies and products as one of its green strategy. Green technologies and products have similar aims and can be regarded as clean technologies and environmental technologies where the aim is to reduce pollution to environment (Diana et al., 2017; Dögl and Holtbrügge, 2014; Jabbour et al., 2013), more efficient (Diana et al., 2017; Harvey, Williams & Probert, 2013) and money

saving (Dögl and Holtbrügge, 2014). For instance, BMW ensure its design and operations of its products and processes are green by producing waste recyclable parts of BMW vehicles and production (Avery & Bergsteiner, 2011). By highlighting organization's efforts in producing environmentally friendly products or services, this would simultaneously increase more participation from employees, leaders and stakeholders in the organization to think and act according to environmental demands.

Green Recruitment and Evaluation

Recruitment and evaluation are a part of HR practices and thus play important roles in greening the organization. Recruitment is a process that helps HR to attract and determine the best and ideal candidate for a position (Jabbour, Santos & Nagano, 2010). For organization who concern on green and sustainable future, the best and ideal candidate should possess green sets of thinking and response in behaviour accordingly. Recruitment should have environmental criteria in order to facilitate HR personnel and leaders who hold recruitment's responsibility to select ideal green candidates (Arulrajah et al., 2015). Organizations may adopt several evaluations in ensuring green talents are recruited by using Wehrmeyer (1996)'s suggestions. First, job description should be inserted with the role of environmental reporting. Second, HR personnel should focus on delivering environmental-related information such as organizational sustainability policies, values and green goals for newly recruited employees during orientation programme. Finally, HR personnel should design compatibility assessment to select ideal green candidates during interviews. Once ideal candidates were chosen and trained during orientation programme, the candidates will be able to understand the organization's green objectives and respond accordingly congruent with their environmental knowledge, values and belief (Masri & Jaaron, 2016). To conclude, in this sense of this study, green recruitment and evaluation refers to recruitment process that involve environmental criteria in the selection of candidates, insertion of environmental values in job description and using environmental scores for the evaluation.

Green Communication

Communication of environmental objectives often been discussed in literature without special term except a study conducted by Dögl and Holtbrügge (2014) who proposed 'green communication' term in their study. Jimmieson, Peach and White (2008) argued that effective communication and employees' participation in planning and decision-making process would enhance the behavioral intention to move toward new environmental objectives. Organizations should improve their environmental communication in order to minimize speculation and wrong perceptions, where the challenge may be great to reduce the complexity of understanding among multiple levels of members in the organization (Prasad & Junni, 2016). Communication enable the transfer of individual knowledge to collective knowledge and one East Asian country, the Japan has been noted in Debroux (2014)'s study that model its HRM with open discussion, communication and exploration about any kinds of knowledge deemed necessary for the benefits to organization and society at large. Green communication in the present study reflects the ability of organizations to communicate its commitment toward environmental responsibility and giving the employees a collective knowledge of organization's environmental goals through formal report, measurements, indicators and goals of what it takes to reduce environmental impact and this is aligned with the Dögl and Holtbrügge (2014)'s study on green communication. Through communication, environmental

objectives, practices and guidelines can be orchestrated in a coherent and consistent manner to best support multiple level of departments in organization.

Hypotheses Development

The following development of hypotheses between CER activities and green leadership encompasses of four sub-sections presenting the four CER activities and it influences on green leadership.

Green Strategy and Culture with Green Leadership

One of important activities that represent an organization's responsibility towards environmental concern is through its strategy and culture. Green strategy and culture helps to maintain corporate identity related to environmental responsibilities as well as become guidance for managers on strategic issues (Sharma, 2000). The understanding of green consciousness on corporate culture is important to be integrated in the orientation of new recruitments with the aims to foster a collaborative commitment, stability in social system and stimulate employees' behaviour to help each other by making sense of their workplace requirement on environmental management (Goswami & Ranjan, 2015). Mehta and Chugan (2015) argued that the implementation of green culture required abundant of technical and management skills of multilevel employees in organization. According to Muster and Schrader (2011), environmental corporate culture requires employees' socialization which regarded to the organizational' environmental strategy and the results will be in form of behavioural changes. In this stance of this study, it is argued that green strategy and culture therefore influences green leadership behaviour and advances the following hypothesis:

H1: 'Green strategy and culture' is positively related to green leadership.

Green Technology and Products with Green Leadership

Green products on the other hand has been defined as "…environmental products that are involved in energy-saving, pollution prevention, waste recycling, toxicity, elimination, or green product designs" (Huang & Wu, 2010, p. 1551). Embracing green technology is possible through strategic HRM, where employees are given a priority before involving technologies endeavours (Shatouri et al., 2013). Complexity and difficulty of adoption of green technology has been found one of barriers in the implementation of green HRM in a study conducted by Fayyazi et al. (2015) on oil industry in Iran. It is argued in this study that employees should be given an ample time and resources to understand the changes demand until they are able to apply new forms of green technologies as well as to produce a new batch of products that requires obligation with environmental requirements and laws. In addition, it is also argued in this study that by implementing green technology and products in organizations may therefore influence the behaviour of its employees toward environmental concern, and advances the following hypothesis:

H2: 'Green technology and products' is positively related to green leadership.

Green Recruitment and Evaluation with Green Leadership

Organization may heighten their sense of environmental responsibility through greening HR initiatives including recruitment of leaders that are committed to the environment (Harvey et al., 2013) and evaluate the selected candidates through their score in environmental contributions. Recruitment of green leaders may bring the leaders' personal values into workplace (Guerci & Carollo, 2015) and this become a part of leaders' belief and attitude. Bauer and Aiman-Smith (1996)'s study found that job descriptions or recruitment brochures that incorporate environmental values and statements able to attract applicants with environmental knowledge and values. Incorporation of environmental values and statements in job descriptions may send clear message to the applicants on the organization's efforts in environmental protection (Masri & Jaaron, 2016). On the other hand, applicants may view and develop their soft and hard skills in order to be able to contribute in environmental initiatives and programmes that have significant impact on both environmental and organizational performance of the organization. Based on the discussions, it is argued in the present study that green leaders who are equipped with environmental knowledge, skills, belief and attitude may lead and develop more environmental experiences and ideas to the organization and thus help spur the green leadership values to their followers in the organization. Therefore, the following hypothesis is advances as below:

H3: 'Green recruitment and evaluation' is positively related to green leadership.

Green Communication and Green Leadership

Green communication in the present study is pertaining on the issue of presenting a formal report regarding corporate environmental performance, ability to communicate performance indicators and ability to measure environmental performance. According to Yamkovenko and Hatala (2015), lack of communication may reduce productivity due to slower information transmission from one to another. Communication is also regarded as critical element and tethering with leadership effectiveness (Waite, 2013). Hence, ability to communicate green values and objectives is argued in the present study, would further hamper the creation of green leadership's values. Corporate may have effective green communication when they are able to transform the goals, values, objectives and performance into environmental report. A report can be a quick reference to employees, and helps in shortening lines of communication. Aragón-Correa et al. (2008) argued that shorter lines of communication could ameliorate environmental strategies including regulatory compliance, proactive pollution prevention and environmental leadership. Allocating an ample time for communication is one of important strategies that may help managers to gain a positive impact on the implementation of environmental management system in their organization (Zutshi & Sohal, 2004). Moreover, higher density of communication has been found to be an effective to accelerate performance among employees (Yamkovenko & Hatala, 2015), hence there is more likely green leadership values to be absorbed at a faster rate when the green communication from the corporate is more intense. Therefore, the present study advances the following hypothesis:

H4: Green communication is positively related with green leadership.

Conclusion

Green leadership's topic is still new in literature and the importance of grooming leaders toward environmental cares requires organizational efforts in strategic plans and actions. Organizations cares and responsibilities toward environment can be transmitted into behaviours of their leaders through the implementation of green strategy and culture; green technology and products; green recruitment and evaluations and green communication. This paper first discusses on previous literature reviews on green leadership and then focus on to organizational-level of approach by investigating on CER activities. The proposed links between the CER activities and green leadership are finally established in the hypotheses development and this will guide our future study.

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THE IMPACT OF COMPETING VALUE FRAMEWORK ON JOB SATISFACTION: DOES CULTURE MATTER?

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Abstract: *Each organization has their own kind of organizational culture compare to one another. The purpose of this study is to identify the relationship between the four (4) types of organizational culture based on the Competing Value Framework (Clan, Adhocracy, Market and Hierarchy) and job satisfaction among academics in universities in Malaysia. The research was carried out by using the 5-point Likert Scale Measurement. Organizational Culture Assessment Instrument (OCAI) was used to measure data regarding Organizational Culture whereas to measure Job Satisfaction a five-item scale operational job satisfaction instrument was utilized. A sample of 100 academic staff was selected as the respondent by using simple random sampling. The goodness of measure of the data was analysed and subsequently Regression Analysis was conducted to determine the objectives of the study. The findings reveal that two variables namely Market and Clan culture have a positive and significant impact on job satisfaction and Market Culture is the most dominant culture on the job satisfactions among the academics in Malaysia. Expectantly, the findings will be able to shed some light in the marketing literature. It is projected that a dominant culture will influence on how an organization work and identifying and strengthening this culture will bring the best from the employees from the organization.*

Keywords: Competing Value Framework, Organization Culture, Job Satisfaction

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Introduction

Universities are the place future leaders are created. Ensuring the students are given maximum knowledge and supports requires a strong team of employees. Therefore, in order to achieve successful students' performance, universities need to improve its management style to ensure the employees are properly fed with information and enough facilities and support are given. This is to warrant employees feel satisfied and are happy working in the environment. It is stated that a happy employee will give more in return compared to unhappy employees (Amjad, 2011). Changes in the top management often lead to changes in the organization culture. Employees need to face different methods of doing things at works when management change.

Sometimes, a frequent change in the management team which brings a different culture may cause negative effects on the employees' job satisfaction.
Thus, it is important for organizations to recognize the relationship between organizational culture and job satisfaction. According to Amjad (2011), vast past research have been done to determine the linkage between organizational culture with job satisfaction (Lund, 2003; Rad *et. al.*, 2006; Chang & Lee, 2007; Shurbagi & Zahari, 2012a&& 2012b; Belias & Koustelious, 2014). Based on a research by Silverthorne (2004), he states that on the level of job satisfaction of employees, organizational culture can play an important role as it can impact the employees' productivity and performance of the company as a whole. Furthermore, Tsai (2011) also states that a strong culture in an organization has codes of conduct and values for its employees, in which it helps the organization to accomplish its goals and mission.

According to Bellou (2010), the study on organizational culture and job satisfaction is important for organization since it is another attempt to understand what encourage the employee job satisfaction which will impact the overall well-being of the organization. Furthermore, Gregory (2009) also claimed that it is an essential success for any organization through employee satisfaction. But unfortunately, research on organizational culture and its relationship with job satisfaction in particular in the education industry in Malaysia is still lacking. Focus to increase job satisfaction has always been on the tangible factors such as fringe benefits and external environment (Uchenna, Kwan, & Fenella, 2012).

Therefore, this present study aims to identify the relationship between the four (4) types of organizational culture based on the Competing Value Framework Theory by Cameron and Quinn (2006) and job satisfaction in the universities in the northern region of Malaysia. Besides, this study also aims to fills the gap on the most dominant organizational culture's effect on job satisfaction for the northern region universities in Malaysia. This is hopefully, to shed some light in the marketing literature as well as assist organizations to focus on developing and maintaining one culture that has the biggest impact on job satisfaction of employees.

Job Satisfaction

Job satisfaction is considered as one of the most important indicators in order understands and measured how an employee feels about their work. Yucel and Bektas (2012) states that job satisfaction is the most frequent organizational variables that been measured in empirical studies setting. According to Aziri (2011), job satisfaction represents one of the most complex areas faced by managers today's when it comes to managing employees. Ensuring employees are satisfied will bring lucrative advantages to organizations. Furthermore Aziri (2011) added that job satisfaction may serve as one of the organizational function indicators. According to Chang and Lee (2007), they established that organizational culture has a positive impact on the job satisfaction of employees if the culture matches with the needs of the employees.

Job Satisfaction among Academic

Romanowski & Nasser (2010) mentioned that faculty member satisfaction relies partially on the university meeting their end of an unwritten contract as faculty members fulfill their perceived obligations to the university. Administrators exert a substantial influence on the culture and environment of higher education faculty. Roach & Sauermann (2010) stated that

the environment in which academics' work is critical to their perceptions of the job and satisfaction.

In addition, it was reported by Lambert et al. (2008) and Adenike (2011) that the job satisfaction of academic staff can be shaped and inspired by the quality of the relationships between the academics and their supervisors, the quality of the physical environment of the workplace as well as the degree of fulfilment in their work. The poor feedback on one's performance, lack of reward and recognition for a job done well plus inadequate resources to execute their jobs and lack of personal growth and development are also factors which affects job satisfaction. (Fajana, 2002; Adenike, 2011).

Organization Culture

According to Yucel, Karataş and Aydin (2013) there is a relationship between organizational culture and excellence. Different researchers defined organizational culture differently; Schwartz and Davis (1981) defined organisational culture as "a set of expected behaviours that are generally supported within a group" and Cameron and Freeman (1991) presume organizational culture as something which is difficult to objectively assess because it is based are taken for granted, assuming individual shares within the organization. According to Lund (2003), culture, types are arranged in order of rank where the highest rank is clan, followed by adhocracy, market and the lowest is hierarchy culture. Therefore, it is important an organization to achieve the highest rank of organizational culture by implementing a clan culture. Tsai. Y (2011), states that organizational cultures were significantly (positive) correlated with leadership behaviour and job satisfaction.

Based on the research of Shurbagi and Zahari (2012), it was found that the relationship between four types of organizational culture and five facets of job satisfaction was positively significant. The Competing Values Framework developer, Cameron and Quinn (2006) suggest the four types of culture based on the theory which is Clan Culture, Adhocracy Culture, Market culture and Hierarchy Culture.

A Clan culture is a culture that possesses a very comfortable and pleasant to work, in which the whole organization extent their relationship with one another to family type bonding. The bond in the clan culture also cultivates an atmosphere where individuals share information willingly between them. Members who are in an organization which implements clan culture feel that the work environment is sociable and has a pleasant work atmosphere. (Gull and Fariha Azam, 2012).

According Gull and Fariha Azam (2012), Adhocracy culture is a culture which is entrepreneurial, energetic and provides a place for its worker and its own management to come forward with blazing work. Besides that, organizations which implements adhocracy culture also encourage freedom and individual initiative in its workplace.

On the other hand, in the market culture, the main concern and objective is to get the job done or most likely called as result orientation. According to Shurbagi and Zahari (2012b), market term refers to the type of organization that functions as a market itself. Employees who works in this culture are push to be very oriented and tend to be very competitive. The value driver in

this culture is profitability and goal achievement. The strategies that this culture's emphasis is towards market superiority and competitive advantage.

Finally, in hierarchy culture, their work place environment implements structure and formality. Hierarchy culture consists of seven characteristic that are highly effective in the accomplishment of the objectives such as hierarchy, accountability, separate ownership, meritocracy, specialization, rules and impersonality (Cameron and Quinn, 2006). Hierarchy culture is a culture which is very organized, well through procedure, rules and regulation and methods on how things need to be done.

Conceptual Framework

Figure 1: Relationship between four types of Organizational Culture (Clan, Adhocracy, Market and Hierarchy) and Job satisfaction

The figure above explains the relationship between the four types of Organizational Culture and Job Satisfaction. There are two variables that involve in this study in which they are independent variable and dependent variable. The independent variable consists of Clan Culture, Adhocracy Culture, Market Culture and Hierarchy Culture

Research Methodology

The research was carried out by using the 5-point Likert Scale Measurement. Organizational Culture Assessment Instrument (OCAI) was used to measure data regarding Organizational Culture whereas to measure Job Satisfaction a five-item scale operational job satisfaction instrument was utilized. A sample of 100 academic staff was selected as the respondent by using simple random sampling. According to Tabachnick and Fidell (2007) if there are four independent variables, the sample size to run a multiple regression analysis must at least be:
$50+ (8 \times n)$

In this calculation, n is the number of independent (IV) factors of the study. Therefore,

50 + (8 x 4) = 82 samples

Thus, to avoid any missing values or questionnaire that cannot be utilized due to respondent's negligence, the researcher collected 100 samples for the present study. The analyses are presented in next section.

Result and Analysis

Table 1 Summary of Frequency Table of Respondent

Profile	Frequency	Percentage (%)
Gender:		
Male	42	42.9
Female	56	57.1
Marital Status:		
Single	31	31.6
Married	62	63.3
Divorce	5	5.1
Race:		
Malay	86	87.8
Chinese	6	6.1
Indian	4	4.1
Others	2	2.0
Educational Level:		
SPM	1	1.0
Diploma/STPM	15	15.3
Bachelor's Degree	30	30.6
Master Degree	40	40.8
PhD	12	12.3
Income Level:		
0-5000	46	46.9
5001 - 10000	40	40.9
10001 - 15000	11	11.2
15001 - 20000	0	0
20001 and above	1	1.0
Years of service:		
1 - 5 years	17	17.3
6 - 10 years	30	30.6
11 - 20 years	37	37.8
Above 21 years	14	14.3

Referring to the table above, it shows the demographic data is dominated by female (57.1%), married (63.3%), Malay race (87.8%), Master degree holder (40.8%), income of 0 – 5000 category (46.9%) and years of service of (37.8%).

Table 2 Reliability Analysis Result of Clan Culture, Adhocracy Culture, Market Culture, Hierarchy Culture and Job Satisfaction

Variable	Total item	Item deleted	Cronbach's Alpha (After deleted)
Clan Culture	6	Non	0.886
Adhocracy Culture	6	Non	0.916
Market Culture	6	Non	0.865
Hierarchy Culture	6	Non	0.898
Job Satisfaction	5	Non	0.839

Table 2 shows no issues with the goodness of measure analysis where all the variables' value is above 0.7 and is indicated as good reliability value.

Table 3 Summary of Regression Analysis

Variable	Beta	Sig.
Clan Culture	0.279	0.019
Adhocracy Culture	0.088	0.360
Market Culture	0.301	0.010
Hierarchy Culture	0.104	0.370
R-square = 0.422		
Durbin Watson = 2.162		

Also known as the coefficient of determination, R-square is the proportion of variance in the dependent variable can be explained the independent variable. For the regression table, the R^2 shows that 42.2% of the four independent variables can explain the dependent variable. There are two variables that has significant relationship with Job Satisfaction namely the Clan Culture and the Market Culture. And the highest impact of the independent variables towards the dependent variables is by the Market Culture. The discussion of these findings is discussed in the following segments.

Hypotheses Analysis

Table 4 Summary of Hypothesis

Hypothesis	Result
H_1: There is a relationship between Clan Culture and Job Satisfaction in the northern region university in Malaysia.	Accepted
H_2: There is a relationship between Adhocracy Culture and Job Satisfaction in the northern region university in Malaysia.	Rejected
H_3: There is a relationship between Market Culture and Job Satisfaction in the northern region university in Malaysia.	Accepted
H_4: There is a relationship between Hierarchy Culture and Job Satisfaction in the northern region university in Malaysia.	Rejected
H_5: Clan Culture is the most dominant culture to Job Satisfaction in the northern region university in Malaysia.	Rejected
H_6: Adhocracy Culture is the most dominant culture to Job Satisfaction in the northern region university in Malaysia.	Rejected
H_7: Market Culture is the most dominant culture to Job Satisfaction in the northern region university in Malaysia.	Accepted
H_8: Hierarchy Culture is the most dominant culture to Job Satisfaction in the northern region university in Malaysia.	Rejected

Discussion and Implications

In this research study, the first objective is to identify the relationship between the four (4) types of organizational culture and job satisfaction among employees working in the northern region university in Malaysia. By using the Regression analysis method for the research Hypothesis Testing, the findings result shows that there are only two independent variables in which they are Clan Culture and Market Culture were significant in its relationship with Job Satisfaction.

The second objective of the study is to indicate the most dominant organizational culture adopted in the universities in northern in Malaysia. Based on the result of the study, it was discovered that the highest standard coefficient (Beta) is Market Culture with 0.301 and it has a significant relationship with Job Satisfaction. Therefore, obviously Market Culture is the dominant culture in the universities in the northern Malaysia. This result however does not align with past researchers. Thus, it provides new contribution to the research findings on organizational culture and job satisfaction since it was not in line with other past researcher findings.

The current study devotes understanding of an organizational culture and job satisfaction among employees in the universities in the northern region of Malaysia. The result of the present study specifies useful implication towards theoretical and practical perspective on organization culture towards job satisfaction. The results would be a guide for organizations which intend to retain and keep their employees by certifying job satisfaction. First and foremost, results of the study have confirmed an understanding regarding the critical features of organizational culture which has an impact on its employee's job satisfaction. Second, the result also has identified on ways in which the managers or leaders of the organization can assist to improve and increase employee job satisfaction in the organization. Thirdly, through this research it allows the manager to be aware and understand on the culture which is currently exist in the organization.

By understanding and being aware on what is currently being practice in the organization, the manager or leader of the organization would be able to identify and later introduce changes in the work culture which would motivate and create positive work behavior in the organization. According to Cameron and Quinn (2006), the basic step towards organizational culture change is through engaging and creating the competing values framework (CVF). Through this study, it will also provide insight to other researcher to study further on organizational culture and job satisfaction in other industries.

Conclusion

According to Berson, et al. (2008), organizational cultures lead to organizational outcomes, such as job satisfaction. The purpose of the study is to identify the relationship between the four (4) types of organizational culture and job satisfaction also the most dominant culture in the northern university of Malaysia Kedah. The results indicated that cultures do have a positive and strong impact towards job satisfaction of employees. It is essential for the managers or leaders of the organization to create a good and harmonious relationship with the employees. This action creates a clan culture where it makes the organization as a very personal place and they feels at home for the employee. This could be done by the organization by allowing job autonomy to those who are experienced as well can lead and manage projects.

In order to decide on which culture fits with the organization, the leaders need to identify on which culture which basically assist them to achieve their organizations objective. This is important as different culture stimulates different work habits. By identifying which culture to adopt, it also allows the management to focus on which training to invest and focus on.

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THE EFFECT OF RELATIONSHIP MARKETING, CUSTOMER SATISFACTION AND SERVICE QUALITY TOWARDS CUSTOMER LOYALTY: A CASE STUDY IN XYZ SDN BHD

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Abstract: *The impact of information technologies is no doubt undeniable. The rapid development of the information technology has empowered technology behaviour which leads individual as well as organizations to commence business through online. This study is to examine the effectiveness of service quality, customer satisfaction, and relationship marketing towards customer loyalty in XYZ Sdn Bhd. One hundred and sixty questionnaires were distributed to customers of XYZ by simple random sampling technique and the findings shows consistent result with the initial hypotheses constructed earlier. Therefore it is proven that both customer satisfaction and relationship marketing do have a significant relationship with customer loyalty which influences customer loyalty of customer's XYZ Sdn Bhd.*

Keywords: Service quality, Customer Satisfaction, Relationship Marketing, Customer Loyalty.

Introduction

Today's market place has changed to be very competitive than ever. This is due to the wide range offerings of products made available to customers. Customers would critically access products and services before deciding on which product to purchase. (Lee S.C, Barker S. & Kandampully J., 2003) Therefore organizations as well as marketers have started to improve qualities and services to retain and attract existing customers as well as gain more new

customers. (Lan, 2015). It was agreed that to ensure sustainability in the market place, marketers have to ensure that customer loyalty is place as a primary driver to achieve the objective (Gaurav K. , 2016).

Similarly, in understanding the importance of customer loyalty, organizations and marketers have add many other added value which benefits and would be as a preference to the customer such as modern technologies to their product and services as to gain customer loyalty (Lee S.C, Barker S. & Kandampully J., 2003).

Customer loyalty is seen and understood as the customers' loyalty in his bias to a brand and the decision is based on the customer's psychological commitment. (Mc Mullan R, Gilmore A., 2008). Blomer and Kasper (1995) explains that loyalty is a non-random behavior to respond the process of thinking and commitment and according to Rahman, A., Norhanisah, I,. Akmal Fadhila, A. R., (2012) it is noted that satisfaction, brand equity, commitment and resistance to change and, trust are elements which are related to customer loyalty.

Therefore, the purpose of study is to identify whether the services quality, relationship marketing and customer satisfaction do influence customer loyalty towards XYZ Sdn Bhd or otherwise. XYZ Sdn Bhd is a company based in the northen part of Malaysia and the company has a total of 260 customers. This study also wishes to identify what is the most dominant factor to retain customer loyalty at XYZ Sdn Bhd.

This was felt necessary as there was a drastic drop in sales for XYZ Sdn Bhd. The drop recorded was merely 40% decreased from year 2013 to year 2016. Items booked and recorded as interested by customers has showed a promising sales however only 70% payment by customers to identify successful sales were recorded. Number of traffic to the website of XYZ Sdn Bhd has also showed a decreased in year 2015. This has triggered the management to identify what is the factor and how do they overcome the issue as the info is vital to them to strategize their marketing plan. The failure to understand the issue will cause the company to lose its standing in business. This is due to various products which are similar, interchangeable and varieties of substitute products. These supplementary services are vital currently and they are often referred to as competitive advantages.

Relationship Marketing

Relationship Marketing is said as a new version of transitional marketing. It basically refers external customer relationship (Md Anhar. S.M, (2014). It is also about making a connection between the seller and the person who intends to buy the product. The goal of relationship marketing is to ensure loyalty of customers remain intact (V. Kumar & D. Shah, 2004) as it helps to reduce cost as it assist to reduce cost of marketing by sharing positive words around. (J. Griffin, 1995)

Md Anhar (2014) in his study mentioned that there are three factors which sellers and retailers need to do if they wish to succesfully build relationship marketing with their customers. The factors are provide and create customer satisfaction, deliver high standard customer services to its client as well as the need to develop segmentation technique.

Customer Satisfaction

A number of researchers have reported that satisfaction is being graded as an overall customer attitude or behaviour towards the difference between what customers expect and what they receive regarding the fulfilment of some desires and needs (Hansemark, O.C, &

Albinson, M., 2004; Kotler, 2012) and it was noted that consumer satisfaction is indeed a serious area which sellers and marketers need to focus in order to have an effective marketing programs. It is also noted that consumer satisfaction is a collective outcome of perception, evaluation and psychological reactions to the consumption experience with a product or service. Therefore on an overall consumer satisfaction is viewed as how consumers would benefits more as compared to what they have invested. Through past research also it has been acknowledged that consumer satisfactions do have a positive impact on loyalty (Zeithami, A. A. & Bitner, M. J., 2000; Bleomer, 1998)

When the customer feels satisfied with the product or services provided, customers will help to market the company product and also the company brand name. They also will emphasis on developing and enhancing relationships with the company. However should customers feel not satisfied they will also help spread the bad experience which they encounter to other parties.

Satisfaction has long been considered a fundamental determinant of customer loyalty (Cronin, J. J.& S. Taylor, 1992).

Customer Loyalty

Customer loyalty can be defined as a deeply held commitment to rebuy or repeat a preferred product consistently in the future, causing repeated same-brands or same brands set purchasing, despite situational influences and marketing efforts having the potential to cause switching behavior (Oliver, 1999). It is a huge concept whereby it studies on what makes a person remain loyal to a brand. Among the areas studied in order to understand customer loyalty more were the buying patterns of consumers, the sequence of purchase as well as behavioural perspective of consumers on repeat purchase.
Through past research as well, it was agreed that on the whole, loyalty and repurchase behavior are influenced by consumers satisfaction which leads to low intention on either to switch to another brand or remain loyal to the current brand. It is also comprehended that customers tend to be satisfied and loyal as and when their needs and wants are understood and fulfilled by the seller. (Rahman, A., Norhanisah, I,. Akmal Fadhila, A. R., 2012)

Service Quality

Service quality has been known as factor which influence the customer behaviour. (Cheng, 2010). A considerable amount of literature has been published discussing issues on service quality and its influences on organizational outcomes. The study includes superior performance, increase in sales profits, improve in customer relations, enhance corporate image as well as promote customer loyalty. (Kheng, L. L., Osman, M. & Rahim, M., 2010)

As a whole, service quality and customer satisfaction were found to be related to customer loyalty through repurchase intentions. Therefore delivering quality service to customers is a must for success and survival in today's business.

Conceptual Framework

Figure 1: Relationship between Relationship Marketing, Customer Satisfaction and Service Quality and Customer Loyalty.

The figure above explains the relationship between Relationship Marketing, Customer Satisfaction and Service Quality and Customer Loyalty. There are two variables that involve in this study in which they are independent variable and dependent variable. The independent variable consists of Relationship Marketing, Customer Satisfaction and Service Quality.

Research Methodology

According to the Uma Sekaran and Roger Bougie (2010), the definition for population is the entire group of people, events or things of interest that the researcher would like to investigate. Then, target population for this research are customers of XYZ Sdn Bhd which is located in the northern region of Malaysia. The total populations of customer were 260 and based on Uma Sekaran's table, 155 questionnaires were needed however to avoid any missing values or questionnaires which may not be able to be utilized, 160 questionnaires were distributed.

Profile of the Respondent / Frequencies Analysis

The respondents consist of male and female. From the bar chart above, female respondents is more than male which is 85.6% compared to 14.4%. Respondents are divided into four groups of age. The first groups is 25 to 35 years old, the second groups is 35 to 45 years old, third group is 45 to 55 and the last groups is between 55 and above. Based on the result, the most respondents was 35 to 45 years old which 64.4% from the total respondents. Respondents are divided into three groups of income. The first groups are RM 1500 to RM

3000, the second groups is RM 3000 to RM 5000, and the last groups are between RM 5000 and above. Based on the result, the most respondents was between RM 3000 to RM 5000 which is 55.0% from the total respondents. The respondents consist of Malay, Chinese and Indian.

From the table above, Malay race respondents is more than Chinese and Indian which is 83.8% compared to 10.0% and 6.3% for Chinese and Indian.

Table 1

		Frequency	Percent
Gender	Male	23	14.4
	Female	137	85.6
Age	25-35	2	1.3
	35-45	103	64.4
	45-55	55	34.4
Income	RM 1500-RM 3000	50	31.3
	RM 3000-RM 5000	88	55
	RM 5000 and above	22	13.8
Race	Malay	134	83.8
	Chinese	16	10
	Indian	10	6.3

Reliability Analysis

Service quality act as first independent variables. Based on the data obtained, the results are stated 0.697, which is the indicator shows it is moderate or acceptable. Customer Satisfaction act as second independent variables. Based on the result, the Cronbach's Alpha is 0.800, which is the indicator shows it is very good. Relationship marketing act as third independent variables. Based on the data obtained, the Cronbach's Alpha is 0.772, which is the indicator shows it is good. Customer loyalty acts as dependent variable. From the data obtained, the result is 0.780, which is the indicator shows it is good.

Descriptive Analysis

From the result, it is shows that the relationship marketing ranked highest among all independent variables which record with 3.9400 (std. Dev=0.60180) are consider as the higher level of agreement. Then follow by customer service as the second independent variables in the conducted study which is 3.9088 (Std. Dev=0.59128). While service quality as the third independent variables which mean is 3.5050 (Std. Dev=0.50504) and customer loyalty as dependent variables with mean 3.9863 (Std. Dev=0.60693).

Regression Analysis

The Standardized Beta Coefficients give a measure of the contribution of each variable to the model. A large value indicates that a unit change in this predictor variable (Independent variable) has large effect on the criterion variable (dependent variable). If the result in Beta is 1 means the independent variable has strong effect on the dependent variable. That indicates which independent variable to see which have more influences on the dependent variable. From the study shows that, the highest influence on the dependent variable is customer service which is 0.600.

Table 2

	Standardized Coefficients Beta	Sig.
SQ	-0.284	0.090
CS	0.600	0.001
RM	0.495	0.000
R^2	0.59	
Sig	0.001	
F-Test	74.757	
Durbin-watson	2.033	

Hypotheses Analysis

Hyphothesis		Result
H_1	There is a relationship between Relationship Marketing and customer loyalty in XYZ Sdn Bhd	Accepted
H_2	There is a relationship between customer satisfaction and customer loyalty in XYZ Sdn Bhd.	Accepted
H_3	There is relationship between service quality and customer loyalty in XYZ Sdn Bhd.	Rejected
H_4	Relationship Marketing is most dominant factor to customer loyalty in XYZ Sdn Bhd.	Accepted
H_5	Customer satisfaction is most dominant factor to customer loyalty in XYZ Sdn Bhd.	Accepted
H_6	Service Quality is most dominant factor to customer loyalty in XYZ Sdn Bhd.	Rejected

Discussion on Finding

In this research study, the first objective is to identify the relationship between independent variables (Service Quality, Customer Satisfaction, and Relationship Marketing.) and dependent variable (Customer Loyalty. By using the Regression analysis method for the research Hypothesis Testing, the findings result shows that there are only two independent variables in which they are Relationship Marketing and Customer Satisfaction were significant in its relationship with Customer Loyalty.

The second objective of the study is to indicate the most dominant factor effects customer loyalty in XYZ Sdn Bhd. Based on the result of the study, it was discovered that the highest standard coefficient (Beta) is Customer Satisfaction with 0.6 and Relationship Marketing with 0.4 which shows that both has a significant relationship with Customer Loyalty.

Therefore this study allows the owner of XYZ Sd Bhd to understand on what has to be its priority in strategizing its next step in gaining customer loyalty for the company.

Conclusion

The ability to understand what customer wants and what makes the customer remain loyal to the product and services provided by the company will assist the management of XYZ Sdn Bhd to invest in R&D in term of the latest technology which will give added value and other positive impact to the customers.

The findings will also assist the management of XYZ Sdn Bhd also identify what training and skill competencies are needed for the staff to further enhanced their knowledge in work related areas. Having the right competencies and training will able the employees to be able to deliver and create profitable outcomes.

Through this study, it will also provide insight to other researcher to study further on what other factors which effects customer loyalty in other sectors.

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EXTENDING UNFAIR CONTRACT TERMS PROTECTION TO BANKING CONSUMERS IN MALAYSIA: THE CASE OF ISLAMIC BANKS

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Abstract: *Standard form consumer contracts are pre-prepared by Islamic banks, which has the most bargaining power in the transaction and makes the offer on a 'take it or leave it' basis to banking consumers. For banking consumers, there is no scope to negotiate changes but to accept terms that unfairly advantage Islamic banks at their expense. Also, many do not read the standard form contracts and for those who actually read them may not understand or value fully the risks of the terms. Based on this backdrop, this study examines the issue of fairness in the actual terms of Islamic banking standard form consumer contracts ('substantive unfairness') and the domestic laws relating to unfair contract terms (UCT) in standard form consumer contracts of Islamic banks. Using doctrinal and content analysis methodology, this study analyses the already in place legal protections of Consumer Protection Act (CPA) 1999 and Islamic Financial Services Act (IFSA) 2013 that protect banking consumers when they encounter such problems, and how effective these mechanisms are. The findings suggest that there is inadequate protection from unfair terms in Islamic banking consumer contracts in Malaysia especially to banking consumer, which not only led to significant imbalance in the contracting parties' rights and obligations but has also resulted in considerable detriment (whether financial or otherwise) to banking consumers. This study concludes with options for legislative amendment to address unfair contract terms problem, such as to extend the existing CPA 1999 provisions to capture contracts involving banking consumers or to broaden the provisions in IFSA 2013 on UCT. This study has important implications on Islamic bankers and the government in determining an effective protection policy to financial consumers and growth sustainability of Islamic banking institutions in Malaysia.*

Keywords: UCT, legislative amendments, CPA 1999, IFSA 2013, Malaysia

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Introduction

Financial services or products have major impact on all banking consumers whether choosing a personal financing, borrowing to fund current consumption, acquiring goods and services or protecting oneself from financial risks. The implication for banking consumers is that Islamic banks offering the contract, use standard form contracts that are pre-prepared by them and having the most bargaining power in the transaction, makes the offer on a 'take it or leave it' basis, while not giving the banking consumers any opportunity to bargain for more favourable terms. Information asymmetries and level of transparency are also inherent in this type of contract. On one hand, standard form contracts undeniably promote economic efficiency by reducing the transaction costs of negotiation every time a contract is made, however, there is disagreement regarding fairness of the contract terms with the potential for Islamic banks to incorporate unfair terms.

For banking consumers, there is minimal or no scope to negotiate changes but to accept terms that unfairly advantage Islamic banks at their expense. Also, many do not read the standard form contracts and for those who actually read them may not understand or value fully the risks of the terms. Not surprisingly, under these conditions banking consumers are poorly informed of the contract risk and susceptible to making poor decisions that are detrimental (whether financial or otherwise) to them. Islamic banks being the party offering the standard form contracts has better knowledge on the terms and conditions and may exploit the contract by including unfair contract terms. The limited opportunities for negotiating of terms due to infrequent interaction with Islamic banks, creates the potential of transferring all or some of the transaction risk to banking consumers. Banking consumers signing the contracts may also not have the legal or technical skills to critically analyse them and understand the risk implications of the terms presented by the Islamic banks, subsequently providing the opportunity for banks to manipulate. The concept of risk here refers to limitations of legal rights of contracting parties in legal proceedings and their rights to change unfavourable terms of the contract. Standard form contracts are also criticised as adhesive whereby banking consumers have little choice but to sign the boilerplate contracts set by the Islamic banks and if they seek services elsewhere, the terms are actually standardised throughout the banking industry which makes it no point for them to 'shop around' for better terms.

For various reasons, banking consumers inadvertently accept unfair terms in boilerplate banking contracts because they are focused only on getting the goods and services for their consumption. Reviewing, reading and trying to understand the lengthy contracts in fine prints prior to signing them, are not high on their priority list. Banking consumers may not also read contract terms that often use legal terminology or any references made in the contract to particular legal statutes or rules that are difficult to comprehend. This leads to the broad acceptance of unfair contract terms in Islamic banking contracts.

Based on the above backdrop, some form of intervention may be warranted to encourage the adoption of 'fair' contract terms by the Islamic banks. The aims of this paper are to examine the scope of the unfair contract terms problem in standard form consumer contract, particularly in Islamic banking consumer contracts and policy options to address such problem. The policy options of legislative amendment analysed in this study are:-

Option 1 - to extend the existing CPA (Amendment) 2010 provisions to capture contracts involving banking consumers.

Option 2 - to broaden the provisions in IFSA 2013 on UCT.

The detriment caused by unfair contract terms in standard form consumer contracts of Islamic banks arises in a number of ways such as: banking consumers unwittingly enter contracts they would have preferred not to enter, inefficient passing of all or most of the transaction risks to banking consumers whom are less able to manage them. The existence of unfair contract terms may well weaken the confidence of banking consumers in contracting with Islamic banks.

Research Methodology

The type of research employed in this paper is the doctrinal legal research and qualitative data research. This paper examines the application of standard form contracts by Islamic banks in transactions with banking consumers and the statutory legislative protection which protects banking consumers from unfair contract terms. It provides comments on the regulatory framework that regulate protection from unfair contract terms and whether such laws are adequate. For protection of banking consumers from unfair contract terms, this paper focuses on two options on legislative amendment to provide remedies to banking consumers from unfair contract terms. This study uses secondary data resources derived from the BNM Consumer and Market Conduct department main website, KPDNKK main website, books, newspaper articles, journals, and reliable Google Scholar link information.

Literature Review

Standard Form Contracts in Consumer Transactions

The process of mass production and distribution makes it more convenient for large-scale organisations to use 'mass produced' contracts involving standard-form contracts as a basis in their transactions, which is drawn up without negotiation process but nevertheless must be accepted by consumers (Poole, 2010). The classical doctrine of 'freedom of contract' and 'rational consumer' may not be capable of providing a just solution in standard-form contracts in which freedom of contract exists on one side only, and for which the party delivering the document may allocate the risks of non-performance or defective performance to the other party, whose contractual rights are diminished with no alternative benefit received (Sims, 2012). The device of the standard-form contract has become prevalent and pervasive in the modern society and are sometimes called 'contracts of adhesion' which contains many conditions that are fixed by one party in advance and presented for en bloc acceptance and is not open to discussion (Furmston, 2012). The use of standard form contracts has many advantages to businesses negotiating numerous contracts, such as saving time and resources in negotiating contracts, but in practice it may present little choice and amplified serious unfairness to the adhering party who wants the product as he may have to accept the terms dictated by the other party (Macleod, 2007). The court often suspect that superior bargaining power position is being exploited at the cost of consumers and such judicial attitude to standard-form contracts may be summarised by reference to the speech of Lord Diplock in the House of Lords in *Schroeder Music Publishing Co. Ltd v Macaulay* [1974] 1WLR 1308:

"Standard-form contracts in consumer transactions, and in other situations in which one party is said to have no alternative but to contract on the terms offered if that person is to contract at all, are not presumed to be fair and reasonable. Rather, they are viewed as the product of a superior bargaining position of one of the parties."

In this era of globalisation, the characteristics of the standard form contracts such as: inequality of bargaining power, prepared in advance by one party on a 'take it or leave it' basis, no consensus ad idem, no freedom of contract and contract terms are printed in fine prints, reflects a new type of oppression to the consumers (Aziz et al, 2008). In summary, the dangers of standard-form contract are as follows (Wishart, 2005):

'lack of comprehensibility or unfair surprise' deterred reading and comprehension of contract which is due to the context in which contract is made such as: the small print, the unclear language, badly structured contract and confusing layout;

'lack of negotiability' due to the adhering party's weak bargaining power;

'substantive unfairness' due to lack of transparency on risks inherent in the substantive terms but may result in serious imbalance in the parties' rights and obligations which detriments the adhering party; and

'lack of competitiveness amongst businesses' due to restricted fairness in substance and level of choice on consumers may result in no incentive among businesses to compete with each other to improve choice and to produce terms that better reflect consumer interests.

Statement of the Options

The options identified by this study to address the problem of unfair terms in standard form consumer contracts of Islamic banks is to help provide incentives for Islamic banks to offer fair contract terms as well as reducing the incidence of unfair terms being included in consumer transactions. It is hoped that the suggested options below will help in providing a level playing field for banking consumers when interacting with Islamic banks through standard form contracts.

Option 1 – Extending Consumer Protection Act (CPA) 1999

Generally under the Malaysian law, unfair contract terms such as limitation or exclusion of liability would be valid provided clear words are used in the contract. The Contracts Act 1950 (CA 1950) only has provisions and remedies for procedural unfairness but silent on unfair contract terms or substantive unfairness. Likewise, the CPA 1999 (Act 599) which came into force on the 15th of November 1999 provide legislative provisions for consumer protection, but it also contained many loopholes and did not provide assistance in relation to unfair terms (Amin, 2013). Since 1999, four amendments have been made to CPA 1999 in the year of 2002, 2003, 2007 and 2010. However, the more significant amendment was the Consumer Protection (Amendment) Act 2010 (The Amendment Act 2010) which has specifically provide redress with unfair contract terms problems. Prior to this, unfair contract terms problems were dealt

with under the common law of doctrine of inequality of bargaining power (Trakic, 2015 & 2016).

The Amendment Act 2010 came into effect in 2011 and inserted Part IIIA into the CPA 1999 providing protection from unfair terms for consumers. The 2010 amendment aims to expand existing provisions to ensure the Act remains relevant to the current development on trade practices as well as providing more protection to the consumers. This amendment introduces Part IIIA: entitled 'Unfair Contract Terms' which defines the provisions in protecting consumers against unfair terms in a standard form contract. The Act also makes the Ministry of Domestic Trade, Co-operatives and Consumerism (abbreviated as KPDNKK) responsible towards the consumer protection affairs through new laws, policies review or proposal to protect consumer, receive consumer complaint and act as a secretariat to the National Consumer Advisory Council (NCAC).

Part IIIA contains sections 24A to 24J intended to address the situation where businesses impose unfair terms in standard form contracts on consumers. According to section 1(3), the Act is only applicable to contracts entered into after the Act came into force. Figure 1 below shows the content of the CPA 1999. Section 24A states the general interpretation relating to Part IIIA. The definition of a contract as in section 2 CA 1950 is retained. 'Standard form contract' is a consumer contract being drawn up for particular industry's general use irrespective whether it differs or not to other contracts commonly used in that industry, and an 'unfair term' is defined as 'a term in a consumer contract and taking into consideration all circumstances, results in significant imbalance in the rights and obligations of contracting parties but detriments the consumers'. Section 24B states that notwithstanding other acts such as CA 1950, Specific Relief Act 1950, Sale of Goods Act 1957 and other relevant provisions Part IIIA shall apply to 'all contracts'. Sections 24C deals with procedurally unfair terms and 24C (1) prescribes such terms when: 'it results in an unjust advantage to the business or consumer due to the conduct of the business or the manner/ circumstances when the contract is entered into between the business and consumers.' Section 24D deals with substantially unfair terms whereby 24D (1) lists such terms that 'is harsh, oppressive, unconscionable, it excludes or restrict liability for negligence or for breach of express or implied terms of the contract without adequate justification.' Section 24E states that the onus is on the business to prove that 'contract term is with adequate justification'. Section 24F provides that a court or Tribunal on its own account my deal with unfair contract term problem even if none of the contracting parties has raised such issue. Section 24G gives power to a court or Tribunal to declare any unfair terms of sections 24C and D as void. 24H further provides that contract terms that are partially or wholly executed may still be void. Section 24I makes it an offence for 'any person' to contravene Part IIIA and punishable by fine of RM250,000 for the first offence, RM500,000 for a subsequent offence and RM2,000 a day if the offence continues. Finally, section 24J empowers the KPDNKK Minister to make regulations significant to Part IIIA.

Figure 1 Content of the Consumer Protection Act (CPA) 1999

Primarily, the existing provisions of CPA 1999 for standard-form consumer contracts and the common law may provide protection to banking consumers through the application of fairness concept in contractual dealing. Under this option, legislative amendment would be carried out to extend the existing unfair contract term provisions in the CPA 1999, so as to apply to financial products and services thereby providing that a term of a standard form contract offered by Islamic banks to banking consumers is void if it is unfair. There is no existing definition of 'banking consumers' in the Act, however the Act broadly defines 'consumer' as "…a person who acquires or uses goods or services of a kind ordinarily acquired for personal, domestic or household purpose, use or consumption". Part IX of the IFSA 2013 defines 'financial consumer' which includes banking consumers as 'any person who uses, has used or may be intending to use, any financial service or product inter alia (a) for personal, domestic or household purposes; or (b) in connection with a small business as may be specified by the Bank'. The option would require the amendment to the CPA 1999 to broaden the definition of 'consumer' to capture banking consumers and the phrase of 'all contracts' in Part IIIA should also include financial contracts. This would mean that provisions in the CPA 1999 remain consistent with the IFSA 2013 provisions. This option would seek to ensure that, when entering into a contract with Islamic banks, banking consumers would be certain as to whether or not the Act apply to the given Islamic banking contract. This option would also permit other unfair contract terms enforcers such as the Central Bank of Malaysia (abbreviated as BNM), consumer agencies and private parties to apply to court for a declaration that a term in standard form contract of Islamic banks is unfair. Such a declaration by a court would make it a contravention for any person to apply or rely on such term.

Additional actions could be taken to enhance existing legislative arrangements include:

The CPA 1999 should incorporate a 'list of unfair terms' or guidelines on the different examples of potential unfair terms in standard form contract and a 'blacklisted list of unfair terms' such as exemption or limitation of liability clauses, and such list would likely to be added over time;

What is an 'unfair' term is defined by section 24A(c) where three requirements must be satisfied that it is 'a term in a consumer contract with regard to all circumstances', 'causes a significant imbalance in the rights and obligations of the parties arising under the contract' and 'to the detriment of the consumer.' This study suggest that government action should also be incorporated in the CPA 1999 on any businesses should the term satisfies this three limbed test and is therefore 'unfair';

The CPA 1999 to provide definition on 'significant imbalance' as to whether to refer exclusively to the term in question itself or the whole contract;

To provide more detailed guidance on a test for determining the meaning of 'adequate justification' on the list of clauses which exclude or restrict liability for breach of express or implied terms;

To provide definition on the meaning of 'unconscionable, oppressive and harsh terms' in substantive unfairness and the circumstances for such terms to occur;

To address identified issues of the need have separate provisions dealing with procedural and substantive unfairness since in many instances it is possible that substantive unfairness may result in procedural unfairness or both may overlap in nature; and

To increase the threshold jurisdiction limit of RM25,000 of the Tribunal for Consumer Claims to adjudicate banking consumer complaints since most contracts of financial services and goods exceeds RM25,000 which otherwise cannot be brought before the Tribunal.

The option for extending unfair contract terms protection in CPA 1999 to banking consumers is intended to enhance, not impede or displace existing regulatory mechanisms like IFSA 2013 or Islamic banking industry specific measure for financial consumers that achieving similar policy outcomes of alleviating the detrimental effects of unfair contract terms.

Option 2 – Broadening the Provisions of Islamic Financial Services Act (IFSA) 2013

The IFSA came into force on 30 June 2013 as a culmination effort of the Government in modernising and harmonising various law that govern the financial services sector. It is known as an 'omnibus act' which repeals the Islamic Banking Act 1983 and the Takaful Act 1984 and combines the Islamic financial and takaful services under one act. The IFSA provides for the regulation and supervision of Islamic financial institutions, payment systems and oversight of the Islamic money market and Islamic foreign exchange market in promoting financial stability and compliance with Shariah. The principal regulatory objectives of the IFSA are promoting financial stability and protecting the rights and interests of financial consumers in line with Shariah.

The IFSA contains a significant number of provisions on consumer protection, particularly those which are contained in Part IX. Figure 2 below indicates the content of IFSA 2013. Primarily, the Act introduces a new definition of 'financial consumer', which refers to 'any person who uses, has used or may be intending to use, any financial service or product inter alia (a) for personal, domestic or household purposes; or (b) in connection with a small business as may be specified by the Bank.' To ensure that Islamic banking institutions (IBIs) is fair and responsible when dealing with banking consumers, section 135 of IFSA emphasises on ethical business conduct and consumer protection by empowering BNM with a regulatory objective to 'foster fair, responsible and professional business conduct of financial service providers (FSPs) when dealing with financial consumers, and to protect the rights of financial consumers.' Furthermore, section 135(2) (a) (b) of IFSA specifies business conduct standards which includes: fair terms in a banking consumer contract for banking services or products, transparency and disclosure requirements, as well as providing accurate, clear, timely and not misleading information to banking consumers. Section 136 in Part IX of the IFSA prohibit a financial service provider from engaging in any business conduct set out in Schedule 7 of the IFSA such as 'misleading and deceptive conduct, exerting undue pressure in any financial service, demanding payments from a financial consumer for unsolicited financial services or colluding with any other person to fix or control the features or terms of any financial service or product to the detriment of a financial consumer, other than any tariff or premium rates or policy terms which have been approved by BNM'.

Figure 2 Content of the Islamic Financial Services Act (IFSA) 2013

Notwithstanding that IFSA gives emphasis on protecting banking consumers from any unfair trade or conduct of IBIs, nevertheless the Act is primarily more towards regulating IBIs on administration and governance structure. The IFSA do not specifically deal with the problem of unfair contract terms in IBIs' standard form consumer contracts. Therefore, this study suggests Option 2 in broadening consumer protection provisions of IFSA to counter unfair contract terms is Islamic banking standard form consumer contracts. In line with the *Maqasid al-Shariah* of having a fair, transparent and consumer-friendly banking contracts, the policy objective here is to provide a level playing field for consumers transacting via standard form contracts with Islamic banks, which will enhance the welfare of banking consumers by increasing their confidence and certainty in contracting. This option of broadening the scope of IFSA outlines a number of legislative actions to be pursued in achieving the previously stated objectives which include:

To provide a 'blacklisted terms' so that they are automatically unenforceable and never binding on banking consumers;
To provide a fairness test for relevant terms to be both 'transparent' such that terms must be in 'plain and intelligible language' and 'prominent' which means that the term is brought to the consumer's attention in such a way that an 'average consumer' (the objective test of an average consumer is 'a reasonably well-informed, observant and circumspect consumer') whom would be aware of the term, but which is subject to certain exemptions such as 'terms that specify the main subject matter of the contract' or 'set the price payable under such contract';

The Act should also cover 'consumer notice' which is defined as 'notice that relates to the rights or obligations between a banking consumer and an Islamic bank or a notice which exclude or restrict an Islamic bank's liability to a banking consumer or any announcement/ other communication in writing or otherwise';

To provide a clear definition of 'unfair terms';

To provide a list of 'indicative but non-exhaustive list' of potential unfair terms or to be known as 'the grey list' which illustrates terms that 'may be regarded as unfair', for example terms that allow Islamic banks discretion to set the price after the banking consumer has signed the contract or any terms allowing the Islamic banks to decide the characteristics of the subject matter of the contract even if the banking consumer is bound by the contract;

To provide the requirement for 'transparency test' whereby Islamic banks are to ensure that a written term of consumer contract or consumer notice in plain and clear language and is also legible;

To impose duty of a court to consider the fairness of terms in consumer contracts even if the parties to the case do not raise it as an issue, provided that the court has sufficient legal and factual information to allow it to do so;

To give banking consumers choice either rely or not on unfair terms or notices;

To extend unfair contract terms provisions to secondary contracts that affects the rights and obligations of banking consumer and Islamic banks under the main contract even if such contracts are not consumer contracts; and

Enforcement of the unfair contract terms provisions to be shared between financial regulator, capital market regulator, public and private consumer agencies as well as individual banking consumers, while providing these enforcers power to apply for injunction or an interdict should the contract terms falls under 'blacklisted' provision, it breaches transparency requirement or other provisions as suggested above.

Any existence of unfair contract terms may reduce banking consumers' confidence in contracting with Islamic banks as well as violating the ethical norm of fairness as enshrined by the higher objectives of Maqasid al-Shariah. Broadening the provisions of IFSA to counter unfair contract terms problems is BNM's policy commitment towards better financial consumer protection and the preferred option at this time.

Conclusion

Standard form contracts involving banking consumers and Islamic banks should generally allocate risks to the able party that best to manage them so as to avoid significant imbalance in the rights of contracting parties and obligations arising under the contract. Banking consumers transacting with Islamic banks through standard form consumer contracts should have confidence that the terms of the contract they entered into are fair and reasonable such that they are protected from suffering detriment due to unfair terms.

However, to address the problem of unfair terms in standard form consumer contracts of Islamic banks, this study explores two main options: Option 1 is to have legislative amendment to extend the existing unfair contract terms provisions to standard form contracts involving banking consumers, and Option 2 is to broaden the provisions in IFSA 2013 on unfair contract terms. The policy objectives of both options are to provide certainty to Islamic banks as to what laws are available from the beginning of contract formation, to address asymmetrical information about contract terms, to provide remedies for banking consumers against unfair contract terms, and to alleviate the detrimental effects due to unfair contract terms. Should the policy objectives of the above options not being met, it would result in diminished preparedness of banking consumers to invest and engage in enhancing the sustainability development goals of Islamic banking industry in Malaysia.

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MEASURING VIRTUAL LEARNING ENVIRONMENT SUCCESS AMONGST TEACHERS: DATA CLEANING AND PREPARATION

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Abstract: *This paper discusses about the data cleaning and preparation for the purpose of measuring the success usage of the virtual learning environment technology among school teachers in Malaysia. Data cleaning and preparation are essential steps in any research to ensure the selection of the correct analysis technique and accuracy of the result. In this study, the data were collected from the teachers across the Northern Region of Malaysia. During the data screening and procedure, seven main issues have been considered which include missing data, outliers, linearity, normality, homoscedasticity, multicollinearity and* common method variance. *As a result, a set of good quality data which consists of 643 cases were produced. Most importantly, all the assumptions for multivariate analysis had been met. In addition, this dataset has been proved to be robust and ready for further statistical examinations.*

Keywords: Data Cleaning, Data Preparation, E-Learning, Information System Success, Virtual Learning Environments

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Introduction

The introduction of education information systems (EIS) in Malaysia is part of the government strategies in solving the problem of the increased teachers' workloads due to the rapid changes of education demands. Two main areas of education that can be positively affected by the EIS implementation include (i) teaching and learning, and (ii) education management (Surif, Ibrahim, & Hassan, 2014). Among of the EIS implementations is the virtual learning environment (VLE), a type of e-learning system implemented in various educational settings such as universities, training centers and schools to systematically support online learning and administrations (Mueller & Strohmeier, 2011; Abdelhag & Osman, 2014; Jain, 2015). The reputation of VLE as a well-established technology has positively facilitated the process of knowledge retrieval and online learning management (Nor Fadzleen et al., 2013). Furthermore, the VLE technology has significantly shifted the nature of traditional learning in six aspects; time, place, space, technology, interaction, and control (Piccoli, Ahmad, & Ives, 2001).

However, despite the various benefits of VLE, a recent evidence has demonstrated that some teachers in Malaysia refuse to continue using the system (Cheok & Wong, 2016). In this study,

the continuous usage is examined because it indicates users' intention to continue or stop using the VLE. If they choose to stop, it shows that the users are either reject or resist of using the system. This is relevant since the low usage of VLE has been identified as a prominent issue that could lead the system into a failure (Johari & Siti Norazlina, 2010; Kementerian Kewangan Malaysia, 2014; Nor Azlah et al., 2014; Ummu Salma & Fariza, 2014). Therefore, this study is conducted to evaluate the VLE success among teachers in Malaysia. The main data collection procedure has been done starting from July to October 2017. As this is an exploratory type of study, the Partial Least Square-Structural Equation Modelling (PLS-SEM) will be used for data analysis. Initially, several pre-requisite procedures were taken before proceeding with the data analysis to ensure that the study produces valid and accurate results. The most vital procedures are data cleaning and preparation, which are essential before embarking on any multivariate statistical analysis. Therefore, this paper presents the thorough analysis of data screening and preparation for evaluating the VLE success among Malaysian teachers.

Research Model

From the literature, it is found that the VLE success could be engaged using DeLone and McLean IS Success Model (D&M). Previous studies proved that this model fits all the measurement for IS success evaluation (Al-Debei, Jalal, & Al-Lozi, 2013; Mohammadi, 2015; Zhu, Lee, Kuo, & Lin, 2013). In addition, DeLone and McLean (2003) also suggest that the application on D&M should consider the context of IS under investigation. They further encouraged the future researchers to continue enhancing and refining the model to suit the variability of IS research disciplines. Therefore, the current study uses the D&M as the theoretical basis, with the inclusion of Workload (WL) as an external variable to measure the VLE Success among the teachers. The research model, as shown in Figure 1, suggests that the Quality Dimensions – Information Quality (IQ), System Quality (SyQ), and Service Quality (SeQ) will significantly influence the Intention to Use (ITU) and User Satisfaction (US). At the second level, the increasing ITU should lead to more Usage (U) of VLE. By the same manner, the initial U may also affect future ITU, with the mediating effect of US. As a result of these U and US, certain Net Benefits (NB) will occur, that will further lead to improvement of ITU (moderated by WL) and US. At the same time, the WL is also expected to moderate the relationship between ITU and U of VLE.

Figure 1: Research Model

Instrumentation

Consists of 52 items, the instrument of this study was designed to measure eight constructs; IQ – seven items, SyQ – seven items, SeQ – nine items, ITU – four items, U – nine items, US – four items, WL – seven items, and NB – five items. All the items of this instrument were adopted from various sources, which have gone through the validation process by seven experts in the study field. Before conducting the pilot study, some of the statements/items in the questionnaire were revised. For every construct, the measurement scale is a seven-point Likert Scale, which ranges from 1 to 7 ['1' extremely disagree to '7' extremely agree]. This study applies the seven-point Likert Scale because it provides more widely spread scale values compared to five-point Likert Scale and thus reduces the possibility of respondent's bias - by just selecting a neutral value (Dwivedi, Papazafeiropoulou, Brinkman, & Lal, 2010). In fact, the seven-point Likert Scale has also been applied by many prominent researchers in the IS discipline (Agarwal & Prasad, 1997; Armstrong, Brooks, & Riemenschneider, 2015; Bhattacherjee, 2001; Seddon & Kiew, 1996; Venkatesh, Thong, & Xu, 2012).

Data Collection

A total of 850 questionnaires were distributed to the selected schools across the Northern Region of Peninsular Malaysia using simple random sampling technique. The questionnaire was designed by including the QR code to allow respondents to choose whether to answer on paper or via online. This strategy has successfully speeded up the response time and facilitates the data acquiring process. As a result, 719 questionnaires were returned, 441 (61.0%) respondents answer on paper while 278 (39.0%) more prefer to answer online. This 84.0% response rate is considered very high. The data were then gone through the screening and preparation processes.

Data Screening Procedure

The raw data, especially the primary data that are collected from respondents will mostly contain flaws or contaminations, which could be resulted from several factors, including human, instrumentation and sampling errors. In this sense, the proper preliminary consideration of several issues is worth, especially to establish an honest analysis of the data (Tabachnick & Fidell, 2007). Therefore, Tabachnick and Fidell (2007) suggested six main assumptions that are usually considered during the data cleaning and preparation procedure, which are missing data, outliers, normality, linearity, homoscedasticity and multicollinearity. In addition, this study also examines the common method variance (CMV) as it occasionally exists in the cross-sectional studies (Juneman, 2013). All of these procedures were done using the IBM SPSS Statistics (SPSS) Version 21.

Missing Data

The most conventional method to handle missing data is case deletion (Tabachnick & Fidell, 2007). In this study, 41 cases were eliminated from the dataset because they were identified as non-users of VLE. Another ten cases were diagnosed as incomplete responses especially for those who answered on paper. The advantage for those who answer using the online questionnaire is that they cannot skip any question because each item has been set as 'compulsory field'. As the study achieved a high level of response rate, all of the cases with incomplete responses were deleted. In total, 51 case deletions were made at this stage.

Outliers

All the continuous variables in the current study had been tested for outliers, including age. The outliers can exist in two forms; univariate and multivariate. The univariate outliers in this study are identified based on the unengaged responses (Gaskin, 2017) and z-score with a threshold value of ±3.29 (Tabachnick & Fidell, 2007). As a result, two unengaged responses with the standard deviation (SD) value of 0.00 and one case that has z-score of WL exceeding the threshold value (-3.78) have been eliminated from the dataset.
On the other hand, the analysis of multivariate outliers was done using the Mahalanobis Distance method. It is one of the measurements for multivariate distance and can be evaluated for each case using the chi-square (X^2) distribution. The most common probability estimate for a case being an outlier is $p < .001$ for the X^2 value, is appropriate with Mahalanobis Distance (Tabachnick & Fidell, 2007). Hence, 22 deletions were made during the procedure, as shown in Table 1.

Table 1: Analysis of Multivariate Outliers

No.	IVs	DV	Deletion	Cases
1.	IQ, SyQ, SeQ, US, NB, U	ITU	15	89, 177, 28, 327, 451, 198, 51, 27, 634, 199, 340, 244, 61, 382, 424
2.	ITU	U	-	-
3	IQ, SyQ, SeQ, NB,U	US	6	396, 93, 560, 408, 559, 586
4.	U,US	NB	1	675

Linearity

Linearity refers to the consistent slope of change between the exogenous and endogenous variables. In this study, the linearity test was done using two methods namely ANOVA test and Ordinary Least Square (OLS) Linear Regression. The relationship between exogenous and endogenous variable is considered as linear when the significance value of ANOVA test is greater than 0.05. However, if the test produced the opposite result, the OLS Linear Regression should be conducted for crosschecking. Under this circumstance, the significant value that is lesser than 0.05 is accepted as sufficiently linear (Gaskin, 2017). As shown in Table 2, all the relationships between exogenous and endogenous variables in this study met the assumption of linearity.

Table 2: Linearity Analysis

Relationship		ANOVA Sig. (> 0.05)	OLS Linear Regression Sig. (<0.05)	Linear Relationship
IQ	ITU	0.250	-	Yes
SyQ	ITU	0.317	-	Yes
SeQ	ITU	0.01	0.00	Yes
US	ITU	0.033	0.00	Yes
NB	ITU	0.017	0.00	Yes
U	ITU	0.037	0.00	Yes
ITU	U	0.653	-	Yes
IQ	US	0.511	-	Yes
SyQ	US	0.518	-	Yes
SeQ	US	0.093	-	Yes
NB	US	0.105	-	Yes
U	US	0.416	-	Yes
U	NB	0.137	-	Yes
US	NB	0.280	-	Yes

Normality

The current study applied the analysis of Skewness and Kurtosis, Kolmogorov-Smirnov and Shapiro-Wilk for the distribution normality test. The initial analysis using the Skewness & Kurtosis showed that the data are approximately normally distributed or in the range of ±2 (Garson, 2012). However, further analysis of the Kolmogorov-Smirnov and Shapiro-Wilk indicated that the significant values are below 0.05, which demonstrate the violation of normality assumption (see Table 3). Hence, the non-normality of the collected data in this study called for the use of the PLS-SEM for the purpose of data analysis to handle the standard error of the distribution (Hair, Ringle, & Sarstedt, 2011).

Table 3: Normality Test

Variable	Skewness	Kurtosis	Kolmogorov-Smirnov (Sig.)	Shapiro-Wilk (Sig.)
IQ	-0.25	0.09	.000	.000
SyQ	-0.18	-0.22	.001	.003
SeQ	-0.05	-0.09	.000	.005
ITU	-0.06	-0.02	.000	.000
U	0.14	-0.32	.001	.007
US	0.02	-0.30	.000	.000
NB	0.001	-0.21	.000	.000
WL	0.11	-0.36	.000	.001

Homoscedasticity

Homoscedasticity exists when the variable's residual exhibits consistent variance across different levels of the variable (Gaskin, 2017). This analysis can be done using scatterplot, where the equal distance of residuals along the fit line is expected to meet the assumption homoscedasticity. On the other hand, the funnel out shape of scatterplot indicates the existence of heteroscedasticity, which violates the assumption of parametric analysis (Salkind, 2010). As shown in Figure 2, the scatterplots of all exogenous variables to the endogenous variables are approximately homoscedastic, which signify the good characteristic of data.

IQ – ITU (Homoscedastic)

SyQ – ITU (Homoscedastic)

SeQ – ITU (Homoscedastic)

US – ITU (Homoscedastic)

NB – ITU (Homoscedastic)

U – ITU (Homoscedastic)

ITU – U (Homoscedastic)

IQ – US (Homoscedastic)

SyQ – US (Homoscedastic)

SeQ – US (Homoscedastic)

NB – US (Homoscedastic)

U – US (Homoscedastic)

U – NB (Homoscedastic)

US – NB (Homoscedastic)

Figure 2: Homoscedasticity Analysis

Multicollinearity

Multicollinearity appears when the variance of exogenous variables are overlapping with each other and thus not explaining unique variance in the endogenous variable (Gaskin, 2017). For the current study, the Tolerance and Variance Inflation Factor (VIF) values were applied as the indicators in the multicollinearity test. The value of VIF<10 and Tolerance > 0.1 are accepted as the threshold for multicollinearity assumption (Field, 2009). As demonstrated by Table 4, the entire exogenous variables' VIF values were below 10 and the tolerance values were above 0.10, therefore, there are no collinearity problems in the model.

Table 4: Multicollinearity Analysis

DV:	ITU		U		US		NB	
IV:	Tolerance	VIF	Tolerance	VIF	Tolerance	VIF	Tolerance	VIF
IQ	0.24	4.23	-	-	0.24	4.20	-	-
SyQ	0.15	6.55	-	-	0.16	6.22	-	-
SeQ	0.29	3.43	-	-	0.29	3.42	-	-
ITU	-	-	-	-	-	-	-	-
U	0.21	4.77	-	-	0.25	4.05	0.23	4.29
US	0.12	8.57	-	-	-	-	0.23	4.29
NB	0.15	6.55	-	-	0.20	5.01	-	-

Common Method Variance

The CMV or also known as Common Method Bias (CMB) occurs when the respondents are presumed to have the similar intention of answering the same pattern, or the same answer for different variables, which caused both exogenous and endogenous variables to have equal variances. One of the methods of detecting CMV is through inter-construct correlation. CMV is expected to exist if the value of inter-construct correlation is above 0.9 (Bagozzi, Yi, & Phillips, 1991). In the current study, only the inter-construct correlation of NB – US is approximately reaching the threshold value (0.91). Nevertheless, this value is considered acceptable as the conceptual framework of the study proposed the recursive relationships between these two variables. Table 5 presents the result obtained from the statistical analysis of CMV in this study.

Table 5: The Analysis of Common Method Variance

Inter-Construct Correlations								
	IQ	SyQ	SeQ	ITU	U	US	NB	WL
IQ	1							
SyQ	0.86	1						
SeQ	0.77	0.78	1					
ITU	0.76	0.79	0.74	1				
U	0.75	0.79	0.73	0.78	1			
US	0.81	0.86	0.77	0.84	0.88	1		
NB	0.79	0.84	0.74	0.84	0.85	0.91	1	
WL	0.26	0.22	0.28	0.22	0.24	0.22	0.18	1

Conclusion

This paper deals with the issues that are resolved after the data collection but before the main analysis is executed. As a result of deletions during missing value and outliers' analysis, the usable data were 643 cases or about 75.6 % of valid response rate, which is far above the minimum response rate suggested by Hair, Black, Babin, and Anderson (2010). Moreover, this amount of cases are valid for further analysis of VLE success, which will be conducted afterwards. Although this procedure sometimes could be time-consuming and tedious, the careful contemplation is worthy especially to ensure the validity of the main data analysis (Tabachnick & Fidell, 2007). Doubtlessly, the study has gone some way towards enhancing the understanding of data cleaning and preparation procedure. The methods used for this data cleaning and preparation may be applied to another type of studies, especially when dealing with survey data, elsewhere in the world.

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PERCEIVED USEFULNESS AND EASE OF USE OF THE MASSIVE OPEN ONLINE COURSES AS A TEACHING TOOL

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Abstract: *In 2018, Ministry of Higher Education Malaysia (MOHE) has set a standard that every public university in Malaysia is required to upgrade the use of Massive Open Online Courses (MOOCs) to at least 20% in all the courses offered in the institutions. In polytechnics specifically, MOHE has targeted 40% of the total number of students to use MOOCs through 70 courses offered beginning 2018. Thus, MOOCs have received wide publicity that many institutions are investing on it in order to create self-centered learning among their students. At the same time, lecturers are also involved in making sure the success of online learning such as MOOCs are achieved. With the introduction of MOOCs among the English lecturers of polytechnics in Malaysia, the lecturers' teaching practice with the element of automated instructions could be changed and upgraded for the betterment of English Language education. In this research, Technology Acceptance Model (TAM) is used in order to find out on the perceived usefulness and ease of use of the MOOCs among the English Language lecturers in one of the polytechnics located in the east coast of Malaysia. The finding shows that the lecturers indicated positive feedbacks towards MOOCs. However, concerns were still located among them if MOOCs are used in the future, covering all topics in the English Language subjects. Therefore, the use of MOOCs among the lecturers should be encouraged further to develop a better understanding and openness of MOOCs for English language education.*

Keywords: MOOCs, Technology Acceptance Model, self-centered learning, automated instruction, online learning, English Language Education.

Introduction

Technology has been used for so many years in education. Technology allows its user to become more independent and aggressive in finding knowledge. For the past few years, Massive Open Online Courses (MOOCs) have received special attention in the world of education. The unlimited boundaries of knowledge-searching have definitely made MOOCs as one of the choices in learning and teaching online as it is an online learning course that is open freely. Although there are many challenges in adapting MOOCs into the education world, one prominent challenge comes from the Key Performance Indicators (KPI) set by the Ministry of

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Higher Education of Malaysia (MOHE). As MOOCs Malaysia is the Ministry's priority agenda under Surge 9: Globalized Online Learning under the Malaysian Education Development Plan (Higher Education) 2015-2025, MOHE has announced that beginning 2018, every public university in Malaysia is required to upgrade the use of MOOCs to at least 20% from the whole courses offered. The KPI set by the ministry is a minimum of two General Education Subjects must be taken and fulfilled by the students using MOOCs. Specifically, for polytechnics, MOHE has targeted 40% of all polytechnic students to use MOOCs through 70 courses offered beginning 2018. One of the subjects selected is DUE3012; Communicative English 2.

Although online learning is always with the acceptance from the students, not many of us pay attention to the struggle the educators must face when using these online teaching methods. The impacts on pedagogical practice are huge and at the same time, they provide a new method in the teaching process among the educators. With the introduction of long lists of technology for education, MOOCs might seem to be another platform to highlight the use of technology in teaching. The perceptions of identifying the usage and recognizing the functions of MOOCs have been a never-ending fight for the educators. Thus, it is not clear on how familiar the educators are with MOOCs concept, the technology used and how it may be beneficial and functioned in the teaching process.

Another area that should be considered is the promotion of automated instruction to the educators that allows connections between the educators and the learners, hence filling in the gap throughout the teaching-learning process. Automated instruction is a process where the content is provided to students using a preprogrammed automated system rather than through a live instructor (Cook, 1964, cited in Cole, 2015). This provides space for both educators and students in dealing with the teaching-learning process. At the same time, self-centered learning that has been promoted to students is achieved.

This research interest would be in the studying the acceptance of teaching online with the help of MOOCs. The results would be beneficial in promoting and supporting teaching methods using MOOCs, also for the educators to be more open and ready in using technology in teaching.

Literature Review

Knowles describe Self-Directed learning (SDL) in broadest meaning as "a process in which individuals take the initiative, with or without the help of other, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes" (Knowles, 1975) while others describe this process as self-planned learning, inquiry method, independent learning, self-education, self-instruction, self-teaching, self-study, and autonomous learning. These labels seem to imply learning in isolation, whereas Knowles pointed that SDL usually takes place in association with various types of helpers, for example, teachers, tutors, mentors, and peers.

With the incorporation of ICT in the teaching of the subject, it is important to ensure that the courseware really supports the students' learning as a learning tool; and whether the use of courseware is a benefit for a long-term investment (Chua, 2009; cited in Melor, 2010). However, educators cannot simply assume that the techniques, approaches, and strategies that worked well in the traditional learning environment of the classroom can simply be

successfully used in the environment of the ICT (Melor et. al., 2009). There is a consensus that MOOCs, if correctly deployed, do offer education institutions a useful lever for restructuring and transition, in a report by the Department for Business Innovation and Skills, UK (Haggard et. al., 2013).

This study discussed the perception of English Language lecturers of Politeknik Sultan Haji Ahmad Shah, Kuantan Pahang on the implementation of MOOCs in the institution. Understanding the reasons behind the rejection of new information in technology has been the utmost challenge in the study of technology (Park et. al., 2007). Technology Acceptance Model (TAM) introduced by Davis (1989) is considered as one of the most cited theoretical frameworks and therefore used in this research. The model is an attempt to derive the determinants of computer acceptance that is general, capable of explaining user's behaviour across a broad range of end-user computing technologies and user populations, while at the same time trying to be parsimonious and theoretically justified (Melor et. al., 2010). The model also suggests that user's perceptions of usefulness and ease of use determine attitudes towards using an online tool (Jowaty, 2014). By using TAM, it could help to determine the success or failure of MOOCs as an online tool to support teaching English subject from the point of view or Perceived Usefulness and Perceived Ease of Use.

Conceptual Framework of Study

Figure 1: Technology Acceptance Model (adapted from Davis et. al. 1989)

Technology Acceptance Model was developed by Fred D. Davis (1989). Since its inception, it is widely used to explore technology adoption in a variety of contexts and use. There are two focus points used for this research; Perceived Usefulness and Perceived Ease of Use. According to Davis (1989), perceived usefulness is defined as the degree to which a person believes that using a particular system would enhance his or her job performance. Perceived ease of use, alternatively, is the degree to which a person believes that using a particular system would be free of effort. In other words, the effort is easy with limited difficulties.

Methodology

This study appointed a qualitative design in nature using semi-structured investigation on how the English lecturers of Politeknik Sultan Haji Ahmad Shah perceive usefulness and ease of use of Massive Open Online Courses (MOOCs) platform as a method in teaching the subject DUE3012 Communicative English 2. Six female lecturers with experience teaching the subject

and use MOOCs were selected as the respondents for this study. All of them possess a minimum qualification of Teaching English as a Second Language (TESL) as their degree, while five out of six have master's degree.

Findings

The findings were recorded through interviews with the respondents selected. The areas of the interview were mainly based on Perceived Usefulness and Perceived Ease of Use. In each division, the areas cover a few sub-topics; independence, nature of knowledge, flexibility, environment, and opportunities.

Area 1: Perceived Usefulness
Independence

Miss Mla stated that MOOCs provide a selection of the knowledge-sharing method. She said that the students can learn on their own, and this highlighted the purpose of independent learning and self-centered learning among students. She also mentioned that lecturers could also use the lessons provided in MOOCs later in class.

Miss Kay added that with provided manual, the students can browse through the platform from the information given from the manual. The students can refer to the manual if they have problems regarding MOOCs. They could also ask their respective lecturer if a problem arises. This indicated that learning and using MOOCs, equipped with sufficient information, could make a learning to become independent.

Miss Mai further discussed the content of MOOCs. She referred to a few samples of activities in the subject DUE3012. She said that the instructions are very clear and the students had minimum problems completing the task. However, a few other activities should be simplified to reduce redundancy and unnecessary information. Example of activities mentioned by Miss Mai is stated below.

Figure 2: Activities provided in MOOCs for DUE3012, Communicative English 2

Nature of knowledge

Miss Wan indicated that the use of MOOCs was relevant and valuable. Activities such as videos, audios, e-notes and online digitals are very useful and comprehensive. Miss Mla agreed to this statement by adding that the information in MOOCs helps the students to understand the topics clearly. Miss Kay explained that the content posted in MOOCs are relevant and related to the subject she teaches. The lessons are based on the syllabus and this helps her students in learning the subject in a more creative way. She explained that MOOCs help the lecturers and the students to understand the topics clearly without having to refer to any modules regarding the subject. However, she indicated that some topics in MOOCs should be reviewed because she found them very challenging for the students to learn independently. Therefore, completing the task becomes more challenging.

Interactive videos were found relevant and informative. Posting of videos and audios by the students added to this value of knowledge. The students were required to actively participate by posting their own videos based on the activity provided. This inculcated the independent learning among the students and the lecturers could identify language proficiency among the students.

Another point discussed was the improvement in the language proficiency. Miss Rin clarified that MOOCs are potential tools for the students to improve their language proficiency. The activities listed in MOOCs are developed in such a way that the students will have to learn new vocabulary and sentence structure. The students need to write their answers and therefore they will indirectly learn the language. Miss Mla expressed her agreement that MOOCs are able to cover all the four skills in English Language education; listening, reading, writing and speaking skills, as well as the content area of the topics in DUE3012, from all the activities listed in MOOCs. This will further enhance the motivation among students that learning English could be embedded through online learning.

Figure 3: A Sample Video for Student's Guide

Area 2: Perceived Ease of Use

Flexibility

In this sub-topic, all the lecturers interviewed agreed that MOOCs provide flexibility in their teaching. Miss Rin said that monitoring of student's progress could be done anytime anywhere. Therefore, in terms of making sure that the students use MOOCs for the subject, supervision and monitoring were done with minimum difficulties.

However, Miss Mla raised the issue of internet connection. Problems occurred when the internet connection was poor. This caused both the lecturers and students to not able to log on to MOOCs and complete their task. The poor connection sometimes hampered the process of teaching and learning. The process of monitoring the students' progress was also interrupted. The loading time was sometimes poor and this caused a waste of time for both parties. Miss Mai added that sometimes she became frustrated due to this unforeseen matter. Consequently, due to the fact that the task could be done anytime and anywhere, given the specific time constraint, this problem seemed to be minor and could be resolved.

Another point discussed by the respondents were the use of non-native speakers in the videos and the audios in MOOCs. They said that with the use of Malaysian speakers, the students tend to be at ease because they are able to grasp the meaning easily. To their hearing, the use of non-native speakers is more friendly and flexible. However, Miss Nad indicated that the use of native speakers is also a must so that the students are exposed to different types of accent and pronunciation.

The respondents were asked whether MOOCs provide interesting tools in teaching the subject DUE3012. All of them agreed that MOOCs give a new meaning to new teaching approach, compared to the conventional way of teaching. Miss Rin described that the platform is suitable for the students to learn in a different way, showing them that there are a lot of choices they could use when learning the English language. MOOCs could be the newest interest for the students as they are well-exposed in technology.

Miss Nad pointed out no matter how the platform could be very interesting, if the lecturer is not knowledgeable in the technology used, the teaching process will not be smooth. She added that as a lecturer, she needs to equip herself with adequate information regarding MOOCs in order to have the lesson runs efficiently for both the lecturer and the students.

Environment

All lecturers agreed that the environment that MOOCs offer is suitable in today's world. As it could be accessed from mainly everywhere using any tools (computers, tablets, smartphones etc.) added that there is an internet connection to it, the association to MOOCs is unstoppable. They unanimously agreed to the fact that MOOCs make the environment of teaching and learning to be interesting, interactive and fun. However, these results are based on the interest in the course content or type of learning experience. By exploring how growing learning platforms are equipped with new technologies and digital content that may benefit modern education environments, such as teaching and learning in MOOCs, it will help the lecturers to accept MOOCs openly.

Opportunities

When asked whether the lecturers will be using MOOCs in other subjects they teach, only a few gave positive feedbacks. Miss Kay said that learning on how to handle MOOCs for this subject DUE3012 gave her a clear perspective that online learning is a vast area and there are a lot of things to explore. Given proper guidance and time, she positively said that she could create another platform in MOOCs for other subjects that she is teaching. This statement was agreed by Miss Mai. She added that MOOCs taught her a lot of things pertaining to online learning. MOOCs are suitable to be used in other English subjects if the problems related to MOOCs such as internet connection, are swiftly resolved. The other lecturers had a second thought when asked if they could build their own MOOCs platform in the future.

Discussion

This study suggests that teaching experience does contribute to teacher's English language teaching using technology where the more experience a teacher is, the less anxiety he/ she experiences. The best practice that can be highlighted is a continuous and extended use of English language in and beyond the classroom (Norkumala et. al., 2017). As it is evident that experience does affect a teacher's English use of technology, one should be willing to encounter more English language education tools. It is important to develop confidence and self-esteem, and a relaxed environment reduces anxiety, which in turn improves motivation and confidence (Smith & Strong, 2009).

From this study, it is clear that the respondents are positive about using MOOCs in the subject DUE3012, Communicative English 2. Despite the fact that there are a few issues in using MOOCs, such as the internet connection speed and the technical proficiency one has, the implementation is fulfilled and future activities regarding MOOCs could be applied. As the education is rapidly going towards online learning, educators should prepare themselves mentally and physically in coping the challenges in the future.

Conclusion

Most of the researches done on perceived usefulness and ease of use of MOOCs particularly related to the success of its method suggests that educators who are attracted to this type of teaching share certain common characteristics, including that they are voluntarily seeking further education, are highly motivated, have high expectations, are more self-disciplined, are independent, are active learners, possess good organizational and time management skills, and can adapt to the new learning environments. They are working on more flexible schedules. The study done revealed that the most popular factors in choosing MOOCs course were as follows: (a) It justifies the need for increased flexibility; (b) It encourages teaching-learning independence; (c) Web-based environment can possibly offer many opportunities for augmenting the teaching and learning process and, (d) MOOCs ensemble the rapidly changing nature of knowledge. There are a lot of information that could be gathered from MOOCs, with so many rooms for improvement. MOOCs help the educators in expanding their teaching experience and methods. However proper guidance and motivations need to be implemented in order to fulfill the use of MOOCs among educators reaches the highest peak.

A further research is highly recommended to make certain of the stability of MOOCs for the subject DUE3012 Communicative English 2. This will also ensure that the subject will be taken positively by the lecturers as well as the students. Continuation of a future research will encourage the improvement of the MOOCs and therefore will expand the lifespan of MOOCs.

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FACTORS AFFECTING GREEN COMPETENCIES AND ITS IMPACT ON GREEN PERFORMANCE: A CONCEPTUAL FRAMEWORK

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Abstract: *The purpose of this paper is to provide a framework through which to understand factors affecting green competencies in manufacturing industries in Malaysia. Based on the review of literature on Green Human Resource Management (HRM), a conceptual framework is presented and three hypotheses will be tested in future. This framework can be used by practitioners, specifically human resource managers to develop green competencies among employees towards organizational growth and environmental sustainability. Particularly, the study incorporates green HRM practices and individual characteristics as to have significant relationship with green competencies, which lead to green performance. The future results of the research will provide useful insights in the Green HRM area in Malaysia.*

Keywords: Green Human resource Management (HRM), green competencies, individual characteristics, green performance, manufacturing.

Introduction

The 21st century has shown an increasing awareness of environmental concerns by business communities. As a result of the transformation of business structure from a conventional financial structure to a modern capacity-based economy, companies began to explore and implement green economic practices (Ahmad, 2015). To handle environmental issues such as industrial pollution and waste material including toxic chemicals, many organisations are now adopting and implementing environmental management practices (EMP) that aim to reduce the negative effect of environmental degradation on humanity. Furthermore, the adoption of these environmental management practices can make firms to become competitive (Jabbour, Jabbour, Govindan, Teixera, & Freitas, 2013).

In the context of an organisation, the human resource department plays an important role in supporting and promoting environmental sustainability issues within the organisational community. Previous studies suggested that individual characteristics/competencies which relate to skills, knowledge, and attitude are some of the critical success factors of the

implementation of green practices or policies in a firm (Subramaniam, Abdulrahman, Wu & Nath, 2016).

It was recommended therefore that the human resource department develops green competencies (GC) of the employees by effectively aligning human resource activities practices such as recruitment, selection and training with environmental protection practices. The argument here is that green competencies would enhance green performance. Indeed, the literature has identified the critical role of environmental training in achieving success in environmental management (EM) (Jabbour, 2013).

The aim of the present research is to investigate the contribution of Green HRM practices (G-HRM) and individual characteristics/competencies toward employee green competencies. The second objective of this study is to examine the influence of green competencies on green performance as an outcome. To achieve these objectives, data from all level of employees in large manufacturing firms in the northern region of Malaysia that are in compliance with green certificates (ISO 14001) will be gathered using a purposive sampling technique. A set of questionnaire will be used to collect the data.

Theoretically, this study will contribute to green practices literature by integrating green HRM practices literature and individual characteristics/competencies literature. Practically, the findings can be used as a guideline for organisations to formulate green HRM policies to develop employee green competencies to achieve the organisation's environmental and business goals.

Problem statement

As a developing country, Malaysia aims to achieve its Vision 2020 that anchors growth on people (Economic Planning Unit, 2015). To achieve the goals, six strategic thrusts and six game changers are envisioned to transform ideas into a reality that will catapult Malaysia towards the end state of being an advanced economy and inclusive nation (Economic Planning Unit, 2015). One of the strategic trusts concerns about pursuing green growth for sustainability and resilience that requires the country's environmental assets and ecological resources are managed in a sustainable way along with the development of the country. To accomplish environmental sustainability and resilience, four key areas are identified: (a) strengthening the enabling environment for green growth, (b) adopting the sustainable, (c) consumption and production concept, (d) conserving natural resources for present and future generations, and (d) strengthening resilience against climate change and natural disasters (Economic Planning Unit, 2015). Additionally, in response to global climate change, the government will focus on adaptation strategies to ensure sustainable growth and mitigation strategies to reduce GHGs emission intensity of GDP by up to 40% compared to 2005 levels by the year 2020, (Economic Planning Unit, 2015). Besides, the Prime Minister, Datuk Seri Najib Tun Razak, has been urging the need to slow climate change, reduce pollution, and cut CO_2 emissions through new policies involving green technology and investing in green industries (Mergawati, 2014). Therefore, to address the environmental issues in Malaysia, there is need to investigate on the main element that responsible for the environmental pollution, which is human. To begin, this study attempts to investigate on the capabilities or competencies of employees in delivering and supporting green activities. This study is a fundamental study as attempts to develop a

green competencies framework for individual/employee and simultaneously evaluate its impact on green performance.

Environmental issues which include climate change, resources depletion, and reduction of biodiversity and ecosystem integrity have emerged as major concerns in green management. As organisations contribute toward environmental degradation, they have a moral responsibility for ensuring that their practices are environmentally sustainable. According to Jackson, Renwick, Jabbour and Camen (2011), as the damaging effects of industrial pollution and waste became evident, there is an instant need to address environmental concerns in managing organisational jobs and activities. In fact, previous study on environmental claimed that industrial pollution is a major threat to the sustainability (Xiang, Stuber, & Meng, 2011). For this purpose, the human resource department could play an important role in developing and designing environmental strategies at the workplace, which can be achieved by aligning human resource practices with the environmental management objectives (Jabour, 2013). The alignment process is called green human resource management (GHRM) (Renwick, Redman, & Maguire, 2008).

In Malaysia, green HRM is relatively new and still in infancy. However, the topic of green HRM has been widely conducted in western countries. Given the importance of Asian economic development to the world growth, environmental management is an important topic to study in the region (Renwick et al., 2013). However, pull and push factors for organisations to go green in Malaysia are still lacking (Daljit, 2010). Even so, an organisation's intention to adopt environmental practices is often influenced by some critical factors, one of which is individual characteristics. It is possible that g-HRM is not able to be implemented because employees lack green competencies. Indeed, scholars argued that the human element in the organisation responsible for damaging the natural environments has been much neglected by previous studies (Subramaniam et al., 2016).

Since the environmental management practices are crucial to the sustainability and competitiveness of organisation, it is important to ensure that those responsible for implementing the practices have green skills. Notably, organisations can become green only if they have a workforce with substantial green competencies (Jabbour, 2013; Jabbour, Jugend, Jabbour, Gunasekaran, Latan, 2015). Jabour (2013) asserted the critical role of environmental training of employees for successful environmental management.

Previous studies had explored green HRM in various ways. For instance, green HRM practices had been examined to mediate between environmental management and employee satisfaction or retention (e.g., Wagner, 2013). Other studies had looked at the impact of green RM practices on teamwork and organisational culture (Teixeira, Jabbour, Jabbour, 2012), and g-HRM practices as a mediator between stakeholder pressures and environmental performance (e.g., Guerci, Longoni & Luzzini, 2015). To date, very few studies investigated whether green HRM practices and individual characteristics/competencies affect green competencies. Hence, the present study attempts to bridge the gap by integrating green HRM practices literature and individual characteristics and competencies literature to develop a conceptual model to identify a green competent individual. In addition to the above, to the best of our knowledge, there are very limited studies in Malaysia that explored the green competencies that would indirectly enable the enhancement of firm's environmental protection efforts and

environmental friendliness. The present study also wishes to examine whether green competencies will lead to individual green performance.

Literature review

Green Human Resource Management (GHRM)

Green human resource management (GHRM) refers to the application of human resources functional activities in the organisation that are aligned with environmental management and organisational sustainability (Askar, Johnson, & Imam, 2012; Jackson, Renwick, Muller, & Muller-Camen, 2011; Rao, 2012; Wagner, 2013). More specifically, GHRM is also referred to as all HRM activities involved in the development, implementation and on-going improvement of a system that aims at making employees of an organisation green and environmentally sustainable (Opatha & Arulrajah, 2014). According to Rao (2012), GHRM is often used to refer to the contribution of people management policies and practices towards the broader corporate environmental agenda.

According to Jackson et al. (2011), GHRM practices can be seen to begin at the point of an employee's organizational entry and continue until the point of the employee's exit, which means that throughout this stage, HR professionals have the opportunities to engage in environmental management to ensure that the environmental goals and organizational sustainability could be accomplished. From this perspective, GHRM practices are widely discussed in various functions of human resource activities such as recruitment, performance management and appraisal, training and development, compensation and rewards (Renwick et al., 2013; Wagner, 2013). For instance, developing green staffing practice in attracting high-quality employees is a key move towards environmental sustainability workplace practice. Renwick et al. (2013) contended that green staffing orientation by using web-based recruitment and selection activities had permitted recruiters to provide much information on job requirements, job specification and other staffing activity compared with traditional recruitment approaches such as newspaper advertising, and brochures. Another HRM practice affected by green management is performance appraisal and management. Green performance appraisal covers topics such as environmental incidents, use of environmental responsibilities, and the communication of environmental concerns and policy (Renwick et al., 2013; Wagner, 2013). Based on the above discussions, the following is proposed:

Individual characteristics and competencies and green competencies

Competencies refer to the behaviours and attitudes required of people to do their job effectively (Brownell, 2008). According to Jeou-Shyan, Hsuan, Chih-Hsing, Lin, and Chang-Yen (2011), professional competencies include individual characteristics, behaviours, skills, knowledge, attitudes, self-reflection, personal factors, values, and beliefs. Jeou-Shyan et al. also claimed that these competencies are related to career success. These competencies have also been used to determine and align with organisational performance in different fields (Zopiatis, 2010).

Subramaniam et al. (2016) referred green competencies as the requisite ecological knowledge, skills, and abilities that help individuals behave and act rightly and responsibly toward the overall well-being of their immediate environment. Studies found that individual green competencies could enhance the Green HRM role in achieving the green objectives of the organisation. For example, in examining green marketing, Gan, Wee, Ozanne, and Kao (2008)

demonstrated that individual personal attitudes and beliefs were significant in predicting green behaviour specifically in their purchase. In other studies, Ramayah, Lee, and Mohamad (2010) showed that environmental knowledge, attitude and values of individuals significantly influenced green competencies. Individual personal predisposition and environmental values were found to motivate employees to engage in green behaviour (Pichel, 2008). Scholars also revealed that formal education and training enabled the adjustment and internalisation green attitude or green behaviour by individuals (Chou, 2014; Frick, Kaiser, & Wilson, 2004; Tan, 2011). In view of the above findings, the following is proposed:

Green Performance

In this study, green performance is purported to be the outcome of green competencies. It is the final output resulting from the combination of green HRM practices and individual characteristics. Green performance is pro-environmental behaviour in which a person acts in an environmentally friendly manner and consumes only products that are environmentally friendly (Tan, 2011). Green performance reflects the effective green behaviour of individuals whose acts are based on their self-environmental consciousness and convictions (Subramaniam et al., 2016). It is clearly notified that such individual would not participate in an activity that would harm the environment (Minton & Rose, 1997).

Hypotheses

The following hypotheses are proposed in this study:

H1: Green HRM practices significantly influence green competencies.
H2: Individual characteristics/competencies significantly influence green competencies.
H3: Green competencies significantly influence green performance.

Proposed green competencies framework

The proposed research framework for this study is shown in Figure 1. In this model it is depicted that Green HRM practices and individual characteristics/competencies will influence green competencies. The framework also highlights the effect of green competencies on green performance. It is clearly stated that Green HRM practices and individual characteristics/competencies are the independent variables, green competencies is the mediator and the dependent variable is the green performance.

Figure 1: A proposed framework

Implications

Practically, the 11th Malaysia Plan (2016-2020) highlights that embarking on green growth is one of the main changers to the national development. Toward this purpose, the government is stressing on adopting sustainable consumption and production and several strategies have been outlined. The strategies include creating green markets, increasing the share of renewable in the energy mix, enhancing demand-side of management, encouraging low carbon mobility, and managing waste holistically. In line with these strategies, it is hoped that this study can contribute to the development of employee's green competencies in the organisation.

Theoretically, this research will contribute to the body of knowledge in a new emerging topic in Malaysia, which is Green HRM, which can influence the green performance of employees in organisations. Green HRM is dominated by the western literature and mostly focus on the impact on the triple bottom line (environment, economy, and society). On the other hand, this study attempts to identify how green HRM practices can benefit other aspects in the organisation, i.e., employee green performance. Besides, this study also integrates other factors which are individual characteristics/competencies that link with green competencies.

Conclusions

In this paper, we discuss an overview of Green HRM practices, individual characteristics, green competencies and green performance. Additionally, a compilation of previous studies on these areas also presented. Based on the discussions, two main hypotheses have been proposed to be related with green competencies. The framework also examines the impact of green competencies on green performance. The future results from the present's research model will provide useful insights in the Green HRM area.

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THE INFLUENCE OF WORKLOAD AND WORKING CONDITIONS ON JOB STRESS

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Abstract: *Stress in the workplace has developed into a popular subject matter and also received a significant amount of interest from previous and present researchers due to the growing concern in various occupational sectors. Workplace stress has been found to have a detrimental effect on the health and wellbeing of employees, and also reflected negative impact on individual and organizational productivity and profits. Stress has been regarded as a major issue in relations to law enforcement officers including police officers. The aim of this paper is to examine the influences of workloads, and working conditions on job stress among Royal Malaysian Police (RMP) personnel. Based on the regression analysis result, it was found that workloads and working conditions have positive and significant relationships with job stress. This research finding shows crucial roles of workloads and working conditions in the fields of policing occupational and its relationships with job stress.*

Keywords: workload; working conditions; job stress; Royal Malaysian Police

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Introduction

Policing occupations has caught the attention of most scholars and policing occupations is broadly acknowledged as a demanding and challenging occupation that pose negative and damaging affects to the individual itself and the policing organizations in general. Policing occupations are regarded as the most stressful professions in the modern civilization mainly due to the nature of police work itself which oriented on crime preventions act along with maintaining law and order which exposed police officers to stressful and traumatic event that require different physical and mental capability to deal with firmly and effectively.
Police occupational work stress in particular comes with a cause. Various factors and sources along with stress symptoms associated with police job stress have been identified and documented by researchers throughout the years. As per understanding, stressor is defining as the circumstances that tend to cause stress. Stress could emerge in a variety of way. Over the years, many stressors have been proven to inflict stress and the most notable stressor are in the form of work overloads, role conflict, ineffective interpersonal relationships among employee, co-worker, line leaders, supervisors and managers (Anshel, 2000).

Police occupational work stress when become chronic, can result in a variety of physiological, psychological and behavioural problems. The prevalent and existing literature on stress among

police officer shows and indicates that job stress can pose a host of consequences and threat in the sense of absenteeism, burnout, job dissatisfaction, early retirement, a weakened immune system with increased short- and long-term illness, long-term disability, poor work performance, and potentially, premature death.

Literature review

Job Stress

The stress perspectives interpretation may differ upon individual. For instance, Lazarus and Folkman (1984) defined stress as a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding individual resources and endangering individual wellbeing. However, no mutual consent regarding stress definition because most of the researchers has their own interpretation of stress. For example some researchers use external stimuli, like a shocking accident or death, as to define stress as oppose to other researchers that used internal stimuli like anger, grief, and nervousness to define stress. Generally, stress occurs when individual's bodies and minds are trying to adapt to the constantly changing surroundings. Meanwhile, job stress was defined and described as the work situations outcome whereby the employee experienced the feeling of inconvenience and difficulties that arising from the differences between available resources and employee job demands (Beehr, Johnson, & Nieva, 1995).

Relationship between Workloads and Job Stress

Workloads issue is currently faced by police officers can be considered as inevitable. This is due to the increasing in total population resulted in increment in public demand for maintaining safety and peace. The increasing number of population couple with increasing in workloads is seen as the problem that may generate police officers job stress. On the other hand, increment in Crime Rate Index is also viewed as another predominant factor that relates to increasing in police officers workloads. When the Index of crime increases, a lot of strategies need to be undertaken by RMP. Although the overall crime rate index in Malaysia is decreasing marginally in the last years, the differences are not that significant. Based on the statistic gathered, The Malaysian Crime Rate Index for 2016 is decreasing at 3,191 cases (2.8%) from the total of 112,354, which have been reported in that same year compared to 115,545 cases in 2015.

Workload or work overload is always seen as a major contributor of employee job stress. Past studies found that workloads act as potential sources of stress and play a vital role in contributing to the stressful conditions for police officers. Work overload is defined as the employee self-perception regarding the extra amount of work that needs to be done versus the amount of job they need to complete in a specific time period (Roberts et al., 1997). According to Roberts et al., (1997), work overload is defined as a situation whereby an individual's need to perform more work with limited time to complete the task and this situation is classified as psychological stressor.

There are broad studies that have been conducted in relation to job stress, and workloads have been identified as a significant potential work stressor (Diestel & Schmidt, 2009). Excessive workloads in police officers repeatedly make mistake, bad-tempered at the office and at home, a reduced amount of efficiencies at the workplace, working late at night and even to the degree

of finishing the job which they bring from the office. This study found and identified that the situations mentioned above as an important predictor of police job stress (Jackson & Maslach, 1982). Based on above discussion, the following hypothesis is proposed:

> Proposition 1: There is a significant and positive relationship between workload and job stress

Relationship between Working Conditions and Job Stress

Malaysian police is not an exception in terms of poor or unpleasant working conditions. Working conditions are associated with employee workplace that include facilities, physical environment, stress and noise level, safety, office politics and others. Unpleasant or dangerous physical working conditions in a workplace include this entire associated factor such as crowding, noise, air pollution, and safety, inadequacy of staff and resources or ergonomic problem. Lacking in resource added with limited budget play a significant role in interfering with administrative decision. For example, not enough space in police stations where police officers need to perform their duties in a small and crowded spaces, sharing office, old police stations are not being upgraded, police vehicles are not upgraded, and not up to date ICT equipment. Core characteristics of Policing occupations are always subjected to dangerous physical working conditions. Dangerous physical working conditions associated with policing occupations that comes in the form of the nature of police work itself such as death of a co-worker, killed or be killed in the line of duty, facing and arresting violent criminals, informing relatives of sudden death, handling suicidal cases, fatal accidents, dealing with drug addicts. The effects of the mentioned stressors can resulted into job stress and reduce the employee performance.

Past researchers have previously mentioned that working condition has caused a major problem in relation to stress among police officers (Sparks, Cooper, Fried & Shirom, 1997). The working conditions such as resources deficiency, noise, overcrowded space, small offices, and inadequacy of staff are in fact stressful. Different kinds of physical and psychosocial exposures in the work conditions have been found to be associated with work stress. Heavy physical work load, ergonomic conditions and exposures to hazardous substances are associated with negative and harmful effect for employee well-being. A host of studies and findings have proposed if the working conditions are not in the good shape then it will decrease employee working performance and productivity (Hunnur, Bagali & Sudarshan, 2014). Poor lighting, noise, temperature, lack of oxygen and insufficient or no air-conditioning create negative environmental stressors. Based on above discussion, the following hypothesis is proposed:

> Proposition 2: There is a significant and positive relationship between working condition and job stress

Participants

A total set of 223 questionnaires has been distributed to six departments in District Police Headquarters using disproportional stratified simple random sampling. From the total of distribution, only 181 sets of the questionnaires have been collected and 39 of total set questionnaires were unreturned. Only 178 sets of questionnaire were usable for analysis.

The majority respondents from 178 officers in IPD Shah Alam consist of 80.3% of male staff whereas only 19.7% of respondents are female. For the respondents age, only 0.06% (1 respondent) aged below 20 years old, 56.2% involved the officers between 20-29 years old, 25.3% is between the age of 30-39 years old is, 9.6% is age between 40-49 years old and only 8.4% age 50 years old and above. For the race, 67.4% majority respondent is from Malay, 11.2% are Indian and 7.9% involved Chinese respondents whereas the rest of 13.5% contain other races. On the other hand, for respondent's marital status, 27% of the respondent are still single, 70.8% respondents already married and only 2.2% of respondents are divorced. Besides that, for the highest academic level of education, 79.8% is a SPM holder which is the highest majority of respondent education level, 11.2% of respondents is a PMR holders, 4.5% is Bachelor Degree holders, 3.9% is Diploma holders and only 0.06% of the respondent are the STPM holders.

Furthermore, for the department demography involved in this research, there are 14.6% originated from Criminal Investigation Department (JSJ), 9% of the respondent are from Narcotic Criminal Investigation Department (JSJN), 9.6% of the respondent are from Commercial Crimes Investigation Department (JSJK), 15.7% from Traffic Enforcement & Investigation Department (JSPT), 29.2% is from the Crime Prevention & Community Security Department (JPJKK), and only 21.9% respondent are from the Taman Sri Muda Police Station Department (Balai Polis Taman Sri Muda).
For the Level Rank Of Job Position, 29.2% of the respondent are in the rank of Constable, 26.4% involved Lance-Corporal, 17.4% involved Corporal, 13.5% is a Sergeant, 6.2% is Sergeant Major, 1.1% is Sub-Inspector and 6.2% are in the rank of Inspector.

Findings

To test the effect of the relationship between workloads, working conditions and job stress. The multiple regression analysis results are shown in the Table 1 below. The test results of multiple regression analysis shows that workloads and working condition only affects about 64.8% of job stress level. This value is indicated by the variance of R^2 (0.648) as factors that affect the independent variables on job stress level. It is briefly shown from the value of R^2 of 35.2% that representing other factors are not analyzed in this study. The results of this analysis also found that all independent variables, namely working condition ($\beta = 0.131$), workloads ($\beta = 0.027$), had a positive beta coefficient value

Table 1: Result of Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.229	.495		.464	.644
Workloads	.040	.069	.027	.582	.561
Working conditions	.212	.086	.131	2.475	.014
R Square = .648					
R = .805					
F= 44.744					
*p < 0.05					
Dependent Variable: JOBSTRESS					

Discussion

The main objectives of the study are to examine the influences of workloads and working conditions on police officers job stress. Based on the regression analysis result, it was found that workloads have positive and significant relationships with job stress. This research finding is concurrent and parallel with previous findings in relation to excessive Workloads in the fields of policing occupational and its relationships with job stress outcome. There are broad studies that have been conducted in regards to job stress and workloads have been identified as a significant potential work stressor (Beehr, Johnson, & Nieva, 1995; Brown, & Campbell, 1990). One of the possible reason for this finding is employees with excessive workloads at their expense tends to make more mistakes, feeling of anger or hatred toward their employers, superior or coworkers, feeling of anxiety and depression, experiencing high levels of stress, have poor health conditions, work-family conflicts, reduce job performance, low level of job satisfaction and intention to leave. All these jobs related stress will affect job stress among police officers.

Second objective of this study is to examine the relationships between working conditions and job stress among police officers. Based on the regression analysis result, it was found that working conditions has significant relationships with job stress. This finding indicates that the physical working conditions factor for example the air quality, noise level, ambience, lighting; temperature, vibration, overcrowded space, ergonomic conditions, insufficient resources are found to be the notable job stressor that has a significant influence on predicting employee job stress. For instance, an unpleasant physical work conditions, ergonomic conditions and exposures to hazardous substances are associated with a potential damaging impact on police officers physical, mental and social health illness. Physical working conditions possesses direct and indirect role on organizational health such as job satisfaction, employee productivity, absenteeism, sickness absence and intention to quit which is the outcome of psychological health associated with job stress.

Conclusion

As a conclusion, the study provides fundamental understanding the job stress factor that influence job stressed among police officers. The finding of this study is not only unique but also serves as useful reference for others researchers that want to explore this theoretical framework in their future research. This study has also achieved the research objectives that focusing on examining the relationships between various job stress factor and its effect on police officers job stress.

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BUILDING ETHICAL PRACTICES IN FINTECH BASED ON SHARIAH PRACTICES

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Abstract : *As we can see nowadays many people and nations are embracing the fast-changing and new digital transformation system and technology, and at the same time Islamic banking and financial products are getting demanded by the day. However, a number of ethical issues also a critical need to be addressed to safeguard the integrity and viability of banking and finance world. There is an urgent need for the Islamic financial institutions worldwide to catch the real digital train and outline the standards in the fintech industry to compete with the conventional. This paper reviews on how Shariah-based practices are critical in building ethical practical in fintech. A robust approach is taken to provide an analytical and critical assessment of current practices and steps taken by the practitioners.*

Keywords: ethics, Islamic finance, shariah, fintech

Introduction

Islam propounds the guiding principles, and prescribes a set of rules, for all aspects of human life, including the economic aspect. An economic model espoused by the principles of justice, equality and transparency has the power to unite people of divergent beliefs and create wealth at all levels in society. These principles are not unique to Islam only as these principles are universal values that can contribute to a just, tolerant and progressive society. Islam is a rahmatan lil ‘alamin, which means a mercy to all creation and relevant for all times.

Currently we are in the 21st century, which we can see the world is moving fast and promoting the borderless world keeping up with creation and innovation in digital. The financial system worldwide is also adapting the digital world. The system is reorganising itself to regain its robust health, reduce costs and make its services more efficient day by day. In Islamic finance, we can say that it offers an ethical system based on religious values, with the fundamental requirement that all financial transactions be linked to real economic activity. This system is already being adopted and faithfully implemented its entirety by certain countries and contributed towards the economic development.

Financial technology or fintech, a trending term, being discussed in finance conferences, news or reports in global. The term refers to a widely promoted and potentially disruptive alternative to the technology and solutions offered by traditional large-scale, highly regulated financial institutions and transforming the financial industry through mobility of technology, ideas and

paym.ents (Mcaughtry, 2016). Common themes across the sector include the monetization of data, fraud and identity protection, infrastructure replacement and disintermediation. A revolution in the financial activities such as payments (Apple, Paypal and Alibaba, that have sprung up to offer solutions to replace physical wallets online), lending (with a multitude crowdfunding platforms matching lenders and borrowers in various ways through online platforms), investment or wealth management ('roboadvisors' such as WalthFront usind data analytics to provide digitized online financial advice and investment management), digital currencies or cryptocurrencies (Bitcoins), insurtech and regtech. All we can say that, fintech is fast gaining traction in the financial services and products industry, as both start-ups and traditional finance companies such as banks or insurance companies proactively incorporate methods to stay in the lead.

Ethical Issues in the Financial Services Industry

(Schoen, 2016) There are major ethical issues of the financial crisis in 2007-2009, according to Booth (2010), one of the reasons is greed because as we know the financial system is built upon in management of the wealth of the public. Schoen (2016) had listed all the activities that cause of the financial crisis that critical to be discussed such as the housing and bond bubbles, excessive leverage, lax financial regulation, disgraceful banking practices, and abysmal rating agency performance, and thereby identify the actions of the major participants, such as mortgage brokers, subprime mortgage lenders, financial institutions, bond rating firms, and regulatory agencies, which contributed to the financial crisis.

He added the major ethical questions that rise from the activities of the players contributing to the financial crisis back from the brink of total global collapse. These activities include the shoddy conduct of mortgage brokers in pushing clients into dodgy subprime loans, the massive securitization of mortgages and other loans into overly complex bond investments acquired by financial firms around the globe, the failure or regulatory agencies to correct the slapdash lending practices and excessive leverage of financial institutions, the disgraceful work of bond rating firms in evaluating the complex, multi-trenched investments churned out by the banks, the abysmal risk management system employed by AIG, and the massive operations of the shadow banking and over-the-counter derivatives markets.

All these practices run counter to the moral obligations of investment and commercial banks to provide accurate information to investors so that they can make an informed decision to invest or divest the securities.

The main problem in the post-crash analysis is that we have been over-confident in human-self beliefs in regulating the financial system. Investors, the industry players and even the common people are hardly to trust the financial system although it is backed up the regulatory and the government (Booth, 2010). This has stirred rising global consciousness of the need to bring ethics back into finance.

Ethical Practices Based on Shariah Practices

Ethical concerns become imperative given the fact that Islamic banking and finance is extending across the globe. Evaluation is necessary to ensure the good health of the industry, so that in the efforts to provide an Islamic panacea to the global economic problems we do not

grope in darkness. For even Western economists and financial experts are now willing to consider Islamic finance and banking as possible ways of overcoming the instability caused highly speculative and exploitative free-market forces. (Kayode & Ishola, 2012)

Islamic finance has made significant progress domestically and globally, the next growth phase requires the industry to ride the fintech wave. Islam is syumul, means complete, provide guiding principles based on the main sources of shariah, which is the Qur'an and Sunnah (Hadith). This paper discuss the three main principles that should be uphold in the fintech in order to promote and strengthen the Islamic fintech to the global.

Fundamental Prohibitions in Fintech

To Mark Smalley, blockchain-based digital currencies are more Shariah. The co-founder and CEO of distributed ledger tech company Neuroware has on multiple occasions vocalized that blockchains and most of their corresponding cryptographic-based currencies fit the mold of Sunnah money – they hold intrinsic value from the energy used to produce them, they are not based on interest, they are often inflation-proof and blockchain transactions are virtually tamper-proof and transparent. Many of the scholars including Mufti embraces virtual currencies with open arms as some of them believe that the current monetary system is unsustainable. It is only a matter of time that the world would move toward digital currencies. However, like most products in the Islamic finance world, differing opinions are common, including for cryptocurrencies. According to the CEO of Dar Al Sharia, if a digital currency has a value, which can be independently verifiable and has an ownership linkage between the digital currency and the commodity/asset, then it is perfectly fine. The notional, ambiguous and uncertain in the digital currencies lead to major speculation.

Shariah is designed at ensuring equal and fair business transactions and protects parties against exploitation, fraud, misrepresentation, explicit or implicit harm and injustice to anyone in the contract. The Quran (5:1), God says: "O ye who believe! Fulfill your undertakings." Hence, the Shariah regulates all aspect of life (social) and transactions (economic). Notwithstanding, in any transaction, money is the main consideration. The future of cryptocurrencies depends on regulators. Once regulatory standards are refined and adopted, crypto-currencies will play an essential part in our life. This will be the end of counterfeit notes in the market and transparency (enemy No.1) in the corporate world be more prevalent.

Lastly, in the Islamic finance arena, according to the Accounting and Auditing Organization for Islamic Financial Institution (AAOIFI) first Shariah standard is on "Trading in Currencies" and it has recently issued a Shariah standard on Gold. Both standards could consider having relevant information on the Shariah rulings relating to digital currencies.

Any currency which is acceptable to any community, is a currency. It may be subject to the regulatory requirement but due diligence exercise of the mining and the operations are pre-requisite for Shariah approval. The fundamental prohibitions that always to be remembered in transactions are still relevant in and applied in fintech, that are prohibition of riba (interest), gharar fahish (major uncertainty) and maysir (gambling). (Lallmahamood, 2017)

Tackling Global Issues

This is based on the hadith Ibn 'Umar (May Allah be pleased with them) reported: The Messenger of Allah (pbuh) said:
"A Muslim is a brother of (another) Muslim, he neither wrongs him nor does hand him over to one who does him wrong. If anyone fulfils his brother's needs, Allah will fulfil his needs; if one relieves a Muslim of his troubles, Allah will relieve his troubles on the Day of Resurrection…" (Bukhari and Muslim)

In another Hadith, Abu Hurairah (May Allah be pleased with him) reported: The Prophet (pbuh) said:

"He who removes from a believer one of his difficulties of this world, Allah will remove one of his troubles on the Day or Resurrection; and he who finds relief for a hard-pressed person, Allah will make things easy for him on the Day of Resurrection; he who covers up (the faults and sins) of a Muslim, Allah will cover up (his faults and sins) in this world and Hereafter. Allah supports His slave as long as the slave is supportive of his brother…" (Muslim)

The visionary Muslim leaders in start-ups and the ecosystem are needed for the growth of Islamic fintech. With growth of Muslim population, the fintech investment growth by ten times. An inclusive financial ecosystem for the Ummah can be created based on Islamic principles and Muslim lifestyles plus driven by the banks and fintech collaborations. Collaboration is key to fintech growth. (Munshi, 2017)

It is important for the Muslims to tackle the global issues that obviously dominant within Muslim countries and populations. By empowering the fintech based on given hadith, the impact will be greater in future and provide the solutions for the global issues. For banking in fintech, the user can banking, investing, paying zakat, giving sadaqah and waqf on mobile. This will make more effective circulation of wealth. It is not difficult at all, as the the fintech industry just need a very good solution, or a proper solution that has taken up, and that people contribute to, and facilitates what people want to do. It is not about reinventing anything, it is just enabling people to do what they want to do.

One of the form of Islamic Fintech, is based on community. This is an opportunity for Islamic fintech that banks may have difficulty to access. Fintech able to reach and to focus on and to develop communities. It is involving the circles and groups of people, who want to do things together. Banks are not able to reach down to that level, fintech can and should and will.

Number two, values driven. This is related to the earlier point, Islamic fintech will grow based on value, based on principles, we have a common understanding and a common appreciation of values. And based on that, it will start to move and will start to grow and that goes on to the third point, mobile first.

According to Omar (2017), entrepreneurs too stand to gain from fintech. First, fintech provides the technological underpinnings to realise the goal of Islamic finance in creating a risk sharing economy. This will in turn benefit entrepreneurs who will gain wider access to bank-intermediated credit. An example is the Investment Account Platform (IAP). IAP is Malaysia's first multibank online platform that combines the credit evaluation expertise of Islamic banks

and the power of technology to channel funds from investors to economic ventures. This virtual "multisided" platform facilitates a collection of interesting investment ventures and projects, with transparent risk-return rewards for investors.

He added also the matching of funds enabled by fintech also has a great application within the social financing space. In particular, we see the potential of digitising the collection and utilisation of zakat, waqaf and sadaqah as holding great promise. The efficiency and transparency enabled by technology not only provides greater convenience to customers, but more importantly, builds public trust and confidence in the system. In turn, this will see wider participation and greater contributions towards social impact initiatives such as those to improve education, widen access to healthcare and extend humanitarian relief.

Obedience to Constituted Authority and the Leaders

One of the most important Islamic injunctions is obedience (with goodness) to constituted authority and the leaders in the society. The Islamic scholars said it is compulsory to obey and follow leaders and constituted authority as long as they do not command us to disobey Allah and His noble Prophet Muhammad (pbuh). This is in line with what Allah says in the Qur'an (4:59), "O ye who believed, obey Allah and obey His Messenger and the people of authority amongst you. And if you disagree over anything, return the matter to Allah and His Messenger (Muhammad, pbuh) if you truly believe in Allah and the Last Day. That is the best [way] and best in result."

Munshi (2017) mentioned the need of visionary leaders which is always in short supply. Visionary leaders not only in the start-ups but in also in the ecosystem. From the regulators, from the facilitators, from the investors, everyone in the industry need to take up the risk to invest in start-ups. The regional leaders also a better idea as in conventional fintech there is avalaible of global leaders. He also suggested that regional leaders are better not global because of cultural differences and and also the differences in interpretation of the religion. Plus, the fintech is a very community based.

In Malaysia situation, the comprehensive corporate governance for Islamic financial system is an example to be followed and adaptable in fintech. This is because of the presence of Shariah Advisory Councils to assist and advise the leaders in the industry in providing a better and ethical finance to the public.

Bank Negara Malaysia (BNM) is supportive of the growth of fintech, including Islamic fintech. At the same time, as a regulatory body with a mandate for financial stability, the central bank need to ensure that the risks to the financial system and customers arising from innovations are properly managed. BNM developed the Regulatory Sandbox which allows new fintech solutions to be introduced in a live and controlled environment. It provides a "safe" environment where any risks and failures can be better managed. The time to market for new innovative products can also be reduced, which would otherwise be a hurdle under the traditional regulatory process. Its flexibility is also expected to better improve accessibility, affordability and attractiveness of financial products and services. Moreover, the bank has also introduced regulatory bootcamp sessions that are held every quarter. These sessions provide an opportunity for fintech companies to gain deeper knowledge and understanding before entering the Regulatory Sandbox.

Conclusion

Conclusion, from a purely commercial perspective, Islam has provided its followers with general guidelines which must not be ignored or infringed. It is hoped that more fintech start-ups and companies, Islamic financial institutions and technology providers would take part in this key and exciting development – to contribute towards the creation of value added and meaningful innovations that can be greatly benefit the Islamic finance industry and the public at large. (Omar, 2017)

Fintech solutions have the opportunity to tackle one of the Islamic finance's oldest critiques: being a white label for conventional financial products. This is a genuine opportunity for Islamic financial solutions, powered by technology, to mitigate risk and humanize finance, both at the heart of Islamic finance or Shariah principles.

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WEBSITE TESTING OF ITF-CBT (INTERNET TRAUMA FOCUSED – COGNITIVE BEHAVIOR THERAPY) AS AN INNOVATION FOR THE PREVENTION OF TRAUMA AND MENTAL DISORDER

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Abstract: *This study has produced the internet Trauma Focused - Cognitive Behavior Therapy, also known as iTF-CBT, as an innovation for the prevention and treatment of trauma and mental health disorder. This study aims to present the development result of the TF-CBT website and to test the percentages of agreement of the content, software interaction and technical aspects of iTC-CBT. The iTF-CBT module consists of five modules, namely i. Psycho Education; ii. TF-CBT; iii. Exposure Therapy; iv. Cognitive Therapy; and v. Anxiety Management. All of these modules are supported by 12 activities. Besides, this study is divided into two phases: i. Module development phase; and ii. iTF-CBT testing phase. The first phase involved data collection by conducting interviews with the experts as well as literature review. The second phase involved getting the percentages of agreement for the development of iTF-CBT among 42 trainee counsellors of the Sultan Idris Education University (UPSI). Results of this study indicate that the mean of percentages of the agreement between content, software interaction and technical aspects in the final test of iTC-CBT are high between 93 to 100 percents. These findings show that TF-CBT modules are applicable in the training to enhance efficiency of trauma and mental health counselling. As a result, this study has further expanded the theory and practices of counselling in the context of mental health particularly in Post Traumatic Stress Disorder (PTSD) and trauma.*

Keywords: TF-CBT Modules, iTF-CBT, Trauma, Crisis, Mental Disorder

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Introduction

Trauma has been a main concern in the aspect of mental health and physical wellbeing of a person (Beck & Sloan, 2012; Brown et al., 2011). Studies indicate that 82.8% of individuals in the United States of America have experienced trauma throughout their lives and majority of them have undergone at least one stress disorder after the trauma (PTSD) based on the criteria and levels defined by the Diagnostic Statistical Manual - 5 (DSM-5; *American Psychiatric Association*, 2013) (Beck & Sloan, 2012).

In Malaysia, mental disorder has become a common problem and the number of patient with mental disorder receiving psychiatric treatment in the public hospitals has increased. Malaysians are often startled by sudden tragedy, wars, economy or politic crisis, accidents, and

pandemic of sickness which could bring traumatizing impact to most of its victims. If these victims do not received immediate treatment physically or psychologically, their conditions will get worse, causing serious Post Traumatic Stress Disorder (PTSD) and might even lead to suicide. Nevertheless, having a good mental health condition can reduce the risks of traumatic stress or PTSD which could lead to more serious mental disorder (Samsiah et al., 2014).

Based on literature review, TF-CBT shows good treatment effect, good security and also cost-efficient (Strom, Pettersson, Andersson, 2000; Ost, 2008; Butler, 2006). In other words, TF-CBT is a promising treatment based on its efficiency with a combination of good treatment effect and security. However, the access to TF-CBT is limited. Only small amount of patients have been able to receive such efficient psychology treatment due to limited trained therapist as well as limited clinics provided in area with less population. As such, there is need to enlarge the availability of treatment to more people in which therapy and access to CBT can be offered more efficiently. As a result, the researchers have come together to create an innovation of treatment which is way more efficient as it is accessible 'online', namely the TF-CBT.

With the emergence of internet, a new internet-based treatment method focusing on trauma (iTF-CBT) is created, known as the internet CBT (iCBT). TF-CBT is an online service which offers treatment and information on iTF-CBT, accessible to enhance knowledge on mental healthcare and traumatic stress prevention. In Malaysia, the development of an online iTF-CBT has not yet been carried out. As such, the researchers have initiated the development of iTF-CBT and hopefully the result can offer benefits to the treatment and prevention of trauma and mental health problem. Findings from the pilot study indicate that the TF-CBT module has good validity value and high reliability value over level .60 which is .835; hence, this module is regarded as a complete module (Samsiah et al., 2017).

Problem Statement

In Malaysia, based on the latest data of survey in 2015 by National Mental Health Morbidity Survey (NHMS) (New Straits Times, September 26, 2016 in Samsiah et al., 2017), 4.2 million out of 14.4 million of Malaysians age 16 and above have experienced problems related to mental disorder. Besides, statistics by NHMS have also shown drastic increment on the cases of mental disorder since 1996 (10.7%), 2006 (11.2%) and up till 2015 (29.2%). In terms of psychiatric assistance, since 2013, statistics indicate around 400,227 mental patients have received psychiatric treatment in public hospitals. These show an increment of 15.6 % compared to 346,196 patients in 2012. Moreover, 3 million out of 26 million of Malaysians including children are estimated with problems of emotional and mental disorder, with 6 suicide cases daily, 2,500 yearly, and 50,000 cases of attempt suicide yearly. The amount of suicide cases in Malaysia is almost equivalent to those of the developed countries such as the United States of America (Samsiah et al., 2015).

Cognitive Behavior Therapy or CBT is proven as a well-established and effective psychological treatment method to treat PTSD and several other mental and health disorders such as depression, anxiety disorder and obsessive compulsive (Strom, Pettersson, Andersson, 2009; Dobson, 2001). Among the random treatment group sampling, TF-CBT has been proven effective in treating all of those disorders (Ost, 2008; Butler, 2006) and used as the main treatment because of its combination of excellent treatment effect and good security (Strom, Pettersson, Andersson, 2000; Ost, 2008; Butler, 2006). Besides, CBT focusing on trauma is

also viewed as a potential and promising treatment in terms of cost-efficient within the community.

iCBT can be used as an alternative strategy to assist clients with PTSD as well as other mental disorders. Moreover, through the 'online' method, more clients or individual with needs of mental health treatment who are shy to reach out and see the doctor because of stigma could be benefited through self-guidance while receiving minor supervision by counsellors or therapist. Besides, this method is also time-saving and enable the counsellors to identify clients with trauma and mental disorder as early as possible so that help and treatment can be given at once in a proper way before the problem turns into chronic.

Nevertheless, access to TF-CBT is still limited especially to those in need. Only small amount of patients are able to receive such efficient psychology treatment due to limited trained therapist available as well as limited outpatient clinics provided in area with less population (Shapiro, et al., 2003). As such, there is need to enlarge the availability of treatment in which the time of therapy can be used efficiently with wider access to TF-CBT. As a result, this study aims to develop an internet-based TF-CBT training module in order to increase the accessibility level of the trauma and mental health counselling services and to improve the mental wellbeing of clients. In accordance with the globalization era, therefore, a new internet-based treatment method is developed, namely the TF-CBT

Research Aims

This study aims to develop a TF-CBT website, known as the iTF-CBT; and to test the interface design, content, software interaction and technical aspects of iTF-CBT as early prevention strategies of mental health disorder. The module of iTF-CBT is developed through literature review in which it is adapted and made based on the TF-CBT model by Cohen, Mannarino & Deblinger (2006). Mean while, the training module of iTF-CBT is made based on the module development procedures by Rusell (1974) and Sidek Jamaludin (2005). This training module is made to enhance the competency level and sensitivity of counsellors towards counselling cases involving trauma and crisis as well as mental health.

Research Methodology

Research Design

The design of this study is the preliminary study in the forms of literature review and survey in order to gather information on the CBT theories, CBT theories focusing on trauma, and to develop the iTF-CBT module. Besides, literature review and survey are carried out to identify the components of TF-CBT training module, to review the best literature, theories and model as well as the requirements of the module. Furthermore, survey is carried out to gather the percentages of agreement based on the research sample among the trainee counsellors of UPSI.

Research Location

42 undergraduates of the Bachelor Degree of Guidance and Counselling Education are involved as respondents in this study to test the iTF-CBT website. Research location is the lecture room of Psychology and Counselling Department of the Sultan Idris Education University in Tanjung Malim.

Research Sample

42 undergraduates of the Bachelor Degree of Guidance and Counselling Education from UPSI are involved in testing the usability of iTF-CBT. Purposive sampling is used to select the sample of this research in order to fulfil the objectives of this study and answer the queries from a study (Kerlinger & Lee, 2000). Selection of undergraduates from the Guidance and Counselling stream are mainly based on their specialization, having been exposed theoretically, practically and clinically in conducting the guidance and counselling session individually.

Research Tool

Data of the usability of the website is gathered by conducting early and final tests using the iTF-CBT Module Development Questionnaire Survey. These questionnaires consist of two parts: Part A and Part B. Part A contains information on the background of the respondents; whilst Part B contains a list of questions related to the iTF-CBT Module Development. There are two types of questionnaires used in the early and final tests, namely the questionnaire on Interface Design, Content and Overall; and the questionnaire on Interface Design, Content, Software Interaction and Technical.

Research Findings

In this study, the TF-CBT module is adapted and made based on the model by Deblinger, Cohen & Mannarino (2012). The overall components of TF-CBT module consists of five modules with 12 activities. Module 1: Psycho Education aims to increase involvement in order to develop therapeutic relationship, offer information related to trauma, normalize trauma symptoms, and to demonstrate relaxation exercises to overcome daily stress. Module 2: TF-CBT explains to the participants about the basic concepts of cognitive behavior theory focusing on trauma involving thoughts, attitude and perception of individuals about themselves and others; and how these would influence their interpretation of a traumatic event that happen; and this interpretation is important as it could influence the resurgence of emotion and behavior. The next modules are Module 3: Exposure Therapy; Module 4: Cognitive Therapy; and Module 5: Anxiety Management, mainly discussing on trauma intervention techniques based on behavior theory focusing on the aspects of cognitive in managing anxiety. The activities in these modules aim to enhance skills such as managing anxiety, managing thoughts distortion as a result of trauma, cognitive restructuring in order to transform the negative thoughts, managing anger, interpersonal communication, and getting ready for stress reaction (stress inoculation) and managing trauma symptoms in the future. In other words, the draft of this TF-CBT module consists of main module, activities, content and techniques as shown in Table 1 below:

Table 1: Module, Activities and Techniques of TF-CBT Module

Module	Activities/Content	Techniques
Module 1: Psychoeducation	Activity 1: Trauma and PTSD Activity 2: Traumatic Event Activity 3: Relaxation Exercises	Explanation/talk Tacit consent form Discussion In group training
Module 2: Trauma Focused-Cognitive Behavior Therapy (TF-CBT)	Activity 4: CBT and A-B-C Concepts Activity 5: TF-CBT	Explanation/talk Discussion In group training Presentation
Module 3: Exposure Therapy	Activity 6: Imagination Exposure & In-vivo Activity 7: Prolonged Exposure	Explanation/talk Discussion In group training Presentation
Modul 4: (Cognitive Therapy)	Activity 8: Negative Thoughts/maladaptive Activity 9: Cognitive Restructuring & Cognitive Diffusion	Explanation/talk Discussion In group training Presentation Role-play
Modul 5: (Anxiety Management)	Activity 10: Stress Inoculation Therapy Activity 11: Narrative Exposure Therapy Activity 12: Relaxation	Explanation/talk Discussion In group training Presentation

The testing of iTF-CBT module involved two series: the early test and the final test. In the early test, the questionnaires are distributed to 42 undergraduates of Bachelor Degree of Guidance and Counselling from UPSI before the pre-test. The questionnaires consist of two parts: Part A and Part B. Part A contains information on the background of the respondents; whilst Part B contains a list of questions related to the iTF-CBT Module Development. In the early test, the respondents are not allowed to use the computer personally. Only one computer and a projector are used to show the development result of iTF-CBT module to the respondents in front of a lecture room. Results from this test are for Part B as shown in Table 2 below.

Table 2: Questionnaire of Interface Design, Content and Overall

Aspects	Items	Percentages (100) of Agreement
Interface Design	Usage of suitable text	68
	Usage of suitable graphics	90
	Usage of suitable animation	86
	Rapid software reaction (grain size)	90
Content	Inadequate information	30
	Complicated information	44
	Accurate information	80
	Practical information	92
	Organised information	89
	Clear and understandable information	76
	No spelling error	88
Overall	Attractive software	87
	User-friendly software	95
	Contents of software are suitable	86
	Contents of software are helpful to counsellors	93
	Contents of software are helpful to students	90
	Contents of software are helpful to clients	96

The development process of iTF-CBT module involved improvement based on feedbacks and suggestion received from the early test as shown in Table 2. Referring to the Interface Design, results show that 68% of the respondents felt that the text usage needs changes or bigger font size. However, most of the respondents agreed with the usage of graphics with 90% of agreement; and also with the usage of animation with 86% of agreement as well as the rapid software reaction (grain size) with 90% of agreement. As for the Content, 44% of the respondents felt that the information needs to be simplified; while only 30% commented that the information is inadequate. Apart from that, between 76 – 92% of the respondents agreed that the contents of the software are easy to understand, organised, practical in daily life and contain no obvious spelling error. The Overall indicates that the software is attractive, user-friendly, and its contents are helpful to counsellors, students and clients with the percentages of agreement between 87 – 96%.

The second test is carried out to the same respondents as in the early test. Results from the final test enable the researchers to identify the level of satisfaction on software interaction and technical aspects. The questionnaires are further amended with the addition of technical aspects and software interaction. Results of the test are shown in Table 3.

Table 3: Findings on Interface Design, Content, Software Interaction and Technical in Final Test

Aspects	Items	Percentages (100) of Agreement
Interface Design	Attractive screen design	95
	Clear text	90
	Attractive graphics	83
	Attractive colors	85
	Effective usage of audio	70
	Effective usage of animation	86
	Animation aid learning	78
	Suitable interaction	80
	Appropriate feedback/response time	76
	Combination of text, graphics, audio, video, animation and colors enhance learning	93
	Clear software instructions	86
	Easy-to-understand software instructions	80
	Manual available anytime	96
	Easy-to-understand choices of icons	86
	Consistent usage of icons	85
	Presentation without facilitator	90
	Organised reference list for easy-to-reach additional information	95
Content	Shallow/limited knowledge	43
	Information too easy to users	95
	Accurate information	97
	Practical information in daily tasks	100
	Information related to users' current knowledge	95
	Organised information	93
	Easy-to-understand language	95
	No typo error	92
Software Interaction	User can move forward and backward whenever necessary	95
	User can log out from the program anytime	97
	User can stop and restart from the same location	87
	Well-organised presentation	93
	Presentation suitable to users' learning style	95
	Attractive presentation	95
	Software stimulate users	97
	Software enhance learning	100
	User-friendly software	100
Technical	No technical problem	100
	Software compatible with computer	90
	Software without error	95
	Software without crash	95
	Software will not hang when used wrongly	91

Table 3 shows between 70 to 96% of the respondents agreed that the interface design of iTF-CBT website in the Trauma and Mental Health Counselling is attractive with clear text, attractive colors and graphics, with manual that is accessible anytime and helps users get additional information. On the other hand, the usage of audio needs some improvement or updates in order to achieve higher efficiency because only 70% of the respondents agreed with this design. Besides, animation to aid learning and the appropriate feedback/response time also

need improvement with only 70% and 76% of agreement respectively from the research samples. Apart from that, around 93 to 100% of the research samples agreed with the content of information. However, the content still needs to be upgraded because 43% of the research samples agreed that the content is still shallow; while 8% of the research samples agreed that there are spelling error. Furthermore, between 87 to 100% of the research samples agreed that software interaction and navigation are suitable to the needs of the users. In terms of technical, between 90 to 100% of the research samples agreed and are satisfied with the software.

Discussion

The development and testing of iTF-CBT website is based on current needs with themes related specifically to the prevention and treatment of trauma and mental disorder. Besides, the development and needs of the iTF-CBT are in accordance with the *CACREP standards which have approved the needs to include issues related to trauma for crisis intervention. According to Webber and Mascari (2009), "The 2009 CACREP standards provide competencies for crisis,* disaster, and trauma response that are infused in both core counselling and program specific curricula" (pg. 125). These standards can enhance competency of counsellors when managing trauma and calamity cases; while bringing innovation to the basic training needs of counsellor.

This module is not developed to solely fulfil the needs of trauma counselling competency standards, but also to meet the current needs nowadays with various types of traumatic events and emergency. The iTF-CBT module consists of five main modules with 12 activities, namely Module 1: Psycho Education which aims to increase involvement in order to develop therapeutic relationship, offer information related to trauma, normalize trauma symptoms, and to demonstrate relaxation exercises to overcome daily stress; Module 2: TF-CBT explains to the participants about the basic concepts of cognitive behavior theory focusing on trauma involving thoughts, attitude and perception of individuals about themselves and others; and how these would influence their interpretation of a traumatic event that happen; and this interpretation is important as it could influence the resurgence of emotion and behavior. The next modules are Module 3: Exposure Therapy; Module 4: Cognitive Therapy; and Module 5: Anxiety Management, mainly discussing on trauma intervention techniques based on behavior theory focusing on the aspects of cognitive in managing anxiety. These activities within the TF-CBT module aim to enhance skills such as managing anxiety, managing thoughts distortion as a result of trauma, cognitive restructuring in order to transform the negative thoughts, managing anger, interpersonal communication, and getting ready for stress reaction (stress inoculation) and managing trauma symptoms in the future. Most of these activities within the TF-CBT module are new and have not been expose to most participants.

The iTF-CBT website is not only developed for the purpose of prevention and treatment, but also to educate users about the knowledge on mental healthcare and methods to avoid traumatic stress. Besides, this website can also serves as a good reference source about issues on trauma / PTSD or mental disorder to the community whether professional or non-professional groups. As such, by having this module, counsellors can enhance their level of competency and awareness on the treatment and prevention of trauma and mental disorder; as in accordance with most of the trauma counselling models by several researchers which have given some guidelines to the counsellors (Powers, 2006; Eagle, 1998; Hobfoll, 2009; Egan, 1998; Prout and Schwarz, 1994; Lewis, 1999; Du Tolt, 2002; Goleman, 1995; Greenberg, 2002).

Research Implications

Counselling nowadays has begun to recognise the importance of positive mental health and the consequences of ignoring it. American Psychological Association (APA) and American Counselling Association (ACA) have declared that mental health is an important element because it is related to the wellbeing of human life. Besides, plenty of studies show that positive mental health would help individuals to remain sensible even in an emergency.

Findings of this study indicate that TF-CBT module has high validity and reliability values. In other words, it has achieved its development objectives and suitable to its target users. Besides, this module can serves as an intervention to enhance the competency level of trauma and mental health counselling practices particularly in the treatment and prevention of trauma and mental disorder. The TF-CBT module can also be used by school counsellors to identify students with traumatic stress which could have lead to more serious problem (such as suicide, taking any substance or run away from home) if early assistance is not provided.

This study introduced the 'online' training approach using the online trauma and mental health module to enhance competency level of counselling practices. Moreover, the approaches used in the development of this module can also serve as guidelines to other researchers to develop future module in order to verify validity or reliability of the module. These methods were used by previous researchers to developed training modules related to trauma and counselling to train counsellors, social workers and those involved in the profession of helping others with the aim to enhance their skills in helping the trauma victims efficiently (Van Houten & Tom, 2006; McEvoy & Ziegler, 2006; Jordons, 2002; International Planned Parenthood Federation, 2002).

Besides, findings of this study could also enhance knowledge on counselling based on trauma and mental health as well as other related aspects such as crisis and traumatic stress. In Malaysia, study on development of iTF-CBT module has not yet been carried out systematically and comprehensively; therefore, this study has further enhanced the available theory of trauma and mental health counselling. Furthermore, this study has also enriched the available practices in the guidance and counselling theory; directly enhances competency and professionalism. Counsellors can enhance their competency while using it in counselling.

Conclusion

Trauma-focused Cognitive Behavioral Therapy or TF-CBT has been proven as an efficient psychological treatment method in treating PTSD and other mental disorders. As such, a more efficient 'online' treatment innovation, known as TF-CBT or internet-based CBT (iCBT) focusing on trauma (iTF-CBT) is developed with five modules and 12 activities based on TF-CBT. The iTF-CBT module has undergone testing and is proven with high validity and reliability values, as well as with high percentages of agreement in the final test in terms of the content, software interaction and technical aspects of the module. This brings positive influence to the development of counselling theory while enhances skills in counselling practices. As such, further research in trauma and mental health counselling could be expanded as a knowledge field of study that helps counsellors and those involved in the profession of helping others for the wellbeing of mankind.

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RELATIONSHIP BETWEEN CONTINUOUS ASSESSMENT AND ACADEMIC PERFORMANCE IN ORGANIC CHEMISTRY AMONG FOUNDATION STUDENTS AT MEDICAL PRIVATE UNIVERSITY

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Abstract: *From students' point of view, organic chemistry is a kind of difficult and challenging subject to perform good grades in final examination, especially among Foundation students who are leading to medical and pharmacy programme either in local or private universities in Malaysia. Neither memorising the fact nor calculating atomic particle, arranging the bonds between element and molecule, organic chemistry requires students to have higher imaginary and thinking order in understanding the concept of organic chemistry better. The assessment method which as on-going basis known as continuous assessment considered to be a predictor of the academic performance in organic chemistry. The research aimed at finding out the relationship between continuous assessment (Test examination) and Final examination performance in organic chemistry among Foundation in Science (FIS) students of medical private science university located in Malaysia. Data were collected from Test and Final Examination scores for each of Foundation in Science (FIS) students throughout a semester. Statistical Package for Social Sciences (SPSS) version 24.0 was used to analyse the data collected for presenting the descriptive and inferential statistics. The findings reveal that there is a significant relationship between Test examination scores and Final Examination scores of FIS students. Suggestions on how to improve the quality of the assessment method used since it has predicative value on student's academic performance of Organic Chemistry are also be described.*

Keywords: Test Examination, Foundation students, Organic chemistry, academic performance, continuous assessment

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Introduction

Organic Chemistry has been regarded as a difficult subject for foundation students nowadays. This appears to affect students' performance when they are facing problem to understand the concept due to lack of familiarity of terminologies, imaginary concept, fundamental concept, and to relate it with daily life. Students who tend to memorise rather than understand the concepts (Mahajan & Singh, 2005), experience difficulty with short-term memory overload in dealing with chemistry topics and with solving mathematical chemistry problems (Johnstone, 1983).

Mahajan & Singh (2005) conducted a study in American and European Universities, where they investigate the relationship between problem solving, misconceptions about the subject, and assessment methodologies towards student's academic success. There were many studies done regarding factors affecting student's performance towards chemistry such as student's attitude (Cheung (2009) & Ahmed, et al., (2015), methods of instruction (Mahajan & Singh, 2005) and self-efficacy (Kurbanoglu & Akin, 2012). However, least studies were conducted to identify the relationship, or the impact of the assessment methods used towards students' performance in Organic Chemistry.

Literature review

Definition and concepts Assessment

Assessment plays an important role in educational process either in primary, secondary or tertiary level of education as it is considered as measurement tools to evaluate students' academic performance. The practice of the regular or consistent assessment known as continuous assessment, in education is important in order to achieve effective education performances in any learning institutions. Continuous assessment occurs in ongoing formative and summative process, involving a systematic collection of marks or grades into a final score, and is used to determine the final grades; reflects student's abilities over a period; allows for improvement and as a cumulative process (Awofala & Babajide, 2013).

The type, process or even quality of continuous assessment becomes the measuring standards towards academic performance. Siyum (2016) reported that continuous assessment introduced by the Ethiopian government serves as a mechanism to ensure the quality of education in higher institution corresponding to the policy of the country. The process of continuous assessment does not only examine the students' achievement, but also allows educators to monitor the impact of their lessons to students (USAID, 2003) and gives educators time to implement pedagogical changes before semester scores are completed (Esposto & Weaver, 2011).

Esposto & Weaver (2011) also reported that continuous assessment gives detailed up-to-date information on the student's development and learning requirements for both the student and lecturer, and this formative nature gives student's feedback on their progress and allow them for better improvement.

Assessment of Organic Chemistry

Assessment represents one of the most important strategies that educators can leverage to enhance the quality and quantity of chemistry knowledge and skills among students. According to Okoro (2002), continuous assessment is a system of evaluation in which student are given a large number of test at regular intervals rather than a single final examination at the end of the course. In this study, the assessment method used is based on the specific rules and guidelines. In the context of this research, evaluation of learning outcomes at foundation level is done through continuous assessment and final examination. Malaysian Qualifications Agency (MQA) has outlined that each educational institution in Malaysia either local or private need to adhere to the standard guidelines of foundation programme (Standard Kursus Asas-Foundation) where effective in June 2014, the distribution of formative assessment methods such as quizzes, tests and presentations must be no less than 50% from the overall while the remaining 50% is allocated for summative assessment (Final Examination).

Continuous Assessment used in this study is Test Examination. Aina (2014) reported that lecturer should always give different types of assignment to students to form continuous

assessment such as projects, field trip, and Test examination. In Organic Chemistry, students are required to apply the cognitive preferences and spatial reasoning, where they need to understand the concept with the abilities of thinking object in three dimensions and solve spatial problems. Test examination is also a part of cognitive component, where Kalu (2004) and Lewin (1992) reported that there was a positive correlation between cognitive preferences and student's performance in science. Brown (1975) also studied on cognitive preferences where the goal is on the students' performance on what to do with the information rather than whether students identify the information as correct or incorrect. Previous studies have documented the positive effects of continuous assessment on student's academic success (Carrilo-de-la-Pena et. al. 2019; Peterson & Siadat, 2009). Siyum (2016) reveals that there is a significant difference between continuous assessments with the mean result at 0.00 significant value. However, these studies examine the relationship of continuous assessment (Test examination) and Final Examination in Organic Chemistry, not the overall grades of Chemistry.

Methodology

Participants were 93 Foundation in Science (FIS) students, who are leading to medical and pharmacy programmes (61 females and 32 males) at a medical private university in Malaysia. Participants were from second semester students who attended for Chemistry 1 at first semester. Their age is 18 to 22 years and the mean age was 20 years.

Two research instruments were used in collecting data;
Organic Chemistry Test Exam marks consisting of 10 MCQs and 2 SAQs.
Total observable mark is 40 marks
Organic Chemistry End of Semester (Final exam) marks consisting of 20 MCQs and 3 SAQs and 2 essays.
Total observable mark is 80 marks

Data were analysed using the Statistical Package for Social Sciences (SPSS) version 24.0. The descriptive statistics were then presented in tables.

Results and Discussions

Test examination questions involves MCQs and SAQs that was structured based on the specific attributes in the Bloom's Taxonomy. Test examination papers were returned to the students right after the marking process was done, for the lecturer to discuss the students' mistakes and problems regarding organic chemistry. This process of giving feedbacks thus helps student to enhance their understanding towards organic chemistry. Augustine (2012) said that for any formative assessment used, it is essential that the assessment is able to identify the strength and weaknesses of the learning process and able to provide students with sincere feedback in helping them to improve their academic performance.

The result presented in Table 1 shows the mean Test score is 66.01%, while the mean Final exam score is 70.81 %. To test the null hypothesis, the Test Exam and End of Semester (Final exam) score of Organic Chemistry were correlated to obtain the correlation among both examinations as shown in Table 2.

Table 1: Mean and Standard deviation of Test and Final exam scores of FIS Students

	N	Mean	Std. Deviation
Test	93	66.01	15.005
Final Exam	93	70.81	16.727

Table 2: Correlation Analysis between Test and Final exam scores of FIS Students

		Test	Final Exam
Test	Pearson Correlation	1	.595**
	Sig. (1-tailed)		.000
	N	93	93
Final Exam	Pearson Correlation	.595**	1
	Sig. (1-tailed)	.000	
	N	93	93

**. Correlation is significant at the 0.01 level (1-tailed).

It was found that there was a significant correlation (r = .595) at probability level 0.01 between continuous assessment (Test Exam) and End of Semester Examination (Final exam) performance in Organic Chemistry. From the analysis above, the result (r) is significant ($P<0.05$). The null hypothesis is therefore rejected. This is supported by analysis done by Ogundokun & Ogundele showed that positive significant relationship between continuous assessment and academic performance in English language and Mathematics. Other findings showed, significant relationship between the junior secondary school continuous assessment scores and the overall performance in junior secondary school certificate examination in mathematics. (Olufemi, 2014)

The results of this study revealed that Test exam has a significant positive correlation with Final examination scores. It also established a significant effect of Test exam of FIS students on their performance in the Final Examination of Organic Chemistry with average performance of Final Examination is 70.81 %. Kumur & Siya (2015) also found a similar finding where a positive relationship (r=0.619, t=0.00) was identified between continuous assessment and examination scores of National Diploma students in Adamawa State Polytechnic Yola, Nigeria.

Gender is also considered as a contributing factor towards academic performance. This is supported by Jaykaran, Yadaav, Chavda, & Kantharia (2011) who found that gender factor influences the academic performance in undergraduate and postgraduate Pharmacology's students in Gujarat, India. Veloo, Lee, & Seung (2015) also reported that there was a significant difference between male and female students in terms of Chemistry Achievement and Self-Regulated Learning (SLR) at Matriculation College in Malaysia. Looking at extensive literature of gender factor in influencing academic performance, it is essential to also investigate this factor on academic performance in Organic Chemistry.

Table 3: Mean of male and female of Test and Final exam scores of FIS Students

	Gender	N	Mean	Std. Deviation
Test	Male	32	67.23	15.151
	Female	61	65.38	15.015
Final Exam	Male	32	72.89	16.500
	Female	61	69.72	16.878

P<.05

Table 4: Analysis of Variance

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Test	Equal variances assumed	.000	.988	.562	91	.576
	Equal variances not assumed			.560	62.587	.577
Final Exam	Equal variances assumed	.227	.635	.866	91	.389
	Equal variances not assumed			.873	64.353	.386

Table 3 and 4 revealed that there is no significant effect of gender factor on test examination and final examination scores in Organic Chemistry, where P>0.05. Hence the null hypothesis H_o is not rejected. The result of this study also revealed that there was no significant difference in the Test exam and Final exam scores with t=0.988 and t=0.635 respectively for male and female of FIS students. This is similar to the findings of some researchers like Niraula & Sharma (2006) reported that there was no statistical significant difference between male and female academic performance of medical students (t=0.29). Garcia, Yu, & Coppola, April (1993) also reported that gender was not a significant predictor, however, the better predictor of organic chemistry grade for male and female were the task value and studying strategies, in general.

Conclusion

In conclusion, the study attempted to establish relationship between continuous assessment (Test examination) and Final Examination as one of the basis of predicting student's performance towards Organic Chemistry among Foundation in Science (FIS) students at a medical private science university in Malaysia. From the findings of this research, interpreted correlation coefficient shows the extent to which Test Examination and Final Examination are related, positive coefficient and found to be statistically significant at 0.05 level of significance. Therefore, it is concluded that Test examination influence the performance in Final Examination. Based on the findings of this study, it is recommended that 1) Instructor should employ interactive teaching and learning strategies to enhance students' understanding towards organic chemistry and 2) Instructor should introduce to students to the other assessment method such as Problem Based Learning (PBL), more practical learning rather than memorisation learning. In addition, gender is not a good predictor on students' performance towards Organic Chemistry among Foundation in Science (FIS) students.

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THE NEEDS DEFICIT OF PRE-RELEASE JUVENILE OFFENDERS TO BE RE-INTEGRATED INTO THE EDUCATIONAL SYSTEM

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Abstract*: This paper discusses the needs deficit of pre-release juvenile offenders from the educational perspectives, which might complicate their chances for successful re-integration after release. This qualitative study involved a total of 17 pre-release juvenile offenders who have been selected using the purposive sampling technique from three correctional institutions in Kuala Lumpur, Malaysia. Data were gathered through in-depth interviews and analysed using content analysis technique. The study findings have indicated that many of the respondents have major concerns about their history of disciplinary problems, for being dropped-out from schools, and having low academic abilities, which they perceived as primary hindrances for them to be re-enroll in schools due to stigma, discrimination and rejection from the authorities. Some respondents believed they might face struggle in the learning process even if they get re-enrolled because the need to catch up with the syllabus that they have missed since they have been out of school for quite some time. These deficits become major challenges for them to acquire better education and qualification, hence it can affect their opportunity for a more stable job in the long run. This paper also discusses several intervention strategies to improve the access, quality and implementation of academic programme and to strengthen the re-integration support through close collaboration, partnership and commitment from the Ministry of Women, Family and Community Development (MWFCD); the Department of Social Welfare (DSW); Ministry of Education (MOE) and other relevant stakeholders in assisting these juvenile offenders in meeting with their educational needs, which all these are in line with the Convention on the Rights of the Child (CRC) and National Child Policy.*

Keywords: Juvenile offenders, needs deficit, re-integration.

Introduction

In Malaysia, a total of 1,279 of juvenile offenders were placed in correctional institutions under the Ministry of Women, Family and Community Development (MWFCD) and Department of Social Welfare (DSW) in 2014 due to their status offenses and / or illegal behaviours such as crime and drug abuse (Department of Social Welfare, 2014). Although, the official statistics of released juvenile offenders have not been recorded and / or published openly in Malaysia, the government, particularly through the MWFCD and DSW will surely have to deal with the issues of re-integration of this population into the communities. It is believed that there are massive numbers of juvenile offenders in correctional institutions that need to be re-integrated into the educational system based on their developmental stage.

However, Abrams, Shannon and Sangalang (2008) found that many of the juvenile offenders struggle to successfully accomplish their development goals, particularly related to education after release from the juvenile system. Findings from previous studies have shown that only a small percentage from their sample of incarcerated juvenile offenders were enrolled in school after release from correctional facilities (Bullis & Yovanoff, 2002; Foley, 2001). For instance, Bullis and Yovanoff (2004) reported that only 12 percent from their sample of 759 formerly incarcerated youth completed a high school or a General Equivalency Diploma (GED) upon release into the community.

Juvenile offenders who are returning into communities from correctional institutions face uncertain futures as they attempt to re-integrate themselves into the mainstream educational systems due to numerous academic deficiencies or other challenges, including learning disabilities such as low skill levels in reading and writing, poor academic performance, inadequate education, resistance from the school system, disciplinary problems, school discipline policies such as zero tolerance resulted in suspension and expulsions; drop-out of school, incomplete or missing record and etc. (Agnew, 2005; Altschuler & Brash, 2004; Bullis & Yovanoff, 2002; Foley, 2001; Gonsoulin & Read, 2011; Leone & Weinberg, 2010; Mears & Travis, 2004; Osgood, Foster, Flanagan, & Ruth, 2005; Snyder & Sickmund, 2006).

Previous studies indicate that juveniles' unmet educational needs and their unsuccessful re-integration into the educational system often have a long-term negative impact on their lives which make them more vulnerable for further failures in securing employment which often resulting in economic and social hardship such as poverty, homelessness and recidivism into the juvenile and adult justice systems during their transition from adolescence to adulthood (Agnew, 2005; Altschuler & Brash, 2004; Coalition for Juvenile Justice, 2001; Lapan, Aoyagi, & Kayson, 2007; Lee & Villagrana, 2015; Osgood et al., 2005; Simoes, Matos, & Batista-Foguet, 2008; Snyder & Sickmund, 2006; Spencer & Jones-Walker, 2004).

Since education has profound implications on the juveniles' future and determining the risk of their recidivism, therefore, it is imperative for the juvenile justice systems to improve the re-integration supports and educational programming in the institutions since the previous studies found that juvenile offenders received low quality education and lack of re-integration supports during their confinement and transition into the community (Blomberg, Bales, Mann, Piquero, & Berk, 2011; Matvya, Lever, & Boyle, 2006; Mazzotti & Higgins, 2006; Nellis & Wayman, 2009; Yohalem & Pittman, 2001).

Due to the fact that the re-integration of juvenile offenders into the educational system is a critical issue, but not well researched in Malaysia which contributed to the absence of

knowledge about the transition needs of returning juvenile offenders, this study aimed to fill the research gaps by examine the needs deficit of pre-release juvenile offenders from the educational perspectives that might complicate their chances for successful re-integration into the educational system after release so that appropriate interventions can be proposed to assist the juvenile offenders in meeting with their educational needs.

Study Objective

By focusing on the pre-release juvenile offenders, specifically, this study aimed to examine their educational goals / plans in short and / or long-range, the prior risk factors, their deficiencies and anticipated challenges in meeting with their educational needs. This study also assesses the accessibility, quality and effectiveness of existing academic programme and the re-integration support provided to the juveniles during their institutional placement and transition into the communities. The findings of this study are then used to propose more appropriate and effective interventions in order to effectively fulfill the educational needs of this population, which further increase their chances to re-integrate into the educational system successfully.

Methodology

A qualitative study was conducted on pre-release juvenile offenders from two Probation Hostels (IA and IC) and one Approved School (IB) located in Kuala Lumpur, Malaysia. A purposive sampling was chosen and 17 respondents who were within three months from release and able to speak in Malay or English language participated in the study. Data for the study were also gathered through in-depth interviews with eight informants, which are warden, deputy warden and probation officers from the three institutions.

The semi-structured in-depth interviews were employed to gain deeper insight from the respondents regarding the needs, challenges and issues they might face in re-integrating into the mainstream educational system after their release from correctional institutions into the communities. While the data from the informants can add depth and provide greater insight on the academic programme and re-integration support provided during their institutional placement and transition into the communities. The interviews took approximately 60-90 minutes to complete. All the data were analysed manually by researcher using content analysis.

Prior the interviews, the researcher gave informed consent forms and explained to the respondents about the voluntary nature of their participation and the opportunity to withdraw at any point within the study. All of the respondents who are willing to participate in this study signed and returned the form to the researcher. The researcher also emphasized on the confidentiality issue by ensuring the respondents that their personal information such as real names and their answers to the interview questions will be protected and kept confidential.

Results

Short / Long-Range Educational Goals / Plans:

As displayed in Table 1, overall 52.94% (9/17) respondents in three institutions planned to re-enroll in secondary schools immediately after release from the institutions. While 47.06%

(8/17) respondents reported an immediate plan to register and sit for the Malaysian Certificate of Education (MCE) as a private candidate after leaving the institutions. Only 23.53% (4/17) of the respondents reportedly wish to pursue higher education as their long-range goals.

Challenges / Deficiencies:

Despite of their desire to achieve their educational goals as mentioned above, many respondents who have deficiencies perceived the possibility of facing tough challenges which make them doubt their ability in reaching their goals successfully.

History of disciplinary problems. As displayed in Table 1, a total of 76.47% (13/17) respondents in all three institutions who had been suspended and expelled from elementary or secondary school in the past because of their misbehavior such as truancy, bully and etc. reported feeling worried if District Education Office and / or school authorities refuse to accept their admission due to their disciplinary problems.

Lagging behind the academic syllabus. As Table 1 displays, overall, 82.35% (14/17) respondents from the three institutions who have been out of school for a certain time because of being dropped-out or expelled from school perceived the difficulties in the learning process. In fact, the challenges might be even harder for those who planned to sit for the MCE as a private candidate. The respondents believe they will struggle to catch up with the syllabus that they have missed.

Low academic abilities. Table 1 also indicated that 41.18% (7/17) of respondents in the three institutions believed their low academic abilities might challenge them in the learning process which will resulting in failure to gain a good result in public examination (either in school or as a private candidate for MCE) and further reduce their chance to successfully reaching their long-range goal to pursue higher education.

Table 1

Educational Needs Deficit

Educational Needs Deficit	IA (n:8)	%	IB (n:5)	%	1C (n:4)	%	Total (n:17)	%
Goals / Plans								
Short Range								
Re-enroll in secondary school	6	75	0	0	3	75	9	52.94
Register and sit for Malaysian Certificate of Education (MCE) as a private candidate	2	25	5	100	1	25	8	47.06
Long Range								
Pursue higher education	3	37.5	1	20	0	0	4	23.53
Challenges / Deficiencies								
Lagging behind the academic syllabus	6	75	5	100	3	75	14	82.35
History of disciplinary problem	7	87.5	3	60	3	75	13	76.47
Low academic abilities	2	25	3	60	2	50	7	41.18

Discussions and Implications

Overall, the respondents of this study reported their intentions to re-enroll in secondary schools or register and sit for the MCE as a private candidate upon their release from the institutions. Some of them wish to pursue higher education as their long-range goals. Despite their expressed intentions, most of the respondents reportedly feeling uncertain and doubt their ability because of their deficiencies that might challenge them in reaching their educational goal.

The study found that majority of the respondents who have the history of suspension or expulsion during elementary or secondary school in the past due to their disciplinary problems, including truancy, bully and other discipline history, afraid if the authorities such as District Education Office and / or school reject their admission and thus resulting in the failure to be successfully re-enrolled in school after release. In fact, the institutional staff who have been interviewed admit that no initiative will be taken to register the juveniles who have been expelled from school prior their placement in the correctional institution because of the high probability of being rejected by the authorities. Seigle, Walsh, and Weber (2014) and Sullivan (2004) confirmed the resistance of the school to accept the juveniles due to their previous disciplinary problems is one of the barriers for school re-entry. Nellis and Wayman (2009) reported that some schools deny the re-enrollment of former juveniles because they are hard to be managed. The school system reluctant to accept the ex-juveniles because of the stigma that their disruptive behavior will return (Farkas, Johnson, & Duffett, 2003).

However, the study findings have also revealed that even if the respondents managed to get re-enrolled into the secondary school, other problems may arise due to their academic lacking. Based on their previous academic failure throughout their school years in the past, many respondents who have been lagging behind the academic syllabus and have low academic abilities believe that they might face major challenges that diminish their chance to successfully pursuing their educational aims either in short and / or long-range. The respondents who wish to re-engage in secondary schools upon release worried if the learning process will be too hard for them. In fact, some of them expressed the possibility to quit their schooling if they find themselves overwhelmed with the academic challenges. While, those who planned to register and sit for the MCE as a private candidate believe they will face even greater challenges. The respondents perceived the struggle to catch up with the academic syllabus that they have missed. Hence, many respondents reportedly doubt their own ability to successfully reaching their long-range educational goal to pursue higher education since it relies on their academic attainment. This finding is consistent with the sample of Abrams and Fields (2008) as well as Fields and Abrams (2010) who are reported feeling worried because they anticipated that their academic weaknesses and learning problems would prevent them in reaching their educational goals to successfully complete their high school diploma or GED programme or pursue higher education upon re-entry. Siegel, Welsch, and Senna (2006) reported that the frequent experiences of the academic failure decrease the students' self-esteem because of the feeling of inadequacy and the fear of repeated failure. According to Needs Theory by Maslow, poor academic or learning difficulties hinder individuals from fulfilling their psychological needs of mastery, competence, achievement and confidence which resulting in lack of self-esteem and the feeling helplessness that prevent them from achieving self-actualization needs (Maslow, 1970; Zastrow & Kirst-Ashman, 2007).

The study somehow found that part of these deficiencies that might pose as challenges for respondents to be re-integrated into the educational system resulted from the inadequacy of current academic services provided in the correctional institutions in term of access, quality and implementation that failed to address these deficits while they are incarcerated. This is because most of the respondents reportedly did not engage in formal schooling outside the institution. The probation officers interviewed as informants said that the initiative to register the juveniles into school only made if they are still in school prior their placement in the institution, while there is no initiative to re-engage the juveniles who are no longer in school before entering the institutions. However, there are cases where the juveniles who are still in school prior their admission, unable to continue their schooling during their correctional placement because of the difficulties to register them in the middle of the academic session, which is obviously contradicted with the obligations of government to the Convention on the Rights of the Child (CRC) that recognizes the juvenile's right to access community schools outside the institution.

Even though some of the juveniles who are not enrolled in formal schooling, particularly those who are illiterate engaged in the "Kelas Intervensi Awal Membaca dan Menulis (KIA 2M)", the study found that the basic instruction in reading and writing provided in the class could not adequately fulfill the learning needs of the juveniles. This is because some of the respondents who participated in the class reported that they still could not read and write. The study found that the instruction in "KIA 2M" class is taught by the probation officers who are unable to run the classes effectively due to their lacking in adequate training and heavy workloads. While some respondents who enrolled in formal school outside the institution reportedly facing

struggle to catch up the academic curriculum and not provided with any extra classes in the institution. This finding is consistent with the Child Rights Coalition Malaysia (2012), which reported that the provision of education and re-integration support for children detained in DSW facilities are limited in term of availability, quality and structure, therefore need to be strengthened. Chung, Schubert, and Mulvey (2007) as well as Mazzotti and Higgins (2006) found that the academic programme in the juvenile justice system failed to adequately educate and prepare the juveniles for their successful return into the community school. While, Altschuler and Brash (2004) reported that the youth placed in the correctional facilities struggle to re-integrating into the mainstream educational system due to the failure of the institution to address their academic needs during incarceration and the lack of transitional support. In fact, Klehr (2009) found that the justice system itself might cause or exacerbate academic problems among the juveniles since they lose their valuable time that should be spent in school and the academic instruction they received in juvenile facilities is often of low quality, which make their returning to school difficult.

Given these inadequate learning and teaching support within the correctional institution that could not effectively meeting the educational needs of juvenile offenders, which will then affect their chances for successful re-integration into the mainstream educational system upon their release, it is highly suggested that the MWFCD and DSW to work very closely with the Ministry of Education (MOE) and other relevant stakeholders. It is hoped that this collaborative effort between the juvenile justice system and the MOE can enhance the academic wellness and educational success of juvenile offenders, for example, through the support of academic cadre to provide instruction in “KIA 2M” class and tuition to the schooling juveniles as well as the MOE monitoring of academic curriculum inside the institutions, the provision of teaching and reading materials such as books and etc. Mincey, Maldonado, Lacey, and Thompson (2008) highlight that strong academic services provided to the juveniles during their incarceration are paramount to facilitate a successful re-integration into school.

Furthermore, the close collaboration, partnership and commitment from all of these stakeholders are imperative to ease the school placement procedures so that the juveniles could be quickly re-engage in mainstream schools, while in correctional institution as well as upon their release into the communities regardless of their background or status. Gonsoulin and Read (2011) also emphasized on the interagency collaboration to expeditiously re-enroll juvenile offenders into mainstream school settings. School-age juveniles have the right to attend school during their placement in the institution despite of have been disconnected from schools due to suspension or dropped-out. Initiative should be made to re-engage them in the school during their institutional placement. This effort is significant to fulfill our commitment to the National Child Policy and the CRC, which recognise the educational right of children in conflict with the law to access the community schools outside the institution as well as their development and re-integration to help them reach their potential.

In addition to the close collaboration and partnership between the MWFCD, DSW and MOE to improve the access, quality and implementation of academic programme, the government should strengthen the re-integration supports in the Malaysian juvenile justice system through the co-ordinated efforts of the probation officers in order to facilitate the successful re-integration of the juveniles into the mainstream educational system upon their release from the institutions. Both probation officers in institutional setting and the district where the juvenile lives should work very closely and committed in developing written re-integration plans and

provide the returning juveniles with structural support, for instance, assist them with the arrangement of their enrollment in school or other academic programme in the community to ensure a seamless transition from the institutional setting into the mainstream educational system. Mears and Travis (2004) also emphasize on the importance to link the returning / released juvenile offenders to immediate educational placements that foster smooth transition and improve their outcomes. The planned and timely transitioning of juveniles into appropriate educational programme upon release from a correctional facility increase the likelihood of successful re-integration (Leone & Weinberg, 2012).

Conclusion

This study found that the re-integration into the educational system seems to be challenging for most of the respondents due to their deficits either in academic and / or disciplinary issues which causing them to have low self-esteem and doubt their own ability to successfully reaching their educational goals after release. This findings somehow indicate that the current practice in juvenile correctional institutions unable to address the educational needs of the juveniles during their placement which might reduce their chances to successfully re-integrated into the school or other academic programme in the community. In fact, it is found that part of these deficiencies were exacerbated by the lack of re-integration supports and inadequate education in juvenile placement due to lack of resources of co-ordination which affects the access, quality and implementation of academic programme both within juvenile correctional facilities and in the community.

Therefore, it is imperative for the juvenile justice systems to give critical attention on the improvement the re-integration supports and educational practice in the institutions through the close collaboration and co-ordinated supports from the MWFCD, the DSW, MOE and probation officers in order to respond effectively to the educational needs of these juveniles, and further facilitate their educational success which will then enhance their future prospects, such as opportunity for a more stable job in the long run. This is because Gonsoulin and Read (2011) found that shared and co-ordinated responsibility across all agencies can increase the educational wellness and well-being of the ex-juvenile offenders. Stephens and Arnette (2000) mentioned that effective transitional strategies could increase the likelihood of reenrollment in school, graduation from high school, successful employment and independent living among the juveniles. Findings from previous studies reported that former juveniles who are reenrolled and performing well in schools are less likely to reoffend and more likely to success in college and careers and thus have better economic stability in the future (Nellis & Wayman, 2009; Seigle et al., 2014).

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THE INFLUENCE OF MALAY CULTURE IN DOMESTIC VIOLENCE ISSUES AMONG MALAY WOMEN: A CASE STUDY IN PENANG

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Abstract: *Women, including the Malay women in Malaysia are all subject to domestic violence crisis. It is pertinent to look at how culture may influence or even lead to domestic violence. This study examines or focuses on the influence of Malay culture that can lead to domestic violence among Malay women. A total of 15 Malay women victims of domestic violence (informants) were involved in this exploratory qualitative study. Informants were involved in in-depth interviews and data gathered were analyzed using NVIVO 8. The study findings have indicated that domestic violence stem from the various elements of cultural influence in the local Malay community, which indirectly form a perspective of gender inequality between the husbands and wives. Several suggestions from the social work intervention perspectives have been discussed in greater depth in order to reduce the issue of domestic violence among Malay women in the country.*

Keywords: Domestic Violence, Malay Culture, Gender Inequality.

Introduction

Domestic violence is one of the social problems which requires more research to address the issue (Bogeanu, 2012). Domestic violence is defined as the use of scary, manipulative or coercive behavior towards a partner with the intention to retain power and control over his intimate partner. This form of violence is imposed on victims through physical, psychological, social, sexual or financial abuse (WAO, 2017).

Report of physical and sexual violence among women by the World Health Organization (2013) have reported that South East Asia showed the highest percentage with 37.7%, followed by other regions. In this case, Malaysia also contributed to the percentage of domestic violence for women in the South East Asia.

Research by Rashidah, Noraida, Siti Hawa, Intan, Sarimah, Siti Waringin, Puzziawati, Gaayathri, Nur Saffiah and Siti Shahrizatil Husna (2013) showed that 8% women in Malaysia were involved in domestic violence problems. Bahari, Usman and Ninggal (2008) explained that domestic violence crimes affect the victims. As Lee (2007) reported that there a significant relation between abusive behavior and alcohol use to the abusers, which led to physical and emotional abuse on women victims. Mardiyati (2015) also emphasized that domestic violence do gives impact to psychological trauma to the victims and their children, which oftenly lead to depression and violent behaviors to others when they become adults.

According to the statistic reported by the Ministry of Women, Family and Community Development (2016), a total of 590 victims of domestic violence had been reported in Malaysia between January to November 2015. The figure showed that the majority of 557 are women victims and 33 men victims. Analysis based on ethnicity showed that the Malays recorded the highest number of 327 victims compared to other races. This analysis once again reported that 309 are women victims and 18 men victims. This study is imperative as Penang recorded to be the third largest state which contributed 64 cases of domestic violence in Malaysia. Based on this total, 50 women were victims of domestic violence and the rest were men. This study aims to understand the dynamics of domestic violence among Malay women in Penang.

Research Methodology

This qualitative study aims to explore the phenomena of 15 Malay women in Penang State who have experienced domestic violence. Recruitment of the respondents were through snowballing technique in the Georgetown, Penang area. Purposive sampling was employed based on several criteria, involving married Malay women and survivors of domestic violence; 18 years and above; and victims have good sanity to ensure data accuracy. This study applies face-to-face interviews which based on the interview guidelines that were developed according to the study objectives. NVIVO 8 software has been utilized to analyze the collected data in the form of verbatim which then was transcribed carefully to ensure accuracy of the data.

Findings and Discussion

The study findings have captured few important themes, including community perceptions of domestic violence victims; conflict and mismatch of roles according to community expectations in family household.

Community Perceptions towards Victims of Domestic Violence

The first theme is community perceptions which can be analyzed from two angles. This includes stigma and empathy towards victims; and the support and barriers for victim's action in order to get out from the problem.

Stigma on Victims

A variety of negative stigmas against the victims came from the surrounding environment, including from members of the biological families, host families, neighbours and friends. The study findings found that seven respondents admitted that the existing social systems

negatively affected them, although the family members were aware that the spouse or partners did various forms of physical, mental and sexual abuse to the victims. The family members would still blame the victims for the spouse's actions without really understanding what had actually happened. There are family members who told the victims to look into their lack of self-sufficiency which the family members see as the triggering factor to abusive behavior of the spouse. A few of the family members also blamed the victims for legal actions taken against their husbands. Not only that, victims were also accused of being pregnant by other men and it is proper to be abused. In addition, there are family members who see that the victims and their children were burdensome.

Empathy on Victims

On the other hand, seven respondents received empathy from their family members, neighbours and friends. They gained emotional support because the community around them knew what had really happened. These social systems feel sorry for the respondents for the brutal actions of their husbands and that they were not treated as wives. This positive concern has led the family systems to take the responsibility of raising the victims and their children and would continuously encourage the victims to be separated from their husbands.

Social Support for Victims Leaving Their Husbands

The results of the analysis found that the all of the 12 respondents had expressed their actions to end the domestic problem. The decision is primarily influenced by the social systems which had condemned the cruel actions of their husbands and that separation was the best way to prevent them for experiencing further injuries. In addition, safety of the victims was also the concern of the social systems if the victims remain silence without taking any actions to solve the domestic problem. Decision to be separated from their spouses was also supported by the social support systems as a form of getting the needed social justice as a wife as they have been abandoned by their husbands for a long time.

Barriers for Victims Leaving Their Husbands

Study findings have also reported that eight respondents has faced various barriers from their social surroundings. There are family members advising the victims to find all sorts of alternative to improve their husbands' behaviours. Victims were asked to be always patient although they are being abused. There are also cases where the victim's mother does not approve any divorce in the family in order to avoid public's perception of having to rear children without a father. Hence, often family members or parents of the victims would want them to save the marriages.

Discussions and Suggestions

Based on the results above, the problems of domestic violence in this study are somewhat influenced by the Malay culture. This is obvious based on the perceptions of the family members, neighbors and friend who have negative stigmas on the victims of domestic violence. This is primarily due to the strong Malay culture based on customs and gender dominance, which somewhat has some impact the victims' action is seeking social justice. In addition, due

to the cultural perceptions, it will also impede victim's self development including social, cognitive as well as emotional development.

This social system continues to impede victims' actions to come out of the abused cycle. This is clearly demonstrated by the existence of gender bias in the Malay culture that women should be focusing on children's wellbeing and hence separation should be the last resort. According to Sajaratulnisah Othman, Chris Goddard and Leon Piterman (2014), it is the patriarchal concept in the society that raises the various stigmas of the community towards women victims in Malaysia, especially single mothers who try to seeking divorce as a way to end the problem. Similarly, it is the patriarchal concept in family institutions that deter women victims from being out of the domestic violence cycle (Kelvin, Noraida, Intan Hashimah, Nor Hafizah & Azmawati, 2016). As a result, some of the victims are more than willing to suffer with their problems rather than experiencing negative stigmas from the society. At the same time, the role of women defending family's dignity in the religious contexts is also one of the primary factors that hinder women victims from getting divorce from their spouses.

As noted by Sabina and Tindale (2008), getting the appropriate social support for the women victims is the best way to empower women victims to be out of the domestics abused cycle. A study by Noraida Endut and Intan Hashimah (2011), in the context of Malaysia, existing social systems including family members, close friends and those who have similar problems are an important source of support for the victims. Such various systems can help domestic violence victims to be a survivor in the form of emotional, financial, practical and useful information.

Social work practice is pertinent in order to help support victims of domestic violence. One way is to help improve the social functioning of this target group, in which social workers can provide individual and family interventions. In this case, social workers can play the role as educators by emphasizing the concept of gender equality through awareness and education campaigns in the context of Malay culture and marriage. Social workers can also play a role as a broker to connect local communities with relevant social service agencies including NGOs in order to increase awareness about domestic violence issues. As a result, the problem of domestic violence can be reduced amongst Malay women and this target group can also achieve social justice which is one of the goals of social work profession.

Conclusion

The problem of domestic violence has somewhat influence by the Malay culture as adopted by the society. Social work professions can help reduce domestic violence issues. In this aspect, social workers are not only competent to handle interventions in the context of individuals and families, but social workers can also play role as educators and brokers in order for women to know their rights in avoiding any form of domestic violence.

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INTEGRATING A QUALITY GOVERNANCE CONSTRUCT ON BENCHMARKING PROGRAMME IN PUBLIC SERVICE ORGANIZATION

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Abstract: *The governmental organization adopting Benchmarking Program and Governance as improvement strategy is to enhance the public service delivered. This research examines the impact of governance principles and benchmarking program within the U.A.E public organizations measuring the effectiveness of this tool.*
The study used a qualitative approach methodology to develop a construct clarifying the relationship between the integrated of Benchmarking critical success factors and their impact on the public sector performance. Meanwhile, the Governance principles are been considered as moderator between them. Measurement of variables construct was illustrated and the possibility of applying the SEM to test and analysed the relationship.
Key Words: Public Administration, Governance, Benchmarking

Introduction

A strategic tool for public sector organisational performance improvement has been considering Total Quality Management (TQM) implementation as approach is widely adopted globally. Benchmarking is considered as one of the TQM processes popular among private and public sector organisations. In general, the critical success factors (CSFs) of benchmarking are those factors that must be in place and should be done correct to ensure the success of the programme (Black & Porter, 1996). Based on some other related research, the findings provides the guidance to having prioritised CSFs in relation to industries context and the quality objectives determined (Flynn et al., 1994); Thomas Powel, 1995; and Fryer, Antony & Douglas, 2007). Therefore, common critical factors may exist, which organisations can adopt and implement irrespective of their industry, type, size or location. Some of the familiar factors affecting benchmarking programmes, are top management commitment, benchmarking process, management information system, human resources involvement, external partners and networking, and regulatory factors. However, the main concern of the decision makers in the public sector is to reform quality management policies to improve productivity and enhance the efficiency of resource allocation. Macro privatization and outsourcing programmes were introduced to facilitate the benchmarking process in all government organisations (Mansour & Jakka, 2013).

The definition of governance has been broadly discussed and getting controversial and somehow complicated since it was initially discussed under the accounting management discipline. According to Coombes & Watson (2000), the term governance is used to describe any pattern of rules and regulation with no particular definition framework for good

governance. Based on the OECD, governance principles are the basis for an effective corporate governance framework. The OECD website has considered “Good Governance" elements as per their website, "Participation, Accountability, and "Transparency".

In the United Arab Emirates (UAE), the application of governance started in 2011 based on the Decree No (5) declared by His Highness Sheikh Khalifa Bin Zayed Al Nehayyan, the President of the UAE. Based on this decree, the Prime Minister, His Highness Sheikh Mohammad bin Rashid Al Maktum, issued a ministerial decree organizing the mechanism of implementation within public sector organisations. Accordingly, the decree is aimed at enhancing transparency among the organisations owned by the Federal Government. Governance, as per the administrative definition of the ministerial decree, is to enhance the transparency and effectiveness in all government owned public organisations. The challenges arise from low capabilities of employees, weak top management commitment, lack of alignment of strategic planning with processes, and shortage of data and information (Elbanna, 2013; Thawani, 2014). Further research is needed with regard to principles such as transparency and accountability, efficient governmental regulations and monitoring in the U.A.E public sector organisations (Al-Khouri, 2013).

In extending the concept of governance, this study is aimed to evaluate the impact of external critical success factors (CSFs) of benchmarking in public organisations. The failure of the benchmarking programmes in public organisations has necessitated further research (Shepherd, Meehan, Davidson, and Stedman, 2010; Djuric, Milosevic, Filipovic, and Ristic, 2013; Mugion and Musella, 2013; Asif, 2015). Therefore, intervening effect to quality governance on benchmarking CSFs and performance merits examination within the UAE public organisations (Rosenberg, Hansen & Ferlie, 2014). Specific issues to be considered are: How do internal and external CSFs of a benchmarking programme influence sustainable performance of public service organisations? Does quality governance moderate the relationship between benchmarking programme CSFs and the sustainable performance of public service organisations?

Defining Critical Success Factors of Benchmarking

Generally, the critical success factors (CSFs) of benchmarking are based on early research studies by Saraph et al. (1989); Flynn et al. (1994); Powel (1995), and Black and Porter (1995; 1996). There has been recent research by Nfuka and Rusu (2011); Seetharaman, Sreenivasan, and Boon, Zairi (2006); Zairi and Alsughayir (2011), and Ofori (2013). However, the differences between authors depend on the sector and aspects needing to be measured. In addition, there are similarities between the CSFs among different sectors. As such, this research focuses on the benchmarking critical success factors related and applicable to public sector organisations. Although the critical success factors can be divided into external and internal, CSFs can affect the performance of organisations within private sectors (Alvarez, Jaca, Viles, & Colomer, 2012). For the public sector, other research has studied a set of external elements that influence public services (Presley and Meade, 2010).

Furthermore, with some common critical factors emerge, organisations can adopt irrespective of their industry, type, size or location (Hietschold, Reinhardt, and Gurtner, 2014). There are similarities between public and service sectors in that both provide services as Hvidman and Andersen (2014) note in their research into the service industry’s CSFs. The literature has also

divided CSFs into external and internal ones that can affect organisations' performance (Alvarez et al., 2012), and this is the case in private sectors. Since this research seeks to measure the internal and external success factors, it is necessary to define the external/internal CSFs terminologies to extract and differentiate between the public CSFs. Defining "Internal" and "External" CSFs entails clarifying the terminologies to identify the CSFs applicable in public sectors. Ferguson and Dickinson (1982) defined the internal and external CSFs for an organisation from inside or outside the organisation to achieve its objectives.

Definition of Governance in Quality Management

The term "Quality Governance" has been rarely used and very limited resources about it exist. The combination of two terminologies "Quality" and "Governance" needs to be merged in order to understand and explore all aspects of quality comprehensively, since this could be considered an initial approach to attain the ultimate coverage of the benchmarking.

According to Coombes & Watson (2000) the term governance can be used to describe any pattern of rules and regulation. Other definitions for quality governance, when it is used within clinical governance, have been given by Nicholls, Cullen, Neill, & Halligan (2000). However, this present research study offers a definition of Quality Governance as:

A system of cultural change that provides the means of developing organisational capability, sustainable performance, and quality assured outcomes on the basis of success factors of quality management, by which all quality initiatives are monitored, accountable and guided towards a customer focus.

Most of the current definitions contain all aspects discussed in this thesis, which integrates the two concepts, "Governance" and "Quality", to identify the topic's components comprehensively.

Public Sector Performance Evaluation and Measurement

The public sector performance measurement, the contribution and limited consumer choice of public services delivery has not been considered (Jung, 2010). However, the management of a government organisation depends on a certain type of measurement, which does not make any difference to the results that are obtained on performance (Andrews, Boyne, & Walker, 2011). The justified and applicable tool of performance evaluation and measurement tools in public organisations can use techniques such as the Balanced Score Card (BSC) when it is important to identify the achievement of objectives and results pursued by the organisations (García-Valderrama, Mulero-Mendigorri, & Revuelta-Bordoy, 2009).

Theoretical Background

The first theory employed by the researcher is the Resource Base View (RBV) theory. This recognises the importance of complementary competences in enhancing the strategic value of resources. The second theoretical foundation of this research is grounded on Agency Theory, which emphasises strong governance procedures and consequently enhancing a firm's performance (Grove, Patelli, Victoravich, & Xu, 2011). This present study hypothesises that the Quality Governance values will affect the attitude of both the senior management and

employees' performance. The third theory is Stakeholder Theory, which states that, ethically, stakeholders should be involved in any decision to be determined as a strategic resource. This can be a group, agencies and individuals affecting the outcome of the organisations and are categorised into internal and external.

Theoretical Framework

This research summarizes the major quality governance of benchmarking programmes that is highlighted in quality and benchmarking literature. The following analysis is presented in terms of the relationship between the benchmarking CSFs and organisational sustainable performance and the role of quality governance to enhance performance improvement.

Figure1: Theoretical Framework

Methods and Data:

The research adopts a post-positivism research design where a cross sectional survey is conducted. Therefore, this research follows a quantitative approach. All questionnaires have been adopted and modified from the existing literature, consisting of five sections. The research covers the framework and hypothesis to be tested. The questionnaire was translated in to Arabic in order to be fully understood by the participants and obtain the legal permission for its distribution. After collecting the data, the questionnaires were tested and validated. The researcher conducted pilot testing for the all variables and factor loading was obtained. The variables are measured using a 7-point Likert scale for each variable. This sample was calculated based on Krejcie and Morgan (1970) Table. Since the population cannot be

categorised due to lack of information, the sample is selected using a purposive random sampling technique. Based on Saraph et.al. (1989), Flynn et.al. (1994), and Ahire et.al. (1996), (Wijngaard, 2000) the instrument has been developed. This covers broader scopes of benchmarking CSFs by integrating three instruments. For measuring the benchmarking process, the researcher has extracted the questionnaire from the work by Brah, Ong, & Rao (2000). The study will adopt the dimensions of the scale of management information system from the work of Pérez-Méndez & Machado-Cabezas (2014).The scale of human resource dimensions has been extracted from Lau, Zhao, & Xiao (2004) and tested for reliability.

The research instrument was developed and extracted from Lee and Kim (1999) and Lee (2001), which showed the reliability and validity are evident. There are five dimensions in this section measuring the effectiveness of the public sector instruments extracted, adapted, and altered to be applicable to public sector organisations. This format has been extracted from management and health-care surveys by Elbeck, (1987) and Steiber, (1989). Previous study by Ahmad, Ala'Eddin Mohammad Khalaf (2012) has tested the reliability and validity based on the health services sector. The measurement scale of the transparency element was adopted from the work by Said and Jaafar (2012) and modified by the researcher to suit the public organisations in the U.A.E. The participation variable has been adopted from two previous working papers related to this research. The first three items are from (Eisingerich, Auh, & Merlo, 2013).The first paper from a working paper by Bauhr & Grimes (2012), in order to capture the public organisation transparency, or in other aspect as openness. Whereas the second has been extracted from research by Eggert & Helm (2003).

The measurement of the organizational performance including the financial measures was adopted adapted from (Khan, Halabi, and Sartorius, 2011) as a part of the balance score card (BSC). A conformity factor analysis (CFA) was used to test the measurement model of the latent variables and indigenous variables. The structural model was used to test the theory proposed based on the research framework.

Conclusion:

Often public sector organisations lack vital information including customers' perceptions and understanding about those reforms that might achieve performance improvement. In the case of the public sector, including the UAE, implementing benchmarking as an improvement tool to deliver its services could help to improve the performance in the organisations. Accordingly, the UAE public sector has transformed its management and organisations and has adopted the benchmarking strategy as an improvement strategy in order that the impact of internal and external factors can have an effect on the success of an organisation's resources and capabilities. In this research, three theories will be applied (Agency Theory, Stakeholders Theory, and Resource Based View Theory) to measure the following in the UAE benchmarking programme: Senior Management Commitment, Benchmarking Process, Management Information System, Human Resource and Strategic Planning, External Partners and Regulatory factors. Whereas for quality governance, the variables are accountability, transparency, and participation.

There can be unmet customer perception of quality services provided as a consequence of poor performance and failing governmental services delivery (Ranjan D, Patnaik, And, & Sree, 2015). Additionally, challenges arise from low capabilities of employees performing their

assigned jobs, weak commitment from the senior management of public sector organisations, lack of alignment of strategic planning with processes to be benchmarked, and shortage of data and information in the field of quality and performance. Therefore, resolving these challenges is essential for the success of the benchmarking programme (Elbanna, 2013; Thawani, 2014).

In this research, the three aforementioned theories are applied to measure the UAE benchmarking programme in respect of internal and external dominant factors and those for Quality Governance.

The research will consider Quality Governance as a moderator measuring the effectiveness of the benchmarking programme implementation in public sector organisations' performance. However, it is noted that other aspects of quality and sustainability of business performance improvement need more in-depth study.

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IDENTIFYING EXPORT COMPETITIVENESS OF MALAYSIA'S PROCESSED PALM OIL: USING SHIFT-SHARE TECHNIQUE

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Abstract: *This paper analyses the export competitiveness of Malaysia's Processed Palm Oil (PPO) in 10 major importing countries. The data used in this study is annual time series data spanning from the years of 2001 through 2016 for Processed Palm Oil (PPO) products which is classified as 151190 in the Harmonized Tariff Nomenclature (HS Codes). The Shift-Share approach is used to identify the potential export growth in selected major importing countries for Processed Palm Oil from Malaysia to calculate the net shift. The finding shows that Vietnam has the highest percentage of positive net shift followed by Philippines, Iran and USA. Information generated from this study will be useful in understanding the Malaysian palm oil industry's position for PPO in the global market. This study provide significant factors that influence Malaysian export competitiveness of PPO and responses from different countries and the palm oil industry players can make use the information for their business decision making.*

Keywords: Export Opportunity, Processed Palm Oil, Shift-Share Technique

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Introduction

Malaysia pattern of palm oil products exported has undergone a structural change since government introduced an export tax for Crude Palm Oil (CPO) and Processed Palm Oil (PPO) in 1976. This policy aims to maintain the CPO supply in the local market and stimulate the downstream industries. Before 1976, most of the products exported oil is CPO (82% of the total palm oil export in 1975). However, after implementing the policy, the CPO export started to declined and open more opportunity for the PPO with high value added to penetrate in the international markets.

Processed Palm Oil (PPO) is versatile oil used not only in the food applications but also nonfood products such as cosmetics, pharmaceuticals, detergents and biofuels. Palm oil

nutritional values as well as versatility make it the most "value for money" oil for industrial well as individual consumers. More than 85% of palm oil produced in Malaysia is exported. Malaysia's export of Processed Palm Oil (PPO) accounted for 72.4% (in average) of the total palm oil export during 2010-2016. Based on Table 1, 80.4% from the total palm oil export or 11.85 billion tonnes was exported as PPO in 2010. However, PPO export declined to 72.2% in 2016.

Table 1: Malaysia Palm Oil Export Performance (Billion Tonnes)

Year / Product	Crude Palm Oil (CPO)	Processed Palm Oil (PPO)	Total Palm Oil	PPO share (%)
2010	2.88	11.85	14.73	80.4
2011	3.70	12.08	15.78	76.6
2012	4.80	10.80	15.60	69.2
2013	3.96	11.28	15.24	74.0
2014	4.61	10.52	15.14	69.5
2015	5.44	9.98	15.42	64.7
2016	3.84	9.97	13.81	72.2

Source: MPOB, UN Comtrade

Table 2: Malaysia Processed Palm Oil Market Share in Major Importing Countries (Billion Tonnes and Percentage share)

Countries	2010			2016			Malaysia Performance (Changes in market share)
	World	Malaysia	% Share	World	Malaysia	% Share	
China	5.49	3.37	61.4	4.45	1.83	41.1	-20.3
India	0.95	0.28	29.5	2.82	0.52	18.4	-11.1
Pakistan	1.45	1.38	95.2	2.48	0.41	16.5	-78.7
EU-28	1.20	0.59	49.2	4.12	0.43	10.4	-38.8
USA	0.95	0.88	92.6	1.29	0.55	42.6	-50.0
Egypt	0.24	0.13	54.2	0.27	0.02	7.4	-46.8
Vietnam	0.31	0.29	93.5	0.72	0.53	73.6	-19.9
Philippines	0.01	0.00	10.2	0.03	0.01	33.3	23.1
Iran	0.62	0.23	37.1	0.38	0.33	86.8	49.7
Turkey	0.41	0.26	63.4	0.51	0.49	96.0	32.6

Source: UN Comtrade

CPO and tax identification of PPO has encouraged the production of value-added products and improve competitiveness and national income simultaneously. The diversity of palm oil products has helped attract buyers and thus put palm oil as the main option in the chain of food production compared to other vegetable oils. However, current total of PPO exports are declining. Table 2 shows Malaysia's major market destinations for PPO (China, India, Pakistan, EU-28, USA, Egypt, Vietnam, Philippines, Iran and Turkey) which are represent for 5.12 billion tonnes or 51.3% of Malaysian total PPO exports in 2016. In terms of market share within these 10 major importing countries, China is the largest Malaysian palm oil export market in 2016, with an intake of 1.83 billion million tonnes (Table 2). However, in terms of

export performance for Malaysia's PPO, most of these countries (except for Philippines, Iran and Turkey) shows declining trend in market share.

The CPO export tax restructuring in January 2013 (between 0% - 5%) aims to improve the competitiveness of palm oil in the international market but have indirectly affected towards PPO total exports. Therefore, based on the declining of PPO export, this study is conducted to examine the potential market for Malaysian Processed Palm Oil using the shift-share analysis for time period of 2001 to 2016. This study aims to identify the relative growth of Malaysian PPO exports to selected countries.

Literature review

Shift-share is one of the most appropriate tools for screening the export opportunity and it can be used for identifying the most profitable countries for exporting a specific product. The shift-share technique has been accepted as an empirical analysis for the purpose of export opportunity analysis of business. This has been proved through studies by Castaldi (2009) on employment productivity (Asfaranjan and Moayyed, 2012). Additionally, policy-makers who often have need of quick, inexpensive analysis tools that are neither mathematically complex nor data intensive also utilize shift-share extensively Knudsen (2000). Fothergill and Gudgin (1979) proved that the shift-share technique is an appropriate tool to analyse regional growth in the United Kingdom.

Shift-share technique was first discussed by Green and Allaway (1985) in identifying the export opportunities. They demonstrated how the analysis can be used to find the possibility set of high technology manufactured products with high export potential and to identify opportunity for a given set of product categories. In their study, they not only considering the absolute net shift value in imports, but also the percentage net shift of production of imports to total imports (Asfaranjan and Moayyed, 2012).

Haque (2002) shows that shift-share analysis, despite some limitations, can be utilized to measures four elements, which are product, market growth, percentage growth and net-shift. Wilson et al. (2005) used dynamic shift-share analysis to examine the export performance of China in electronics products compared to the East Asian Newly industrializing economies (NIEs) in the USA, EU and Japan market between 1988 and 2001. The outcomes showed that China had emerged as a huge competitor in electronics export market, but it was not a dominant one as China still could not gain in the high-end electronics products export.

In Malaysia, Arshad and Radam, (1997) applied the shift-share technique to explored the market opportunities for Malaysian electrical and electronics (E&E) products from 1984 to 1992. The finding shows that the market opportunities for Malaysian E&E products were mainly in the ASEAN regions. Each product category in their study provided comparison between absolute and percentage growth and percentage net shift for the period of 1984-86 and 1990-92.

Asfaranjan and Moayyed, 2012 identify the export opportunities of four Malaysia's palm oil products namely, palm oil, palm kernel oil, oleochemical products, and palm kernel cake and to highlight the export opportunities as well as to forecast future export over 150 countries. Malaysian palm oil products still depend on a few countries for the bulk of exports. They found

that China is the most potential exporting country for palm oil, palm kernel oil, and oleochemicals products. The United States is the second most potential country for exporting palm oil and palm kernel oil while ranked second for the export of oleochemical products.

From the discussion on empirical analysis above, we can conclude that the method of shift share analysis is proven to be useful for applying international trade analysis, evaluate export market growth and export competitiveness. It measures the percentage net shift which is the relative gain or loss in growth of a particular variable in a specific region in the time period chosen and incorporating reasons that caused the change. It is also changed by a particular period of time and incorporating reasons that caused the change.

Method

Shift-Share Analysis (SSA) measures the percentage changes in a country's export with the corresponding exports of a selected group of reference economies. A time frame is required for this Shift-share analysis since it deals with the economic growth over time. In this study, we use time period of 16 years and then divided into two equal parts (the initial period (2001 to 2008) and the terminal period (2009 to 2016). The selected major importing countries for Malaysia's Processed Palm Oil (PPO) products are China, India, Pakistan, European Union (EU-28), Egypt, Vietnam, Philippines, Iran, Turkey and United State of America (USA). A positive net shift indicates huge potential of the market over the years. The Processed Palm Oil (PPO) product which is classified as 151190 in the Harmonized Tariff Nomenclature (HS Codes) is chosen for this study.

Results Discussion

Result of shift share analysis shows the future market trend of the Malaysia's PPO export opportunity. The Data was categorized in two parts to simplify the calculation by averaging 2001 to 2008 as initial period and 2009 to 2016 as terminal period. The method of calculation and data evaluation results as follows:

Real change

Let $V_{j,t}$ represents the values of the export for market j at the end of the terminal time period t, and ΔV_j be the actual change in market j over the specified period of time. Therefore, the equation is:

$$\Delta V_j = V_{j,t} - V_{j,t-1} \qquad (1)$$

If $\Delta V_j > 0$ then, j market will be increased. If $\Delta V_j < 0$, the j market will be experienced declined. Finally, if $\Delta V_j = 0$,the j market experienced will be remained unchanged. The result from Table 3 shows overall countries experienced increasing real change except for EU-28.

Table 3: Real Change (million tonnes)

RC = Real change	ΔV_j	Remark
China	592.91	Increase
India	103.21	Increase
Pakistan	260.60	Increase
EU-28	-140.52	Declined
USA	269.93	Increase
Egypt	104.30	Increase
Vietnam	319.97	Increase
Philippines	275.24	Increase
Iran	250.21	Increase
Turkey	11.85	Increase

Overall growing rate

The growing rate for all markets K is equivalent to the proportion of the sum value in the terminal time period to the sum value of initial time period. Thus, the equation is:

$$\boldsymbol{K} = \frac{\sum_{j=1}^{m} V_{j,t}}{\sum_{j=1}^{m} V_{j,t-1}} \qquad (2)$$

Where K is the growing proportion for all markets and we have overall growth rate equal to 1.445656 for Malaysia's PPO export in 10 selected importing countries in this study.

Projected value

Haque (2002) stated that if a assumed market developed at the degree which achieved for all markets, the projected value of the growing valued at the end of the terminal time period, $E(V_{j,t})$ is the invention of the real value of this market at the termination of the initial time period and the degree of modification for all markets. To get this, multiply the value between the original time period $(V_{j,t-1})$ and growing rate for all market (K). Thus:

$$E(V_{j,t}) = K(V_{j,t-1}) \qquad (3)$$

Table 4: Projected Value (Million tonnes)

Country	K	$V_{j,t-1}$	$E(V_{j,t})$
China	1.445656	1907.37	2757.41
India	1.445656	374.29	541.10
Pakistan	1.445656	770.21	1113.45
EU-28	1.445656	490.15	708.59
USA	1.445656	298.77	431.91
Egypt	1.445656	256.95	371.47
Vietnam#	1.445656	119.61	172.91
Philippines	1.445656	98.13	141.86
Iran	1.445656	163.90	236.94
Turkey	1.445656	115.42	166.86

Projected change

Projected change in the price of a growth variable for a specific market in an assumed time period is the modification between the projected value and real value for the market at the termination of the preliminary time period. Let $E(\Delta V_j)$ represents the projected change. Thus,

$$E(\Delta V_j) = E(\Delta V_{j,t}) - V_{j,t-1} = V_{j,t-1}(K-1) \quad (4)$$

Table 5 : Projected Change

Country	Projected change; $E(\Delta V_j)$
China	850.03
India	166.81
Pakistan	343.25
EU-28	218.44
USA	133.15
Egypt	114.51
Vietnam	53.30
Philippines	43.73
Iran	73.04
Turkey	51.44

Net shift

The change between the real change and the projected change of an assumed market is the net shift. This change is denoted as N_j. Thus, the equation is:

$$N_j = \Delta V_j - E(\Delta V_j) \quad (5)$$

Here, if $N_j > 0$, it does not essentially imply that the j market's growth rises by a greater quantity than it could have if it has grown up at the total market rate. This assumption would be true only if, $E(\Delta V_j) > 0$. But if $E(\Delta V_j) < 0$ and$E(\Delta V_j) < \Delta V_j < 0$, then $N_j > 0$.

Nevertheless, this suggests that the j market does not decline as speedily as it would be estimated. Thus, a proportion between the real and estimated variation will not be an appropriate portion. The sum of the net shift values for all markets should be zero ($\sum_{j=1}^{m} N_j = \sum_{j=1}^{p} N_j^+ + \sum_{j=1}^{q} N_j^- = 0$)

Table 6: Net shift

Country	N_j
China	-257.12
India	-63.60
Pakistan	-82.64
EU-28	-358.96
USA	136.78
Egypt	-10.21
Vietnam	266.66
Philippines	231.51
Iran	177.17
Turkey	-39.58

Total absolute net shift

The sum of the optimistic net shift 'S' denotes the total absolute net shift. Therefore, the equation is:

$$S = \frac{\sum_{j=1}^{m}[\Delta V_j - E(\Delta V_j)]}{2} = \sum_{j=1}^{p} N_j^+ \qquad (6)$$

In this study, we have obtained S = 812. 12

Net shift percentage

The comparative gain in the value of a growth adjustable for a particular market j, in a given time period is distinct as the proportion net shift P_j. The percentage ne shit is defined as,

$$P_j = \frac{N_j}{S}(100\%) \qquad (7)$$

$P_j = \frac{N_j}{S}$, where N_j is net shift equal to actual change minus expected change. The members identified positive net shifts are the most potential market. Importantly, it can be assumed that the sum of the ratio net shift for all marketplaces is zero.

Table 7: Net shift Percentage

Country	P_j
China	-31.66
India	-7.83
Pakistan	-10.18
EU-28	-44.20
USA	16.84
Egypt	-1.26
Vietnam	32.84
Philippines	28.51
Iran	21.82
Turkey	-4.87

Table 8: Correlation of the countries

Country	Initial period	Terminal Period	Actual Change	Expected value	Expected Change	Net Shift Nj	Percentage Netshift, Pj
China	1907.37	2500.29	592.91	2757.41	850.03	-257.12	-31.66
India	374.29	477.50	103.21	541.10	166.81	-63.60	-7.83
Pakistan	770.21	1030.81	260.60	1113.45	343.25	-82.64	-10.18
EU-28	490.15	349.63	-140.52	708.59	218.44	-358.96	-44.20
USA	298.77	568.70	269.93	431.91	133.15	136.78	16.84
Egypt	256.95	361.25	104.30	371.47	114.51	-10.21	-1.26
Vietnam	119.61	439.57	319.97	172.91	53.30	266.66	32.84
Philippines	98.13	373.37	275.24	141.86	43.73	231.51	28.51
Iran	163.90	414.11	250.21	236.94	73.04	177.17	21.82
Turkey	115.42	127.27	11.85	166.86	51.44	-39.58	-4.87
Total						0.00	0.00

Table 8 shows the overall result for Processed Palm Oil product in Malaysia for the period of 16 years in 10 selected major importing countries for PPO products. Based on Table 8,

Vietnam, Philippines, Iran and USA indicate a positive net shift percentage values. This implies that, these four countries concerned gaining shares over for relative reference group as a whole period (improvement in competitiveness). While China, EU-28, Pakistan, India, Turkey and Egypt show a negative value constitutes losing its market share.

Each market implement different types of policy towards their oils and fats issues, thus the effect towards PPO export also vary among the countries. Based on the comparison of Malaysia's PPO export performance, we can consider which markets have high potential for Malaysia's export market. From the finding, it shows that Malaysia has potential PPO export markets in Vietnam, Philippines, Iran and USA. The increase of exports and market share for PPO in Vietnam can be explained by the shift in demand and increasing competitiveness. The shift in demand is mainly caused by the trade liberalization policy imposed by the importing countries, which reduces trade barriers in the form of import duties.

While for Philippines, they are the major coconut oil producing countries in the export of coconut oil and have exported between 70-80% of their coconut oil production. A disruption of supply from local coconut oil production due to typhoon increase the price of coconut oil used in higher value added industries such as oleochemical. PPO is the most economical alternatives as it will not compromise quality and even better for some product. Malaysia's PPO has been the preferred as complementary to Philippines oils and fats requirement.

Iran, an upper middle income country, is also the second largest, in term of the population in MENA, after Egypt with 78.5 million people. The lifting of economic sanctions could boost Iran's trade with Malaysia as well as open doors for local entrepreneurs to expand in sectors other than palm oil products. With most financial and economic sanctions against Iran have now been lifted, economic ties between Malaysia and Iran are expected to be stronger and bilateral trade volume between this two countries will experience strong growth in the years to come.

China is the largest Malaysian PPO export market, the declining of market potential in China can be explained by slowing down of growth in the food industry in China. Palm oil is mainly confined to industrial use, especially in the food industries. Since the slowing down of growth in the food industry in China, the demand of palm oil has also experienced a similar scenario. Soybean oil is currently available as cooking oil for consumers as the domestic production of soybean oil has increased steadily within few past years. The use of palm oil in this sector is limited due to its physical characteristics, which solidify during colder period. Competition from palm oil exported from Indonesia which enjoys a comparative advantage due to export tax structure also affected the PPO export demand from Malaysia.

Conclusion

The shift share technique aimed to determining the percentage net shift to identify the relative gain or loss in growth of a particular member relative to all members selected in the group for the time period chosen. The positive net shift indicate the particular member have high potential for export market. The countries selected for study were China, India, Pakistan, EU-28, USA, Egypt, Vietnam, Philippines, Iran and Turkey. Time period of 16 years are chosen in this study (from 2001 to 2016). Vietnam, Phillipines, Iran and USA shows a positive net shift percentage with 33.24%, 28.51%, 21.82% and 16.84% respectively. However, the remaining six countries

showed negative correlation. From above calculation, we can conclude that Vietnam is the most potential market for PPO to be exported for Malaysia with percentage net shift of 32.84%. Some other countries like Phillipines, Iran USA are also very close to Vietnam market by showing 28.51%, 21.82% and 16.84% net shift respectively. If we look at Malaysia's Palm Oil traditional market, such as EU-28, China and India, they have a large sale in their domestic market, but that does not considered as a factor of their shift share result with a negative figure of -44.20%, -31.66% and -7.83% respectively which shows a bad sign to export to the countries. It is important for Malaysia to penetrate other importing countries in order to increase her competitiveness level and their potential to growth. The aggressive marketing strategy by Malaysia exporter company is also a factor. There are some opportunities in several importing countries that can be benefitted by Malaysia in order to boost PPO export competitiveness.

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TYPES OF EMPLOYEE PARTICIPATION IN DECISION MAKING (PDM) AMONGST THE MIDDLE MANAGEMENT IN THE MALAYSIAN PUBLIC SECTOR

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Abstract: *Over the years, there has been tremendous growth of interest in employee participation in decision-making or PDM from a various discipline of studies such as industrial relations, management, human resource management (HRM), organisational behaviour, and political economy. Therefore, this paper aimed to identify the types of employee's direct participation particularly on delegative, consultative and non-participation in decision-making at the middle management in the six selected ministries in Putrajaya, Malaysia. To achieve the objective, a quantitative research design was used and 758 questionnaires were distributed and 454 (59.9%) were returned. The data were analyzed using descriptive analysis by mean, standard deviation, percentage, and frequency. The results of the study showed that majority of the middle management employees were involved in consultative decision-making rather than delegative decision-making, and only a small percentage of employees experienced with non-participation in the workplace. It can be concluded that employees were encouraged to participate in the decision-making process, however, most of the important decisions are still made by the top management. Also, there is no serious issue of very low level or high level of non-participation among the middle management employees in the Malaysian public sector.*

Keywords: participation in decision making (PDM), types of participation, consultative participation, delegative participation, non-participation

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Introduction

There are many terms used in the previous literature that refer to employee participation such as 'employee voice', 'job involvement', 'job participation' and 'job engagement' (Bryson, 2004). However, participation in decision-making or PDM is the term that has been consistently used by previous researchers (e.g. Appelbaum et al., 2013; Joyce & Dail, 2010; Singh, 2009; Scott-Ladd et al., 2006; Ting, 2012). Direct and indirect participation are two common forms of employee PDM in an organisation (Harley et al., 2005; Heller et al., 1998; Markey et al., 2002). Firstly, direct participation, which is the primary focus of this study, refers to an individual's participation or a group of employees' involvement in the decision-making process at the workplace (Bratton & Gold, 2003). Cabrera et al. indicated that "Direct participation involves the employee themselves…" (2002: 44). According to Strauss (2006),

there are three types of direct participation, which are employee voice, actual participation of the employee in the decision process and the employer providing an employee with relevant information. Direct participation is one of the management techniques that has been used in Japan, Australia, UK, Europe, USA and elsewhere including Malaysia to improve organisation productivity (Appelbaum et al., 2000; Benson & Lawler, 2003; Cully et al., 1998; Davis & Lansbury, 1996; Kersley et al., 2006).

On the other hand, according to Cabrera et al., "… indirect participation takes place through an intermediary of employee representative bodies…" (2002: 44). Some examples are the Joint Consultative Committee (JCC), Union, Work Councils, Partnership, In-house Union and Labour Management Committees (LMC). In addition, Cotton et al. defined indirect participation as "… the process in which employees do not participate directly, but do so through representatives elected to a governing council or, perhaps, through representatives on the board of directors" (1988: 15). Frequently, the term "representatives" refers to indirect participation that takes place through employee representative bodies such as work councils or trade unions or other forms of elected employee representation (Cabrera et al., 2002; Salamon, 2000).

Other than these two main types of participation (direct and indirect), there are various types of PDM that have been discussed by many researchers. For example, Dachler and Wilpert (1978) had identified three dimensions of PDM includes the influence of formality versus informality, directness versus indirectness and degree of access or control. A study by Rubinstein et al. (1993) which differentiated between offline and online participation examined whether employees make suggestions to the management through problem-solving groups or make decisions related to job tasks or quality control themselves as part of their daily work responsibilities. Whereas, Keith (2000) indicated that direct participation could be divided into two forms. The first one is consultative participation and the second one is delegative participation. Consultative participation is when management encourages employees to share their opinion before they make the final decision. Examples of consultative participation are regular meetings with supervisors, attitude surveys, and employee suggestion plans. Delegative participation gives empowerment to the employee and autonomy to perform their job that fits them such as scheduling of work, improving work processes and absence control. The degree of delegation depends on the extent of employees asking permission or approval from their leader before making a decision. Yukl (2010) stated that there is little or no delegation if employees must ask the leader what to do if problem arise and there is a moderate delegation when employees are allowed to figure out the solution but need to get approval before implementing decisions. Finally, there is actual or real delegation when the employees are allowed to make important decisions and implement it without prior approval (Yukl, 2010).

Furthermore, prior researchers (Dachler & Wilpert, 1978; Locke & Schweiger, 1979) indicated that there are four types of participation:

Autocratic decision-making: Managers make the decision alone without asking or discussing with their employees and not involving them in the decision-making process. No involvement and no voice from employees. Autocratic management is more significant to non-participation in the decision-making process which related to the autocratic decision, the situation where employees do not have the right to participate, share ideas or give suggestions for problems at the workplace (Dachler & Wilpert, 1978; Locke & Schweiger, 1979). Non-participation also

means that there is only a few leader or manager at the top management that is responsible for making any decision in the organisation (Madinah, 2009).

Information sharing: Managers get all the important and necessary information from the employees and make the decision alone.

Consultative decision-making: Managers share problems with the employees and get their ideas, opinions, and suggestions, but maintain the right to make the final decision.
Democratic/delegative decision-making: Managers share problems with the employees, analyse the problem together and make the final decision by majority or consensus.

Some researchers proposed slightly similar types of participation. For instance, Levine and Tyson (1990) had identified two types of PDM which are consultative and substantive participation; 1) Consultative participation means that employees participate in providing information, advice, ideas, and opinions, but only the top management has the right to make the final decisions in the organisation. 2) Whereas, substantive participation refers to employees having autonomy, control or empowerment to make decisions. The former is similar to consultative participation by Keith (2000) and partial participation proposed by Pateman (1970). Examples of consultative participation are regular meetings, attitude surveys and employee suggestion plans. While the latter is similar to full participation (Pateman, 1970), delegative participation (Keith, 2000) and democratic participation (Luthan, 2005). Examples of substantive participation are work schedules, improvement of work processes and absence control. Pateman (1970) also proposed another type of participation which is pseudo participation. In this participation, the management will persuade employees to accept the decision that has already been made. Employees are not involved in the decision-making process but they are manipulated by the administration to accept the final decisions. In this study, participation in decision-making refers to the direct involvement of employees (who are affected directly by the decision) in consultative and/or delegative participation at the workplace. Consultative participation means that employees have the right to participate and get involved in the decision-making through sharing sessions, meeting, discussions and consultation with their leader, but the leader has the right to make the final decisions. While delegative participation means employees have power and allowed to make decisions which related to their job with or without consulting their leader. Meanwhile, non-participation/autocratic decision-making refers to no participation or very low participation of employees in the decision-making process of an organisation. Non-participation/autocratic decision-making also related to a leader who does not listen to employee's ideas, does not give the opportunity to participate, ignore employee's suggestions and make decisions without consulting with others.

Decision-making in the public sector entities

The main functions of decision-making in the public sector are to deliver excellent services towards people and fulfill the needs of people (Bercu, 2013). Most of the important decision is related to the mission and vision of the public sector to improve the delivery system and to increase the performance of the public sector. An excellent achievement and performance of the public sector reflect the proper image of the country and the people. Based on Dillon et al. (2010), the process of decision-making in the public sector starts with vague objectives and

goals then followed by searching the alternatives and solutions to accomplish it. Typically, decision-making in the public sector is related to various conflict, controversial and high influence of external factors (Kotler & Lee, 2007; Ring & Perry, 1985). Public sector always facing with a very complicated and risky decision, political forces, stakeholders involvement in decision-making which leads to a slow process of decision-making due to the delays, interruption from outsiders, changes in the decisions and a greater number of formal meeting with various parties to make the decision (Nutt, 2005; Kotler & Lee, 2007). The statistics from the Public Complaints Bureau Malaysia (2015) supported that the major complaints from the people towards ministries in Malaysia are the delay or no action from the public employees and poor quality of service (refer to Figure 1.1 in Chapter 1).

Furthermore, due to the large size and a large number of employees in the public sector, the decision-making process must through the hierarchy system, authority control, and top-bottom decision approach. The decision process in the Malaysian public sectors usually consist of three level of management based on the pyramid of control (see Figure 1).

Figure 1: Level of hierarchy in management

The top level of management is more responsible for strategic decisions which related to overall decisions that connected to organisation goals, structure, main activities or core business of the organisation, investment, mergers and so forth (Knudsen, 1995; Torres, 1991; Vrba & Brevis, 2002). Furthermore, top management usually deals with non-programmed decisions which are significant, non-recurring, difficult, new, unfamiliar and complicated to handle (Dubrin, 2012). This is because there is no particular procedure to handle the new or unusual issues and no accurate method to fix the problem and it requires logic and creative thinking to solve it. Simon (1987) indicated that non-programed decisions are unique and unstructured. For instances, the decision for merging with other company, emergency or critical financial problem, top manager died and how to introduce new product/services. Examples of high-level positions like Chief Executive Officer (CEO), Chief Operating Officer (COO), Chief Financial Officer (CFO) and Chief Information Officer (CIO). Meanwhile, top positions at Ministries in Malaysia usually consists of Minister, Deputy of Minister(s), Secretary General, Deputy Secretary General and Director, and the Grade positions are: Officers of Grade *Turus* (Higher) 1 and 2, Officers of Grade *Turus* 3, Officers of Grade *JUSA* (Super) A, Officers of Grade *JUSA* B and Officers of Grade *JUSA* C.

This study mainly focus on employees PDM amongst the middle management. Middle managers can be defined as managers that implement senior management policies and are responsible for lower-level managers (Wentling, 1996). Furthermore, middle management also refers to “the coordinator between daily activities of the units and the strategic activities of the

hierarchy" (Floyd & Wooldrige, 1997: 48) who are responsible for the implementation and coordination at the department level. The middle management plays a significant role in organisational effectiveness (Floyd & Wooldridge, 1997; Mair, 2005; Wooldridge & Floyd, 1990). Middle management or intermediate level are responsible for business units and major departments in setting, planning and implementing objectives align with top management goals (Daft, 2010; Huy, 2001). They are involved in tactical decisions which related to how to run and achieve the aims of the organisation and concerning on technology and work, job design, personnel management, operation hours and more (Knudsen, 1995; Vrba & Brevis, 2002). Middle management also handles both non-programed and programmed decisions (Dubrin, 2012). According to Chuck William (2012) in his famous book 'Principles of Management (7th)', he indicated that there are four primary responsibilities of middle management:

1. Plan and gather resources to meet organisational objectives.
2. Coordinate and integrate groups, units, departments, divisions in the organisation.
3. Monitor and manage the performance of employees and departments under them.
4. Implementing change or strategies generated by top management.

Some of the examples of middle-level positions are plant manager, regional manager, department heads and division heads. Whereas, middle positions at Ministries in Malaysia hold positions like Under Secretary/Assistant Director, Principal Assistant Secretary/Director, Assistant Secretary/Director, Head of Department/Unit and Officers (from Grade 41 to Grade 54).

Finally, low level or shop floor level are more concern on the decision related to task/job and usually deals with programmed decisions such as office supply reorder, hiring procedures, consumer loan decisions and more (Vrba & Brevis, 2002). The programmed decision is non-significant, repetitive, routine and mostly related to daily activities. Simon (1987) stated that when the issues arise, employees already know how to handle and settle the problem because they already have a particular procedure and specific policies to take appropriate actions. Low-level employees are also responsible for implementing the plans from middle management. In Malaysian public sector, low-level employees usually called as support staff such as Assistant Officer, Administrative Clerk, General Office Assistant, Administrative Assistant and Driver (from Grade 1 to Grade 40).

In the public sector context, the collaboration and involvement of other agencies, stakeholders and politicians are very necessary to assist and help them to serve the best for people (Bercu, 2013). However, sometimes, too many interruptions in the decision-making process have increased the complexity and difficulty of decision-making in the public sector and limit the opportunity for employees to involve in the decision-making process. Furthermore, decision process in the public sector normally has limited information, solutions and alternatives compared than private sector due to many interferences and limited fund or investment (Kotler & Lee, 2007; Nutt, 2005). The decision process always shaped by the political influence which gives direct effects on the decision in the public sector (Nutt, 2005). Besides, the decision-making process in the public sector commonly bound by so many rules, procedures, regulations, and the process are very formal, structured, centralised with highly bureaucracy system (Dillon et al., 2010). Employees in the public sector must follow the strict rules and procedures that have been provided to them. Moreover, a majority of the decision in the public sector are made by the group rather than individual decision due to the culture of Malaysian

people that merely on group and collectivism (Hofstede, 2005; Tzu Ting & Yeh Ying, 2013). Hence, the public sector is emphasised in a group discussion in a formal or informal meeting or think-tank group to make the decision and find the solution of the problems, and everyone in the group is responsible for the consequences of the decisions.

Moreover, most of the traditional public sector including in Malaysia had practised autocratic and masculine approach in the decision-making process where the involvement or participation from the employee are not allowed at all level of the decision process (Hadi, 2004; Hofstede, 1980, 2005; Wan Yusof, 2011). However, after the implementation of NPM in most of the public sector around the world, the decision process in the public sector has started to change towards more openness, consultative and more encourage on employee PDM. The massive transformation of the public sector approach onto private sector approach under the NPM is believed to enhance the decision-making process in the public sector, increase the level of employee PDM and improve the public sector performance (Nor Aziah & Scapens, 2007).

Methodology

The research design for this study is a descriptive study which employs the quantitative method. The population for this study consists of 3326 employees at the middle management level based on three job positions (Under Secretary/Deputy Under Secretary; Senior Principal Assistant/Principal Assistant Secretary; and Senior Assistant Secretary/Assistant Secretary – Grade 41 to Grade 54) from the six ministries in Putrajaya. This study used a probability sampling to select the ministries and a non-probability sampling to select the respondents of the study. The first-stage sampling included a simple random sample to select six ministries for the three different organisational sizes. All ministries were sorted out accordingly according to the data given by HRMIS (2014) based on its organisational size – small, medium, or large. Before the process of sample selection began, the researcher had to identify and exclude all the ministries located outside of Putrajaya. The fish bowl draws (one of the simple random sampling technique) (Ranjit Kumar, 2014) was used to select two ministries from each category. The required sample size was determined using the table for determining sample size from Krejcie and Morgan (1970). In order to select the number of samples from each cluster, calculations were done based on the proportions. Overall, the total sample size for this study was *s*=758. Data for this study were collected through primary and secondary sources. Primary data was collected using a questionnaire (one of the quantitative data collection techniques) through purposive sampling. Meanwhile, secondary data was collected from the Department of Statistics Malaysia (2011, 2012, 2013), the Labour Force Survey Report Malaysia (2012, 2013), and HRMIS from the Public Service Department of Malaysia. Data were analysed using IBM SPSS Statistics version 22.0 through descriptive statistics to organise, summarise, and describe the data (McBurney, 2001) by mean, standard deviation, percentage, and frequency.

Findings on the types of employee PDM among the middle management in the Malaysian public sector

Table 1 shows the mean and standard deviation for each item of participation in decision-making (PDM). The results found that the item of consultative PDM “My boss has frequent consultation processes with his/her employees” had the highest mean value (mean = 3.77, std. = .880), while item of delegative PDM “My boss gives me the authority to make my own decisions, without any input from him/her” had the lowest mean value (mean = 2.53, std. =

1.031). Out of 14 items, the highest mean value (m = 3.77/5.00) falls under the high category, while the lowest mean value (m = 2.53/5.00) falls under the moderate category. The results indicated that a majority of respondents always consult and discuss with their leaders at the workplace. Whereas, the lowest mean score stated that most of the employees only have an average power and authority to make decisions without prior consultation with their leaders. It revealed that most of the employees frequently involved in a consultative participation with their leaders than delegative participation. Employees are allowed to discuss, give ideas and opinion to the leader, however, they are unable to make decisions on their own.

Table 1: Descriptive statistics of each item of participation in decision-making (PDM)

No.	Items	N	Mean	SD
	My boss has frequent consultation processes with its employee (consultative)	429	3.77	.880
	My boss actively seeks input from employees on most decisions (consultative)	429	3.70	.937
	My boss asks for my opinion about how the work gets done (consultative)	429	3.65	.882
	My boss usually asks for my opinions and thoughts in decisions affecting my work (consultative)	429	3.62	.934
	Before making decisions, my boss considers what his/her employees have to say (consultative)	429	3.59	.880
	Before taking action my boss consults with employees (consultative)	429	3.53	.895
	My boss encourages employee to discuss regulations and new ways of working (consultative)	429	3.49	.975
	My boss encourages employee to speak up when they disagree with a decision (consultative)	429	3.49	.990
	I think that I have sufficient authority also to discharge my job related responsibilities (delegative)	429	3.45	.854
	My boss allow me to decide about my work related problem (delegative)	429	3.44	.888
	My boss permits me to get needed information from him/her and then make my own decisions (delegative)	429	3.28	.969
	My boss asks for my opinion about organisational policies and rules (consultative)	429	3.18	.962
	My boss lets me make decisions by myself, without consulting with him/her (delegative)	429	2.69	1.021
	My boss gives me the authority to make my own decisions, without any input from him/her (delegative)	429	2.53	1.031

Low (mean = 1.00-2.32); Moderate (mean = 2.33-3.65); High (mean = 3.66-5.00)

A descriptive analysis using mean, standard deviation, and frequency distribution was performed to determine the level of employee PDM (consultative and delegative participation) experienced by the respondents (refer to Table 2). From the table, it can be seen that the overall mean of consultative participation is 3.558 with a standard deviation of 0.690. Over half of the respondents (50.3%) experienced a high level of consultative participation, while 45.7 percent experienced a moderate level and only a small percentage (4.0%) had a low level of

consultative participation. Meanwhile, for delegative participation, the overall mean of delegative participation is slightly lower (mean = 3.075) than consultative participation with a standard deviation of 0.717. More than half of the respondents (68.8%) experienced a moderate level of delegative participation, while 17.0 percent experienced a high level and quite a number of the respondent (14.2%) had a low level of delegative participation. Therefore, the results also supported that majority of the middle employees more involved in consultative participation rather than delegative participation in the organisation. The percentage of employees with a low level of delegative participation also higher than consultative participation.

Table 2: Descriptive statistics of employee PDM (consultative and delegative participation) (n =429)

Variable	f	%	Mean	SD
Consultative participation			3.558	0.690
Low (1.00 – 2.32)	17	4.0		
Moderate (2.33 – 3.65)	196	45.7		
High (3.66 – 5.00)	216	50.3		
Delegative participation			3.075	0.717
Low (1.00 – 2.32)	61	14.2		
Moderate (2.33 – 3.65)	295	68.8		
High (3.66 – 5.00)	73	17.0		

Meanwhile, Table 3 shows the mean and standard deviation for each item of non-participation in decision-making. The results found that the item “My boss makes decisions that are based only on his/her own ideas” had the highest mean value (mean = 2.27, std. = 1.042), while item “My boss does not give all employees a chance to voice their opinions” had the lowest mean value (mean = 1.84, std. = .907). Out of six items, both of the highest mean value (m = 2.27/5.00) and the lowest mean value (m = 1.84/5.00) falls under the low category. This indicates that majority of the employees have participated in the decision-making process and only several employees are not allowed to PDM due to an autocratic decision-making style practised by their leaders in the ministry. It also revealed that there is no serious issue of non-participation or large number of employees with a very low PDM at the middle management in the six ministries in Malaysia. Furthermore, most of the employees have an equal chance to share their opinions, ideas and suggestions at the workplace and employees consistently have the opportunity to discuss and consult with their leaders regarding job matters.

Table 3: Descriptive statistics of each item of non-participation in decision-making

No.	Items	N	Mean	SD
	My boss makes decisions that are based only on his/her own ideas	429	2.27	1.042
	My boss does not uses employee 's suggestions to make decisions that affect them	429	2.07	.945
	My boss does not considers employee's ideas when he/she disagrees with them	429	2.01	1.057
	My boss does not encourages employee to express ideas/suggestions	429	1.91	.928
	My boss does not listens to employee 's ideas and suggestions	429	1.89	.895
	My boss does not gives all employees a chance to voice their opinions	429	1.84	.907

Low (mean = 1.00-2.32); Moderate (mean = 2.33-3.65); High (mean = 3.66-5.00)

Meanwhile, the overall mean of non-participation in decision-making is 1.998 with a standard deviation of 0.809 (refer to Table 4). The majority of respondents (71.8%) scored a low level of non-participation in decision-making, whereas 97 respondents (22.6%) scored a moderate level of non-participation and only 5.6 percent experienced a high level of non-participation in decision-making.

Table 0: Descriptive statistics of non-participation in decision-making (n =429)

Variable	f	%	Mean	SD
Non-participation in decision-making			1.998	0.809
Low (1.00 – 2.32)	308	71.8		
Moderate (2.33 – 3.65)	97	22.6		
High (3.66 – 5.00)	24	5.6		

Non-participation in decision-making is very synonym with traditional management system where employees PDM is not allowed. Therefore, a low level of non-participation in decision-making amongst the middle management employees in the six ministries indicated that most of the employees have participated in the decision-making process at their ministries. However, a few percentage of employees with a high level of non-participation revealed that several employees had only a little PDM/no participation at all in their ministry. High level of non-participation commonly related to high autocratic leadership styles and autocratic decision-making practices by a leader which can be a significant barrier towards employee PDM in the organisation.

Conclusion

The present study revealed that the type of participation that significantly related to the middle management employees in the Malaysian public sector is consultative participation than delegative participation. Although employees have frequently involved in the current operations, management discussion, meetings and group discussion, however, of the important decisions are still made by the top management, and the majority of the employees at the middle management only act as a 'feeder of information' by contributing ideas, opinion and suggestions to help and assist the leaders in making decisions. This further revealed that few number of employees had experienced less empowered in PDM at the workplace. This situation is

probably related to the high hierarchical and bureaucracy systems in the ministry. The job scope and limited roles of middle management also related to the low level of delegative participation due to the primary functions of the middle management which is more significant to receiving orders from the top management and implementing organisational plan based on ministry's policies and goals; identifying problems and making short-term decisions relating day to day organisational operation and function within their job scope; and makes research, give input, information and ideas to the top management rather than having a full power to make decision relating the tasks and job. Perhaps part of PDM programmes possibly not fully implement and monitor in the organization.

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THE LEVEL OF KNOWLEDGE OF SECONDARY SCHOOL STUDENTS IN PENANG ABOUT HIV/AIDS: PRE AND POST INTERVENTION

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Abstract: *HIV and AIDS is no stranger to the world population where more than 70 million people have been infected with HIV (World Health Organization, 2016). HIV/AIDS education for young people plays an important role in ending the AIDS epidemic globally. It is reported that Malaysians are still lacking of knowledge about HIV/AIDS, especially the cause of HIV and AIDS. The Ministry of Health Malaysia (2016) has reported that nearly 78% of HIV infections in 2015 are because of the premarital sexual activity. Additionally, in 2013, a total of 1,114 children are those under 13 years old, who are living with HIV (Ministry of Health, 2014). This quantitative study involved 600 students aged 15 years old, 16 years old and 17 years old in Penang. Study respondents have participated in three sessions of data collection phases, involving pre-test phase, intervention phase and post-test phase. Data collected was analyzed using SPSS 22.0 software. The study findings have indicated that the hypothesis test for knowledge has shown some changes in the level of knowledge of the respondents after receiving information on HIV/AIDS (t = -46.561, sig. <0.05 and post knowledge's mean was 13.813 is higher than pre knowledge's mean, 8.715). The study findings concluded that there is a strong need to have an informative and interacting Module on HIV/AIDS to be used in secondary schools in Malaysia as a form of intervention. This is to ensure that adolescents able to acquire basic and sufficient knowledge about HIV/AIDS.*

Keywords: HIV/AIDS education, HIV/AIDS knowledge, public awareness, adolescent.

Introduction

HIV/AIDS education

The first case of HIV in Malaysia was detected in 1986. As of December 2009, after more than 20 years of the HIV epidemic in Malaysia, the country has recorded 87,710 people with HIV. Since the first case in 1986, Malaysia has now been classified by the World Health Organization (WHO) as having an increasing HIV epidemic, initially driven largely by drug

injection partnerships, but is now experiencing one-third of new sexually transmitted infections (UNGASS, 2010). Statistics from the National Anti Drugs Agency, Ministry of Home Affairs on drug information 2013, reported that drug users increased from the previous year, of which 20,887 people compared to just 15,101 in 2012. The State of Penang still maintains the highest number of drug statistics in Malaysia. Drug users in Penang were 3,043 people in 2013, 2,286 in 2012, 2,747 in 2011 and 3,753 people in 2010 (National Anti Drugs Agency, 2013).

Education is an effective measure to prevent the spread of HIV/AIDS. Basic education on HIV/AIDS is important as it can make a person, especially children and teens with the ability to make the right and healthy choices about their way of life for long-term effects. According to The World Bank (2002), school-based prevention programs are one of the effective approaches to providing HIV/AIDS education to children and adolescents. Health programs on HIV/AIDS knowledge should start beginning of primary education to educate students on the consequences before engaging in any form of sexual activity.

Therefore, The World Bank in partnership with the United Nations Educational, Scientific and Cultural Organization, World Bank, United Nations Children's Fund and others have developed a framework, known as “Focusing Resources on Effective School Health (FRESH)”, aims to focus on healthy school resources effectively. This is to ensure that there is an approach for a more healthy school environment, where HIV/AIDS education is one of the elements in the framework. In addition, Boler, Ibrahim, Adoss and Shaw (2003) argues that HIV/AIDS education needs to be widely applied to the community and various creative ways and innovations should be made in order to have a positive impact on school. They also think that by using textbooks is not a good approach to HIV/AIDS knowledge. HIV/AIDS education at schools is a low-cost precautionary measure and easy to achieve. This is because the school system brings together students, teachers, parents, and communities together, and HIV/AIDS prevention through education is achieved.

Based on the Report of the Commission on AIDS Inflation (2013), In Indonesia, adolescents still have low knowledge of HIV, which is under 20%. Edward and Kim (2006), stated that HIV/AIDS education in Indonesia cannot run with the issue of sexuality. Early HIV/AIDS education for teenagers and children is imperative, but in Indonesia it is a constraint as it relates to the issue of sexuality and difficult for the general public to accept. Providing HIV and AIDS prevention education to qualified generations, however is a priority for the process of educational reform globally, including in Indonesia (UNESCO, 2009).

In Malaysia, HIV/AIDS education has received attention from 1992, when the Malaysian Ministry of Education has announced to introduce the Family Health Education at secondary schools throughout Malaysia. AIDS education is one of the components included in Family Health Education (UNICEF, 2007). However, it is only a small component that is not so given as the primary. Datin Paduka Marina Mahathir who is a former member of the Malaysian AIDS Movement and community activists believes that comprehensive HIV/AIDS education needs to be introduced in schools to provide HIV/ AIDS knowledge to youth and control HIV/AIDS epidemic transmission. (Astro News Awani, 2014).

Knowledge of HIV/AIDS among adolescents

According to Notoatmodjo (2007), knowledge is the result of information and it occurs when a person has understood something about the subject. This means individual who has first known something that has been understood through a process of seeking, observing, reading and original thinking, which then becomes the knowledge to the individual. In the context of this study, it can be explained by stating that if a teenager who has knowledge of HIV/AIDS is a teenager who has understood from the adolescent observations through reading, seeing and hearing previous information, and afterwards rethinking how teenagers act and behave in order to avoid the danger of HIV/AIDS.

Adolescence is a great period of physical, emotional and social change. Adolescents face many challenges in finding new identities. They are often burdened with peer pressure experiencing unsaved sexual behavior and injecting injections both are easy to cause an outbreak of HIV. Prevention is a key element in AIDS control, mid-juvenile adolescence with knowledge related to HIV, whose risk factors and preventive measures are large. However, it is impossible to establish a memorable education program without knowing the available knowledge, attitudes and behavior of the target population. Some studies undertaken in selecting target populations in Malaysia have assessed HIV/AIDS knowledge and attitudes of specific groups such as adolescents in terms of knowledge, attitudes and beliefs related to HIV/AIDS among adolescents in Malaysia (Zulkifli & Wong, 2002).

Several studies have shown that knowledge about AIDS-related children increases with age (Brown, Nassau, & Barone, 1990; McElreath & Roberts, 1992; Sigelman, Maddock, Epstein, & Carpenter, 1993). However, other studies have shown that the understanding of AIDS children varies. For example, Fassler, McQueen, Duncan, and Copeland (1990) find that six to twelve years of age have some misunderstandings about how AIDS transmission. Osborne, Kistner, and Helgemo (1993) support this decision by adding 5 to 13 years of age. Among the most frequently reported myths are to be close to someone with AIDS, sneezing, kissing, and donating blood. Brown, Nassau and Barone (1990) assume that the differences among age groups are due to the concrete understanding of children against AIDS knowledge is not deep.

As stated in the previous study by Boer & Emons, (2004); Castle, (2004), misconceptions that HIV is transmitted through family gene relationships has greatly influenced the attitude of children about HIV/AIDS. Therefore, children are thinking about how the spread of HIV and most of them have a misconception about the risk of HIV infection through family relationship. This misunderstanding has increased their sympathy for HIV infection and, as discussed above, leads them to believe that if parents are positive - HIV, children are also infected with HIV, which causes negative attitudes towards children who are children of people living with HIV/AIDS.

The impression of lack of knowledge and misunderstanding exists, these children should not only have to live with HIV /AIDS but their lives will be depressed and unprepared due to the perception and stigma of society towards them. This is seen as a criminal case against children as it indirectly denies the rights of the child to obtain a normal life as outlined in individual constitutional rights (UNICEF, 2005). In addition, there is a negative impact on the economy. This is because when the child's family is unable to work due to

HIV/AIDS-related health problems. Then, the family has lost the source of income which is at one stage, these children are forced to work to earn a living for their families for their survival. According to Wiener, Battles, Heilman, Sigelman & Piazzo (2000), children aged between 12 and 15 years and who begin to understand the reality of life tend to be bored with the routine of treatment they are forced to live and they will feel free to run life like other children.

Methodology

Research methodology

This quantitative research allows researchers to analyze the level of knowledge of school students in Penang on HIV/AIDS, the knowledge before and after the intervention of the use of the HIV/AIDS module. Quantitative research is a type of educational research where researchers decide what to look for, ask specific questions, diminish the scope of the question, collect data that can be quantitative from participants and analyze those numbers using statistics (Creswell, 2008). In addition, the study according to Chua (2006), quantitative has to do with numerical and precision. It is an experimental and statistical test conducted on numerical data obtained.

Population and Sample

In this study, samples are among the secondary school students categorized as middle-aged 15 year old, 16 year old and 17 year old in ten schools in Penang. The population of the study consists of two (2) schools for each district in Penang. The Penang state has five administrative districts, namely the North-East district (*daerah Timur Laut*) and South-West district (*daerah Barat Daya*) on Penang Island; and the Northern Seberang Perai district (*daerah Seberang Perai Utara*), Central Seberang Perai district (*daerah Seberang Perai Tengah)* and Southern Seberang Perai district (*daerah Seberang Perai Selatan*) in Seberang Perai. Please refer to Map 1.

Map 1: The state of Penang — the study area
Source: Department of Town and Country Planning

School selection is based on the Penang State Department of Education in accordance with the focus of the study. The selection of all these schools is based on the level of school excellence from each district based on the initial discussion with the Penang Department of Education. The measurement of an excellence school is based on the band's system, which is the result of the composite score achieved by the school. The score of this Composite Score is the total score of the Malaysian Quality of Education (SKPM) with Average School Grade (GPS). School band 1 or band 2 can be defined as excellent and band 6 or band 7 which is unsatisfactory. For each district, two schools have been chosen which are an excellent school and non-perform schools.

Sample size for this study is using Krecjie and Morgan formula, 1970. The total population of 10 schools involved in this study was 6,250 students. Based on this formula, based on the 99% confidence level the sample size required in this study is 600 people. The sample selection based on the population of the study was sufficient compared to the overall population (Gall, Gall and Borg, 2005).

Research design

The research design used by researchers in this study is action research. Action research is based on a situation that is diagnosing a stage - the diagnostic stage in which problems are studied and form hypotheses, and therapeutic levels to test hypotheses. In this study, the initial stage of the study was that the level of knowledge of school children between 15, 16 and 17 years old at Penang schools was tested, and then the appropriate module was used to test their effectiveness in strengthening the knowledge of HIV/AIDS.

In addition, secondary data is also used by researchers. According to Marican (2006), primary data means the original data collected to answer question questions through observation and interviews conducted on respondents. Meanwhile, secondary data is obtained through the data collected by other researchers and its use is adapted to the question of the study to be studied (Marican, 2006). In this study, researchers use secondary data from various sources such as ministries, speeches, academic books, research abstracts, articles, journals, statistical reports and governmental and non-governmental statistics reports. All forms of data are used to suit the context and objectives of this study.

Research instrument

The research instrument for this research is survey questionnaire that was modified version of the University of New York, Buffalo School of Nursing Research by Held (1993). Permission was obtained to use the questionnaire and be translated into Bahasa Malaysia.

AIDS Study Questionnaire by Dr. Sharon Held is a complete questionnaire and meets the themes in this study of knowledge, perception and public behavior on HIV/AIDS issues. The first part of the questionnaire emphasizes on respondents' backgrounds which include respondents' sex, age, race or Malay, Chinese, Indian or others. The second part, statements 1 through 19 in the questionnaire were intended to measure the level of general knowledge of HIV/AIDS among students, the correct choice (1), false (2), and uncertain (3) would also be included.

This study includes pre-test and post-test. This instrument was administered to measure the level of knowledge and awareness of middle-aged adolescent towards HIV/AIDS. The respondents were then be given intervention based on the module develop to educate the students with the necessary knowledge about HIV and AIDS. The post-test was then conducted using the same set of questionnaires to test the effectiveness of the module, in order to measure if there is any changes in the respondents' knowledge about HIV/AIDS.

Pilot test

A pilot study was conducted by researchers. Sekaran (1992) states that the value of reliability less than 0.60 is considered low and unacceptable. Based on this explanation, the researchers used the Cronbach Alpha value to determine the reliability of the questionnaire and found that the value for this study was 0.744. This is to ensure that the translated questionnaire is understandable, does not create confusion for respondents as well as any deficiencies can be improved for actual studies. Respondents selected for this pilot study were adolescents aged between 15 - 17 years old. Twenty-five respondents were involved in this pilot study comprised ten Malays, nine Chinese and six Indians and they were also secondary school students in Sungai Petani, Kedah. These respondents were excluded in the actual research.

Collecting data procedures

Firstly, the researchers have obtained permission from the Ministry of Education, from the Research and Policy Planning Division to conduct studies at the school. Upon obtaining

permission from the Ministry of Education Malaysia, the researcher then contacted the Penang State Education Department to obtain permission to conduct studies at Penang schools.

The researchers gathered the respondents involved and provide a briefing on this study to respondents. This is the first step in which respondents are required to answer a questionnaire using existing knowledge of HIV/AIDS. Respondents are not required to record their names for confidentiality purposes, instead they were given codes to be written and matched for pre-test and post-test. The average time taken by respondents to answer this pre-test questionnaire is 30 minutes.

After a break for 10 minutes, respondents were presented with HIV/AIDS education using the developed module by the researcher. Respondents were exposed with the correct information about HIV/AIDS. The time taken for this second session is for 45-60 minutes. After completing this second session, respondents were given a 10-minute break. Finally, the third session takes place where respondents are reassigned to the same questionnaire as the first session to test the effectiveness of the modules used. This is to obtain information relating to the level of knowledge of the students.

Data analysis

This study applies quantitative data analysis. For the data obtained from the questionnaire, it was analyzed using Statistical Packages for Social Science (SPSS) Version 22.0 with descriptive and inferential statistical techniques. In this analysis, the paired-samples t-test, the Analysis of Variance (ANOVA) test, spearman correlation and regression were applied.

Findings

From the frequency distribution of this study, for pre-test, the number of respondents' scores was between 3 (lowest score) to 14 (highest score). While for the post-test, the overall scores are between 7 (lowest score) to 17 (highest score). Based on Table 1, there is an increase in terms of marking for knowledge before and after interventions. For item 1, 76% responded correctly during pre-test, and increased to 98.7% for post-test. For item 2, the score for pre-test is 60.8% for those who has answered correctly and this has increased to 99.3% for post-test. Item 3, recorded 75.7% of respondents answered correctly during pre-test while this value increased to 91.8% for post-test.

Subsequently, item 4, for pre-test of 11.3% alone has been answered correctly and this has increased to 63.8% for post-test. Item 5, up to 76% of respondents answered correctly during pre-test, and increased to 98.7% during post-test. Subsequently, item 6, for pre-test of 81.3% has been answered correctly and this increased to 97.2% for post-test. For item 7, 86.2% responded correctly during pre-test while it increased to 93.5% during post-test. Subsequently, for item 8, the results for pre-test of 45.5% has answered correctly and this increased to 66.8% for post-test.

Furthermore, item 9, for pre-test of 62.0% has been answered correctly and this increased to 96.0% for post-test. For item 10, 43.0% responded correctly during pre-test while it increased to 49.3% for post-test. Item 11, for pre-test of 79.0% has been answered correctly and this increased to 90.5% for post-test. Item 12, of which 43.2% were correctly answered during pre-

test while it increased to 81.3% for post-test. Item 13, for pre-test 4.7% alone was answered correctly and this increased to 7.5% after intervention was given.

Furthermore, item 14, for pre-test of 12.2%, has been answered correctly and this increased to 18.8% for post-test. For item 15, 55.8% responded correctly during pre-test while it increased to 85.0% for post-test. Item 16, for pre-test of 57.0% has been answered correctly and this increased to 80.0% for post-test. Item 17, 27.8% responded correctly during pre-test while it increased to 67.8% for post-test. Item 18, for pre-test only 13.7% was answered correctly and this increased to 67.2% after intervention was given. Item 19, a pre-test of 19.3% responded correctly and 61.7% correctly answered for post-test. Overall, respondents' marking before and after the intervention is increased.

Table 1: Percentage score for pre-test and post-test

Item no.	Item	Pre-test (%)	Post-test (%)
1	AIDS is a disease that attacks the human immune system	76.0	98.7
2	No cure for AIDS.	60.8	99.3
3	High risk individuals with HIV infection include drug addicts, those who practice unprotected sex and sex workers.	75.7	91.8
4	HIV-positive antibody tests mean that the person has AIDS.	11.3	63.8
5	HIV is found in high concentrations in saliva, tears and urine.	17.5	65.0
6	AIDS is a fatal disease.	81.3	97.2
7	People can get HIV through needle sharing with drug users who have AIDS.	86.2	93.5
8	All homosexuals have HIV.	45.5	66.8
9	Risk of HIV infection increases because of the number of sexual partners increases by.	62.0	96.0
10	Individuals can infect others with HIV without painless themselves.	43.0	49.3
11	HIV can be transmitted through blood.	79.0	90.5
12	HIV can be transmitted by contact with people with this disease.	43.2	81.3
13	Use of condoms in sex can reduce HIV transmission.	4.7	7.5
14	The need for isolation is required for HIV/AIDS patients at hospitals.	12.3	18.8
15	Individuals hospitalized for treatment of HIV or AIDS should use proper blood and body fluids.	55.8	85.0
16	Pregnant women who are taking precautionary measures remain at risk of contracting HIV/AIDS.	57.0	80.0
17	There is strong evidence that the HIV virus cannot be transmitted to the unborn baby.	27.8	67.8
18	Eye protection should be worn if the risk for blood or body fluid is worn on the eyes of others.	13.7	67.2
19	It is important to use protective gloves such as gloves, mouthpieces and face to interact with people living with HIV/AIDS.	19.3	61.7

For the hypothesis in this study, the researchers conducted a paired test on the findings of the respondents' knowledge score prior to the intervention and respondents' knowledge score after the intervention. The hypothesis in this study is: Hypothesis null (H.) - There is no changes in respondents' knowledge level after receiving HIV/AIDS related information and alternative

hypotheses (H_1) - There is a change in respondents' knowledge level after receiving HIV/AIDS-related information. It was found that, t = -46.561 and sig. <0.05, then the mean difference between the two types of tests, pre and post-test for knowledge level is significant. Furthermore, mean for the post-test knowledge (13.813) is higher than the pre-test knowledge mean (8.715), it can be concluded that post-marks are higher than pre-. Therefore, the null hypothesis was rejected and alternative hypotheses were accepted as there was a change in the level of knowledge of the respondents after being given an intervention module on HIV/AIDS.

Discussion

Overall, knowledge about HIV/AIDS has increased compared to pre and post-test. In terms of knowledge, one of the items with regards to statement about AIDS is a type of disease that attacks the human immune system, a total of 76% have responded correctly during pre-test and further has increased to 98.7% for post-test. In a study carried out by Ebot, 2009 it also found similar results, in which there is an increase in the percentage of respondents who answered correctly.

As stated by Notoatmodjo (2007), knowledge is the result of information and it will occur when the individual has understood something about it so knowledge has been found. This means that when the HIV/AIDS module intervention is used in this study, information on HIV/AIDS has been communicated to the target groups, with this, understanding of HIV/AIDS can be increased. Furthermore, the results of this study also show that before the intervention was conducted, there were 56.8% of respondents who answered yes, HIV could be infectious by contact with people with this disease. The results of this study are also in line with the study conducted by Wong, Caroline, Wah and Nasruddin (2008) titled "Knowledge of HIV/AIDS among adolescents in Malaysia" shows that the majority of respondents of the study have the right knowledge such as the spread of HIV/AIDS through needle injection and through unprotected sex. However, there are still teenagers who still think mosquito bites, sharing touch food and using the swimming pool can spread HIV/AIDS.

The results of the study have shown that after receiving intervention using the HIV/AIDS module, the level of knowledge has much improved. The results of this study was in line with the studies conducted by Ebot (2009), Karl and Supa (2003) and Oladepo and Fayemi (2011), in their study they obtained a study result showing changes in the understanding, perceptions and postponement stages after respondents were given exposure on HIV/AIDS.

In addition, the study conducted by Riley and Greene (1993) shows that HIV/AIDS has a positive relationship with one's behavior, it will translate a positive attitude when one has knowledge of this issue. In addition, the findings of this study are also accompanied by other studies abroad such as studies by Nubed and Akoachere (2016), Oljira, Berhane & Worku (2013) and Thwe (2004) which find that there is a variable that can influence strong against behavior and attitude towards HIV/AIDS, which is the level of knowledge.

Conclusion

As a conclusion, this study has proven that there is a need for the delivery of knowledge about HIV/AIDS to the target group and also public. There is a positive impact on the level of knowledge of the target group also proving that the usage of a good HIV/AIDS module

intervention has a good impact on the target group. Malaysia should emphasize the dissemination of information on HIV/AIDS knowledge, sex education, and risk behaviors and so on to adolescents as they are the future assets of the nation. Schools are the primary focus of educating young people on HIV and AIDS, in this way it can control the spread of HIV infection and reduce stigma and discrimination on this issue. The success of delivering this information depends on the delivery of information to school students and adolescents in time to strengthen positive health and change positive behavior in order to prevent school students from high risk behavior. This study serves as an assessment of the need for the Malaysian government to consider and design more programs, motivations and scientific materials about HIV/AIDS that can be created focusing on targeted groups of adolescents in Malaysia.

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PRACTICES OF SUSTAINABLE ARCHITECTURAL KNOWLEDGE FOR HOSPITAL BUILDING MAINTENANCE

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Abstract: *Defect failures are the vital concern phenomena in hospital maintenance. The focusing on sustainable architectural maintenance activities for represent the knowledge practices in managing facilities of hospital. The research was to develop a sustainable knowledge procedures strategies for the hospital building maintenance development. Therefore, this study is aimed to extract features contribution to the hospital building maintenance. The information is collected from several method using observations, interviews and internal document exploration. The involvement of eight of building maintenance supervisors during the data collecting. The results of the case study point out that the practices have the potential to improve the existing procedures of maintenance practices. The sustainable architectural of hospital maintenance could provide insights to the knowledge in diagnose the hospital building defects.*

Keywords: Sustainable, architectural. knowledge maintenance, hospital

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Introduction

The nature of building maintenance (BM) industry is of a project-based nature and request projects are described as the ideal form of learning and knowledge sharing, as problem solving often requires the creation of new knowledge (Hobday,2000). According to Damgaard and Hansen (2012) stated that BM activities in the hospital maintenance scenario can be seen as knowledge-intensive units with players with specialized skills, which must be used for the accomplishment of the project.

BM manager, technical knowledge and technical experience are important (Ogunlana et al, 2002; Tupenaite et al.2008).The lack of knowledge and knowledge sharing resulting in increased maintenance costs due to outsource the task. (Pemsel andBlomé,2012). Previous studies have identified the lack of knowledge, experience and best-practice examples as barriers in BM such as refurbishment activities (Itard and Meijer; 2008; Konstantinou and Ulrich Knaack, 2011).

Practise of BM operation

BM operation was to generate prolonged to buildings' life span. As the concept of knowledge management application in BM were to improve performance in public asset maintenance and BM organizations (Fong and Lee 2009; Olomolaiye et al. 2004), According to Affendy et al. (2017) stated that the need to have green hospital operation focusing daily maintenance operation. Study by Hashim et al. (2012) stated that BM activities essential to keep a building facility in good condition and to maintain it in its original progress capability. Thus sustainable in BM will provide the building in wealth as the previous condition.

The effective BM will provide well manage environment but also contributes to upkeeping the green BM practicing hospital buildings. According to Azuin et al. (2013) stated that local Government Ministry initiative by the implementation of Uniform Building By laws towards sustainable development in Malaysia. Thus all the works in maintenance required to follow the standard of legislation due to avoid any pollution to the community. Study by Zainal et al.(2012) found that buildings face maintenance difficulties that need crucial attention sustainable in order to preserve them from further deterioration and decay.

The consideration of the sustainable knowledge in BM

It defined as the maintenance which is required when an item has failed or worn out, to bring it back to working order. Corrective maintenance is the most commonly used maintenance approach but it depends on the situation of complaints. When BM fails, it often leads to delay on maintenance activities thus may causes increasing of damage to other building elements. In most cases this is costly activities. Also, if the facilities needs to be replaced, the cost of replacing it alone can be extensive. Therefore the BM department must consider the sustainable knowledge be in their maintenance task thus enhance the sustainability for workplace and green waste production. According to Awang et al.(2011) stated buildings need to maintained and interior refurbished to enhance the effectiveness in maintenance activities. This will enhance the sustainability wealth for community in running their activities.

The case study at sustainable practices knowledge at the public hospital.

Routine maintenance was carried out daily as to ensure the cleanliness of the premise is under control. Below this highlighted that in hospital several types of waste being collected by the porter and house-keeping. The commercial waste on the routine maintenance whereby at every three hours, the cleaner will check out and change the new plastic bag in the basket. This is to prevent the garbage from spilled out from the plastic bag provided. Secondly was the clinical waste whereby at interval of an hour, the cleaner will collect the clinical waste from yellow basket. The waste is then being kept in the certain room which refrigerate as the waste may contain blood. Every Wednesday, the waste will be collected from the room by the waste porter. The rubbish collecting rubbish is collected by the cleaner every three hours or anytime necessary. The rubbish is then collected by outsource contractor.

House-keeping task such as cleaning. The cleaning process is a daily routine that will be done early in the morning before more people at the place. It is then repeated when necessary. Moping activities was comprising of the moping process is a daily routine that will be done

early in the morning before people with active activities at common area. The rapid of this task are repeated when necessary. Study by Anuar et al (2017) cited Nerminathan et al. (2014) stated that the need to consider the sustainability of operation cost in maintenance healthcare thus reducing waste for benefits of the sustainability of health organizations.

Types of maintenance in BM practices

Corrective maintenance comprises of schedules activities. The activities were much on repairing activities such as lighting, air- conditioning, plumbing, appliances repairing, boiler maintenance and air-conditioning chiller. This maintenance are carry out when it is reported and wor korder being issues. It is done normally 1 to 3 times a year. The procedure or maintenance task issues that several equipment is faulty, the maintenance officer should fill the request form and send it to the BM maintenance department. The person in charge will send the job sheet to the administration. The investigation and site observation done, the administration is then making job order sheet and deliver it to the Chief Executive Operation (CEO).The CEO then produces an invoice for the payment. Usually the major maintenance will be outsourcing and monitoring by the BM department.

Annually maintenance. The activities such as repaint of the building elements structure. The activities are carry out once a year, all the building will be repainted to cover the existing paint It is to maintain and promote a clean ventilation for building occupants. In order to prevent from severe damage, the air conditioning was cleaned and service annually. It is also to ensure that the air conditioning well-functioning such at the inside wound care unit which the humidity and temperature must be under certain degree.

Adhoc maintenance
The problem during blackout of electricity could be one of problem and risk to the activities in the hospital building. The backup of generator activation set up to 5 seconds standby to provide support the electrical to all the building. It can be last until 3 days but usually the blackout will not take much time to be recovered.

Methodology

Figure Framework of defect knowledge recognition in BM hospital building

The figure shows the research data was collected through observations, guided interviews and documentation review. The consultation within the BM teams which was supervisors and the technical persons that are involved in BM hospital. Affendy et al. (2017) stated that the conceptual of defect identification could be integrate within architectural defect recognition thus enhance the sustainability actions for the repairing or refurbishment work.

Results and Discussion

BM architectural defects inspection results
The types and most frequent causes of architectural defects that occurs are as follows:

Table 1. Types and frequent type of architectural defects.

Type of defects	BM responsibility	Technical knowledge application
A . WALL, FLOOR AND FINISHES		
Dirty floor	Housekeeping department	Daily cleaning
Floor mat and carpet interior	House keeping department	Daily cleaning
Unevenness paint	Repair department	Repaint
Water seepage		Resurface
Peeling of paint		Repaint
Untidy wall paint		Repaint
Plaster crack		resurface
Wall damaged		Hacking and resurface
Floor tile crack		Replacement
Fungus		Cleaning and ventilation
Pebble wash not provide		House keeping cleaning
Improper fixing of wall tie		Repairing
WINDOWS AND FITTINGS		
Non-functional window		Replacement
Dirty window	House keeping department	Daily cleaning
Blind not provided	Repair department	Replacement
Window corrode		Repair or replacement
DOOR AND FITTINGS		Repair and replacement
Door damaged		Schedule inspection
Door knob damaged		
Peeling of paint at door		
Untidy door painting		
Door key missing		
Ironmongery damaged		
CEILING FINISHES		
Ceiling damaged	BM operation	Replacement
Fungus	House keeping department	Cleaning and ventilation
Leakage	Repair department	Sealant coverage
Stain mark	House keeping department	Cleaning

Table 1 shows the wall, floor and finishes are the major defective elements with the most type of defects occurred. Doors and Fittings are identified as the second most defective element. A most defects were observed with door damaged highlighted as the most defective works. Meanwhile, door knob damaged as the least defective element. While windows and fittings, and ceiling finishes are identified as the third most defective works. The common problem was being identified at private hospital whereby the highest such as follows the top defect was at the Internal Fixture (timber decay, faulty door & window operation, broken door handle, etc), Sanitary fitting (blocked closet, blocked waste pipe, leaking tap, etc, Roof (leaking, blocked rainwater pipes, sagging, etc), Lift (stuck), waterproofing Leakage. The another top common problem maintenance at public hospital such as internal fixture (timber decay, faulty door & window operation, broken door handle, etc); secondly plumbing system (leaks at joint, mall function ball valves, ect); thirdly sanitary fitting (blocked closet, blocked waste pipe, leaking tap, etc); fourth internal wall (plaster loose, faded, blistered decoration, etc); fifth problem at drainage system (blocked drains).

Conclusions

As summary, the case study a hospital public and a private hospital was being assessed. Therefore, practicing BM must integrate with green maintenance for green activities and ensure BM environment could optimise BM performance and wealth for the occupancy activities.

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CONSUMER ETHNOCENTRISM AFFECTING THE PURCHASE INTENTION AMONG SELECTED MALAYSIAN CONSUMERS

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Abstract: *Globalization has led to abundance of choices for consumers worldwide. According to previous studies, consumers in developing countries tend to believe that products made by local producers are less in quality compared to foreign products. However, it is important to understand that consumer behaviour can be influenced by global and local culture and although the market keep on expanding, doesn't mean that the consumers are globalizing at the same time. According to M.N Shankarmahesh, there are many antecedents affecting consumer ethnocentrism such as socio-psychological, economic, political, and demographic. The researchers however will only choose the socio-psychological antecedent that includes cultural openness, patriotism, cosmopolitanism, and nationalism as independent variables. This study focuses on how consumer ethnocentrism influences the preference for domestic goods among selected Malaysian consumer. The specific objective of this study is to understand the relationship between the socio-psychological antecedent that leads to consumer ethnocentrism and the purchase intention among selected Malaysian consumers. An online survey will be used to collect data from 50 employees of PIJ Holdings Sdn. Bhd. Regression and correlation analyses will determine the result for this study.*

Keywords: Consumer ethnocentrism, Patriotism, Cosmopolitanism, Nationalism

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Introduction

Globalization has increased the level of competition in business internationally and locally and due to this, availability of foreign product in the market has increased tremendously, giving local consumer a wide variety of purchasing option. These phenomena have made the marketers realised that they need to understand consumer attitude towards domestic and international product and come out with more effective marketing strategies to successfully capture the markets attention. Consumer ethnocentrism is one of the concepts that affect consumers' domestic and foreign product purchasing behaviour and attitude. (Erdogan &

Burucuoglu, 2016). There are many studies done to test the impact of socio-psychological factor on ethnocentric tendencies in foreign country such as Turkey (Akin, 2016), Jordan (Saeb Farhan, 2010) and South Africa (Pentz et. al., 2014), but only a few of the research has been done in Malaysia.

Many researchers point out that the findings in the extent consumer ethnocentrism literature regarding relationship of socio-psychological are unclear and conflicting. Hence, these empirical inconsistencies present important gaps that the researcher must address. Therefore, the objective of the study is to describe the relationship of socio-psychological antecedents by understanding and evaluating the variable and factor directly and indirectly at PIJ Holding Sdn Bhd. The objectives of this paper are:

To find the relationship between cultural openness and consumer ethnocentrism.
To find the relationship between patriotism and consumer ethnocentrism.
To find the relationship between Cosmopolitanism and consumer ethnocentrism.
To find the relationship between Nationalism and consumer ethnocentrism.

Literature Review

Customer Ethnocentrism

According to Usunier & Lee (2005), the concept of consumer ethnocentrism "comes down from the combination of two ancient Greek terms, namely *ethnos* meaning *"race or nation"* and *kentron* meaning *"centred"*. Ethnocentrism expresses the tendency to think of a certain culture's characteristics being superior to others and judge other cultures accordingly which becomes distinctive as a result of need for a social identity and is recognized whenever a distinct group emerges (Akin, 2016). Shimp and Sharma (1987) on the other hand defines consumer ethnocentrism as the "belief held by consumer about the appropriateness, indeed morality of purchasing foreign made products". Consumer ethnocentrism implies that normative belief that purchasing domestic product is more beneficial that purchasing foreign (Akdogan et. al., 2012).

Consumer ethnocentrism is also a dynamic concept that is closely related to the degree of cultural openness, world mindedness, as well as the changing pattern of patriotism, conservatism and nationalism. (Wei, 2008). For instance, the US evaluate the product that originated in home country more favourably only when the product is superior to competition while a Japanese evaluate the product that originated from home country more favourably regardless of product superiority. Ethnocentric consumer considers purchasing foreign products to be an unpatriotic and amoral act because this action can hurt the domestic economy and causes unemployment. While a non- ethnocentric consumer does not hold such biases to foreign and local products. They rather feel that foreign products be "evaluated on price, quality and other desired features without consideration for where the product are produce or made. (Jain & Jain, 2013). Consumer ethnocentrism has three characteristic and this idea was recently explored by Erdogan and Burucuoglu (2016). They noted that the three characteristics are:

It ensures from the love and concern for the consumer's own country and the fear of losing economic control because of the usage of imported goods into the consumer's country.
Consumer unwillingness and discouragement to buy products from a foreign country.

Ethnocentricity indicated both individual prejudices against imported products and the common tendencies of society in general.

However, consumer ethnocentrism not only explain a consumer attitude towards foreign products but also the consumer's willingness to buy the product and the perception that the product produce by its own country even though that the quality of the product is weak. Even so, most of the consumer that reject foreign goods, often continue buying foreign product to fulfil basic needs (Erdogan & Burucuoglu, 2016). Francic (2015) states that there is a plethora research dedicated to analysis of antecedents, mediators, moderators and consequences of consumer ethnocentrism. In 2017, Pentz et. al., stated that there are "four broad categories of antecedents that may influence consumer ethnocentrism; socio-psychological, economic, political and demographic factors". However, the current studies will only focus on only one of the antecedents which is socio-psychological factor. This socio-psychological factor includes cultural openness, patriotism, cosmopolitanism and nationalism.

Cultural Openness

According to Francic (2015), cultural openness "refers to an opportunity to interact with cultures other than one's own, understanding and accepting them". Frequent travelling and mingling with people from different countries can help to increase an individual's cultural openness. These interactions and experiences can help refraining prejudices of an individual against foreign cultures and their works, as well as changing their perceptions and tendencies towards ethnocentrism. Conceived as a psychological concept, a cultural openness is reflected in the openness to experience, appreciation of the art and beauty, originality and complexity of an individual's life (Milena, 2015). According to Pentz et. al. (2017), found that there is a negative relationship between cultural openness and consumer ethnocentrism. The result shows that the South African consumers who are more reserved about accepting other cultures tend to be more consumer ethnocentric than South African consumers who recognise, understand and accept other cultures. A study done by Jain & Jain (2013) also shows the same result as previous studies, that cultural openness or consumer's openness to foreign culture have negative relationship with consumer ethnocentrism. Cultural openness is perceived to be one of the socio-psychological antecedent's elements that have an impact on consumer ethnocentrism and on consumer preferences to foreign and domestic product. Therefore, the aim is to investigate whether a similar negative relationship between cultural openness and consumer ethnocentrism could be expected in Malaysia.

Patriotism

Another socio-psychological variable, patriotism can be defined as a "strong feeling of attachment and loyalty to one's own country, but without corresponding hostility towards other nations" (Balabanis et. al., 2001). A person with a patriotism value tends to prefer products coming from their own country due to high devotion and love toward their country while considering other cultures and traditions as equally as legitimate to their own by not rejecting them. This state of love and extreme devotion vary from country to country depending on historical events. Past studies do point to a positive correlation between patriotism and consumer ethnocentrism. Patriotism and nationalism might be interpreted by most people as the same thing as both involve a high positive feeling towards one's nation. According to Akin (2016), an extreme loyalty to its country can cause a consumer to perceive that their own

country's product is superior to others. Consumer's choice of products is to be depending more on socio-psychological antecedents such as patriotism than on cognitive factors such as product serviceability and quality perceptions. (Jain & Jain, 2013). A research by Good and Huddleston (1995) shows that if a country has a history of being oppressed, occupied and conquered nation: then its people would tend to have stronger patriotic emotions and preferences for the domestic products. Consumer product selection between Domestic and Foreign products is affected by Patriotism. Shankarmahesh (2006) suggested the relationship of consumer ethnocentrism with antecedents is too simplistic to completely explain how they affect consumer ethnocentrism. Some country, such as Turkey, are very proud of their country's historical past, natural beauties and traditional tasted. Due to this, there are high positive relationship tendencies between consumer ethnocentrism and patriotism. (Akin, 2016). While other country, remain unknown.

Cosmopolitanism

"Cosmos" (world) and "Politics" (citizen) are two combination of a Greek words that produce Cosmopolitan which literally means "Citizen of the World" (Erdogan & Burucuoglu, 2016) or in other word it means an openness to the world and other cultures. It also involves a set of belief about and attitudes towards compliance. Cosmopolitanism gained increasing attention as it appears to be a major socio-psychological construct underlying consumer behaviour (Parts & Vida, 2011). Previous research done on cosmopolitanism and consumer ethnocentrism suggested that the other predictor of consumer ethnocentrism is cosmopolitanism. Consumer with cosmopolitan perception in a developing country will see its domestic brand as part of their range of products to be purchase. They may differentiate between foreign and domestic brands but will engage both with "a conscious openness to the world and to cultural differences" with a regard to both home country and foreign products. (Jin, et al., 2015). Cosmopolitanism is about openness to the world and other cultures. Pressure of competitors, changes in technology, global communications, consumer experience and saturation of low-level needs as factors driving cosmopolitanism values (Cannon & Yaprak, 2002). High cosmopolitan consumers are interested in other cultures as much as their own cultures and more likely to adopt products from other cultures since they see themselves as more international (Erdogan & Burucuoglu, 2016).

Nationalism

Nationalism reflects a perception of domestic superiority and an orientation towards national dominance (Pentz et. Al., 2017). A nationalist think that they should be dominant because they think that their country is superior to others. (Akin, 2016). They found that;

Hypothesis	Path	Path coefficient	Sig
H6A	Nationalism ► Consumer ethnocentrism (White Sample)	0.17	*
H6B	Nationalism ► Consumer ethnocentrism (Black Sample)	0.02	n.s

White South African consumers who do not feel as strongly about national superiority and dominance are less consumer ethnocentric than South African (White) consumers with strong feelings of national superiority and the national dominance of South Africa. While there is no

significant relationship between nationalism and consumer ethnocentrism on South African (Black) sample (Pentz et. al., 2017). Previous research done on nationalism and consumer ethnocentrism suggested that one of the important predictor of consumer ethnocentrism is nationalism

Source: *Adapted from "Antecedents and Consequences of consumer ethnocentrism: Evidence from South Africa,"Pentz, Terblanche & Boshoff, (2017), International Journal of Emerging Markets, Vol 12 issues 2 pp*

Methodology

The study is conducted in natural environment setting. The target population is the workers in PIJ Holdings Sdn. Bhd. The number of population based on the data given by the Human Resource Department shows that there are 53 employees work in PIJ Holdings Sdn Bhd. According to Table of population in Sekaran and Bougie (2016), the most suitable sample size to be used for the study of 55 respondents is 48 questionnaires. Therefore, the researcher has distributed 50 questionnaires to 50 respondents for the sample size because the numbers of respondents are suitable for a basic research. The researcher uses convenience sampling as a technique because it is quick, convenient and less expensive. As for data collection method, the researcher will use both primary and secondary data gathered from journals and questionnaires. The data will be analysed by the researcher using the sophisticated analysis software of Statistical Package for Social Science (SPSS) Version 2.0 software. The reliability of a measure is established by testing for both consistency and stability. The reliability of determinants affecting consumer ethnocentrism towards Malaysian consumer at PIJ Holdings Sdn. Bhd. such as Cultural Openness, Patriotism, Cosmopolitanism and Nationalism. Pearson correlation is the technique to determine the degree of relationship that exists between independent variables and dependent variables. The strength of the relationship is measured by the coefficient of correlation; r the value of r may range from -1 to +1.

Findings

For the demographic result, based on analysis using the SPSS, below are the summary of the findings;

Table 1.1 : Demographic result

		No. of employees
Gender	Male	28
	Female	22
Age	28 – 24	7
	25 – 30	15
	31 – 35	8
	36 – 45	7
	46 and above	13
Work status	Management position	15
	Non-management position	25
	Practical students	6
	Others	4
Income level (MYR)	Less than 1000	5
	1100 – 2000	9
	2100 – 3000	7
	3100 – 4000	14
	More than 4000	15
Education level	SPM	5
	Diploma	12
	Degree	19
	Master/PHD	14

Descriptive analysis

Table 1.2 : Descriptive analysis

Variables	Mean
Consumer ethnocentrism	2.4840
Cultural openness	2.6850
Patriotism	2.7440
Cosmopolitanism	2.6700
Nationalism	2.6880

For, consumer ethnocentrism, the highest mean with its standard deviation is from the item "I should not buy foreign products, because it hurts Malaysian products" with mean value of 2.66 and standard deviation 1.222. The lowest mean with its standard deviation is from the item "Only those products that are unavailable in Malaysia should be imported" with mean value of 2.32 and standard deviation of 1.151.

For cultural openness, the highest mean with its standard deviation is from the item "I will purchase foreign products that I cannot obtain within Malaysia" with mean value of 2.90 and standard deviation 1.313. The lowest mean with its standard deviation is from the item "Most of the time I buy local products" with mean value of 2.62 and standard deviation 1.105.

For patriotism, the highest mean with its standard deviation is from the item "It is always best to purchase Malaysian products" with mean value of 3.06 and standard deviation 1.114. The lowest mean with its standard deviation is from the item "Malaysian should buy Malaysian made products only" with mean value of 2.40 and standard deviation 1.195.

For, cosmopolitanism, the highest mean with its standard deviation is from the item "I would never buy foreign product as the first choice" with mean value of 3.02 and standard deviation 1.317. The lowest mean with its standard deviation is from the item "I don't like the idea of

owning a product that has been manufactured outside Malaysia" with mean value of 2.54 and standard deviation 1.199.

For, nationalism, the highest mean with its standard deviation is from the item "Foreigners should not be allowed to aggressively dump their products in Malaysia" with mean value of 2.92 and standard deviation 1.291. The lowest mean with its standard deviation is from the item "Malaysia should impose higher tax to foreign companies to reduce their entry into Malaysia" with mean value of 2.46 and standard deviation 1.147.

Reliability analysis

***Table 1.3 :* Cronbach's Alpha**

Variable	Cronbach's Alpha	Internal Consistency
Consumer Ethnocentrism	0.848	Good
Cultural Openness	0.895	Good
Patriotism	0.789	Acceptable
Cosmopolitanism	0.813	Good
Nationalism	0.829	Good

Cultural Openness, Cosmopolitanism and Nationalism all shows a good internal consistency with Cronbach's Alpha value, meaning that all the items used for each independent variable are suitable for the research. However, for Patriotism, the result shows an acceptable Cronbach's Alpha value compared to the other independent variables. While the dependent variable, Consumer Ethnocentrism also show the same internal consistency which is high at the value of 0.848. Thus, the researcher can conclude that the data used in this study is acceptable.

Pearson correlation

Table 1.4 : Pearson correlation

Variable	**Pearson correlation**	**Internal consistency**
Cultural openness	0.405	Medium positive linear relationship
Patriotism	0.487	Medium positive linear relationship
Cosmopolitanism	0.345	Medium positive linear relationship
Nationalism	0.574	Medium positive linear relationship

The results of Pearson correlation as shown in table 1.4. Cultural openness shows a positive value. This indicates that it has a positive and medium correlation with consumer ethnocentrism ($r = 0.405^{**}$, $p < 0.01$). Patriotism has a significant association with consumer ethnocentrism ($r = 0.487^{**}$, $p < 0.01$). The association is positive and medium strength. Cosmopolitanism on the other hand has a significant positive but weak correlation with consumer ethnocentrism ($r = 0.345^{*}$, $p < 0.05$). While the last variable, nationalism shows a positive and strong association with consumer ethnocentrism. ($r = 0.574^{**}$, $p < 0.01$).

Multiple regressions

Table 1.5 : Multiple regression

Variable	Beta	t-value	Result
Cultural openness	0.166	1.4888	Not significant
Patriotism	0.367	3.301	Significant
Cosmopolitanism	0.028	0.239	Not significant
Nationalism	0.492	4.177	Significant

Table 1.5 shows the standard coefficient (Beta) results for all the independent variable in the research namely the Cultural Openness with value of 0.166, Patriotism with value of 0.367, Cosmopolitanism with value of 0.028 and Nationalism with value of 0.492. The t-value for the independent variables; Cultural Openness and Cosmopolitanism shows that these two independent variables are not significant with t-value of 0.1444 and 0.813 respectively. While Patriotism and Nationalism are both significant with t-value of 3.301 and 4.177 respectively.

Table 1.6 : Coefficients of determination

Coefficients of determination	Value
R Square	0.538

The results of the R-square can be seen in table 1.6. 53.8 percent the variance in consumer ethnocentrism is being explained by cultural openness, patriotism, cosmopolitanism and nationalism. While the other 46.2 percent, can be explained by other unknown variables.

Hypothesis testing

Table 1.7 : Hypothesis testing table

Hypothesis	Supported / Not Supported
There is a positive relationship between cultural openness and consumer ethnocentrism	Not supported
There is a positive relationship between patriotism and consumer ethnocentrism	Supported
There is a positive relationship between cosmopolitanism and Consumer Ethnocentrism	Not Supported
There is a positive relationship between Nationalism and Consumer Ethnocentrism	Supported

Objective 1 : To find the relationship between Cultural Openness and Consumer Ethnocentrism

From the findings, it is found that the relationship between these variables are positive but moderate relationship. Therefore, Research hypothesis 1 for this study was not supported. It can be concluded that the Research objective 1 was accomplished. Based on the result it indicates that even though the workers in PIJ Holdings Sdn Bhd recognise, understand and accept other cultures they still show the sign of consumer ethnocentric. This results however contradict with previous research.

Objective 2 : To find the relationship between Patriotism and Consumer Ethnocentrism

From the findings, it is found that the relationship between these variables are positive and medium relationship. Therefore, Research hypothesis 2 for this study was supported. It can be concluded that the Research objective 2 was accomplished. Based on the results it indicates that the PIJ Holdings workers mostly state that a consumer will portray a more ethnocentric tendency if they are more patriotic.

Objective 3 : To find the relationship between Cosmopolitanism and Consumer Ethnocentrism

From the findings, it is found that the relationship between these variables are positive and weak relationship. Therefore, Research hypothesis 3 for this study was not supported. It can be concluded that the Research objective 3 was accomplished. Even though the workers in PIJ Holdings Sdn Bhd are interested in other cultures as much as their own, they still prefer to use a local product. This results however contradict with previous research.

Objective 4 : To find the relationship between Nationalism and Consumer Ethnocentrism

From the findings, it is found that the relationship between these variables are positive and strong relationship. Therefore, Research hypothesis 4 for this study was supported. It can be concluded that the Research objective 4 was accomplished. Based on the result, most of the workers of PIJ Holdings stated that nationalist will show higher sign of ethnocentric tendency compared to individual who are not.

Conclusion

The result obtained from the study shows that consumer ethnocentrism is influenced by patriotism and nationalism. However, the other two socio-psychological factor which is cosmopolitanism and cultural openness shows a lower consumer ethnocentric tendency. A research by Akin (2016) in particular, shows that patriotism is the socio-psychological factor that portrays the most strongly correlating with consumer ethnocentrism. An earlier study by Pentz et. al. (2017) and Sharma (2015) also gave the same findings which is, Nationalism has a positive relationship with consumer ethnocentrism. Consumers with a Cosmopolitan perspective from developed markets may regard such products as being domestic brands or, alternatively, favourably regard foreign brands because they may carry a domestic brand name or association (Cannon & Yaprak, 2002; Steenkamp & de Jong, 2010). However, for consumers with a Cosmopolitan perspective from developing countries, the evidence shows that they prefer products made in developed countries (Kinra, 2006; Strizhakova et. al., 2008). As in 2016, Malaysia is classified as an emerging economy by the World Bank and IMF also classifies Malaysia as an emerging and developing country. According to executives at Business Development Department, Nur Farah Hazwanie and Muhamad Faridzul, they state that local products are the best product. This is because the product originated from Malaysia is more trustable for example, the Halal certification granted by the well-known Department of Islamic Development Malaysia (JAKIM). Faridzul added that a consumer who does not support local products is not patriotic enough. He believes that most of the products produced by the Malaysian producers have the same quality as foreign products. According to Akdogan et. al., (2012), those who believe that it is wrong to buy foreign goods also tend to perceive those goods as lower in quality that domestic goods; ethnocentric consumer prefer domestic goods

not only because of economic or moral beliefs, but also because they believe that their own country produces the best products. However, according to Amirul Iman, a legal executive at PIJ Holdings stated that he prefers to buy foreign product due to the producer's well-established name and the quality of the product. He also adds that even though the product made by the foreign producers is slightly more expensive that the local product, it is still value for money. Some of them, such as Nurul Aina and Fatin Shahirah also adds that foreign products that they buy are made by expertise, therefore it is perceived to be more trustable and high-quality. Consumers from some developing countries perceived foreign product especially the product made in higher origin countries, as being of higher quality than domestically produces product (Qing, et. al., 2012). Therefore, to increase consumer ethnocentric tendencies among Malaysians, government should provide incentives to the local entrepreneurs to promote and improve their products. Hence through these improvements, can increase the trust of the local brands by Malaysians and thus, products made in Malaysia can be competitive on international ground.

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FUNDING LIQUIDITY ON FINANCIAL STABILITY: AN EMPIRICAL ANALYSIS ON EMERGING COUNTRIES

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Abstract: *Funding liquidity is very vital factor that gives funds to banks. The aim of this study is to examine the impact of funding risk, liquidity risk and bank loans on bank risk taking for the period between 2006 and 2016 in BRICS countries. Funding liquidity refers the ease with which an institution can obtain funding or ability to raise cash on short notice where as funding risk refers to a bank's ability to raise funds in the desired amounts on current basis and while the liquidity risk refers the ability to finance cash outflows at any given point in time. This study employed dynamic panel data and listed banks from five emerging markets, particularly BRICS banks with the time period of 2006-2016. The findings of the study show that the funding liquidity risk impacts the market risk, credit risk and bank risk taking to go up in the subsequent year and the effect statistically significant which implies if the funding liquidity risk is lowered, bank managers take more risk; liquidity risk has negative statistically significant effect on the bank risk taking behavior, which means if the liquidity risk declines, the overall risk scores the highest risk of 8.5 standard deviations in the subsequent year, the market risk goes up by 2.8 standard deviations in the subsequent year but credit slightly changes with the reduction of the liquidity risk in the following year. However, the bank loans have positive impact on bank risk taking behavior, which mean if the loans increase, the bank risk also increases.*

Keywords: Funding liquidity, Bank size, Emerging Markets

Introduction

Liquidity in banking is a very important factor because a bank needs to make sure that it keeps sufficient cash or other liquid assets to meet its obligations to depositors and to satisfy customer loan demand and a liquidity risk was a key factor that caused a global financial crisis during the 2007-2009.As result, many banks across the world suffered the liquidity problems due to interruption of whole sale bank funding markets and liquidity crisis spread out widely through money markets which provided funding liquidity to the banks or interbank funds and central banks have intervened them as they collapsed (King, 2013). It is a threat to stability of a financial system (Khan, Scheule, & Wu, 2016). Because the liquidity risk through systematic and idiosyncratic channels lead the failures of many banks historically(Drehmann & Nikolaou, 2013).The liquidity risk symbolizes the uncertainty of not being able to accomplish payment obligations, whereby the failure to execute is followed by undesirable potential losses and it is not only the root cause from the traditional manner in which a commercial bank perform operations , it is also an outcome of credit risk, market risk, reputational risk, strategic risk, etc.

While funding liquidity is very important in provision of funds which enable banks to repay their liabilities as they mature (Drehmann & Nikolaou, 2013). A bank is financial intermediation, its activities include collection of deposit funds from individual depositors , then, it invests the pool money at various sectors which take part economic expansion and consequently it plays a very crucial role on promoting economic development of a country (Umar, Sun, Ashton, & Ashton, 2016). The deposits are the core liquidity funding which banks can utilize them to prevent liquidity troubles which they face. However, they must ensure the depositors that they will obtain their funds at a moment needed. Furthermore, funding liquidity conveys a situation in which a bank can easily attract deposit funding with the cost effectiveness. As normal way, banks buy liquid assets by using a securitization for short-term borrowings and finance the difference between loans and core deposits by banks' equity (Bonner, Van Lelyveld, & Zymek, 2015). If the banks fail to reconcile obligations immediately, funding liquidity risk exists and it is detrimental to continuation of their operations. The funding liquidity risk is defined as the probability on which bank is unable to acquire funds when the funds are needed with cost effectiveness and efficiency. In other word, it can be defined as the banks' failure to settle obligations immediately and measure funding liquidity risk based on banks' aggressive bidding at central bank auctions to secure liquidity(Drehmann & Nikolaou, 2013). The problem of funding liquidity risk can occur whenever contingent liabilities from on-and-off balance sheet cannot be obtained and simultaneously mismatch between short and long-term loans happen. When a liquidation of assets becomes trouble as the result serious tribulations will arise and lead financial institutions being distress. Bonner et al. (2015) contended that the funding liquidity risk can be categorized into three types: 1) withdrawal of funding deposits; 2) margins and haircuts changes and 3) higher costs or lack of rolling over short-term borrowing, they defended that these are main sources for funding liquidity risk which has negative effect on assets in case of fire sale prices and they concluded that funding liquidity is nearly related to market liquidity.

Moreover, there are other factors which have adverse impact on the banks' funding; these include internal and external factors, for instances, if banks' credit rating is not good, they cannot easily get necessary cash to fund their activities and their financial performances decline quickly while existent of liquidity shortages in financial markets may lead the banks to experience liquidity insufficiencies which may limit their chances to obtain the needed funds and finally those fund inadequacies would lead destabilization of financial institutions and system wide risks. Similarly funding liquidity risk arises when banks' customers demand unexpectedly large amount of cash coupled with the asymmetric information. That is recognized as the major cause of liquidity problem (Umar et al., 2016). Although banks may obtain the funding liquidity from a central bank or/ and market liquidity as an external source where funding liquidity can be accessible, but liquidity provision of the central bank is only remedy for a period of short time and it is not a permanent solution for the liquidity problems.

After liquidity crunches in recent financial global turmoil, the global posed questions on present bank practices of risk management and prompted profound amendments to both supervisory and regulatory frameworks which administer bank liquidity funding and liquidity risk (Vazquez & Federico, 2015).These regulations impose banks to maintain adequate liquidity which in turn protects liquidity shocks and enable them to manage liquidity risk. In addition, they underline the importance of liquidity funding and liquidity risk, and their effects on the risk taking behavior in the banking system as evidence shows that lowering liquidity

funding risk, banks take more risk and higher liquidity funding risk they take normally less risk, however, factors like bank size and capital buffers normally prevent them to take more risk liquidity funding risk (Bonner et al., 2015; Khan et al., 2016).
There is a growing interest in literature which relates the funding liquidity and its impacts on the bank risk taking (Drehmann & Nikolaou, 2013; Khan et al., 2016; Lei & Song, 2013; Umar et al., 2016; Vazquez & Federico, 2015). However, little is known the relationship between funding liquidity and liquidity risk and their impact on risk taking behavior of banks in five emerging markets, particularly banks in Brazil, Russia, India, China and South Africa and known as BRICS. This paper highlights the relationship between liquidity funding and liquidity risk on bank risk taking and profitability. Therefore, my research follows the model developed by Khan et al. (2016). Much uncertainty still exists about the relationship between funding risk, liquidity risk and bank risk taking in emerging economic developing countries and the current study was conducted in USA which is developed country. This study attempts to investigate a number of questions about how BRICS banks have managed their liquidity: Does banks' liquidity risk have an effect on bank risk taking? Do banks' loans have an impact on bank risk taking?

The remaining of the paper is as follows. Section 2 describes literature and hypothesis development. Methodology and data are explained in Section 3. Section 4 reports results and discussion, and Section 5 contains the conclusion.

Literature review

In this section, we are going to elaborate the terms of funding liquidity, funding liquidity risk, liquidity creation make distinction between funding risk, liquidity risk, and liquidity creation, theoretical motivation and previous empirical studies.

Theoretical motivation

Our hypotheses are constructed on the models of banking developed by Acharya and Naqvi (2012) theoretically prove that inflows of sufficient quantity of deposit lower banks' funding liquidity risk, bank managers have the incentive to take more risk by aggressively reducing the lending rate to augment volumes of loan in order to improve their own compensation. When the bank deposits are high enough, the managers misprice lending rates by lowering criteria for applying loans for their managerial performances are not only based on the quantities of loans they advanced to customers but also their compensation and they bear partial penalty costs due to presence of idle and too much liquidity. However, the managers' compensation cannot be affected long-term risks. Banks only perform the costly audit to investigate managers' decisions regarding the lending standard if the funding liquidity deficit experienced by the bank is sufficiently large. Hence, excess deposits make bank managers overconfident that banks will not face a funding liquidity crisis shortly and their lending practices will not be questioned. Banks may face a capital shortfall from losses in relation to aggressive lending which may in turn trigger bank failure.

Funding liquidity and Funding risk

Before preceding our discourse, we are defining what do funding liquidity, funding liquidity risk, and liquidity creation mean? According to King (2013) classified the concepts of liquidity into: 1) funding liquidity,2) market liquidity, and 3) liquidity creation.
Brunnermeier and Pedersen (2009) define the funding liquidity as it is the ease with which an institution can obtain funding. Funding liquidity is also referred as the ability to raise cash on short notice (Strahan, 2010). King (2013) stated there are close relationship between the terms funding risk and liquidity risk, the funding risk refers to a bank's ability to raise funds in the desired amounts on current basis while the liquidity risk refers ability to finance cash outflows at any given point in time. The funding risk refers to the liability side of the balance sheet while the liquidity risk refers to the asset side of the balance sheet.

Brunnermeier and Pedersen (2009) differentiate market liquidity from funding liquidity and explicitly explain how they correlate with each other. Market liquidity illustrates the cost of selling assets (Strahan, 2010). The market liquidity goes up when intermediary agent can sell assets quickly with their close prices with low transaction charges.

Liquidity creation can be defined as the provision of financing to the real economy. The concept of liquidity creation is not new really and is dated back to Smith (1776)[1]. It allows banks to create liquidity on and off the balance sheet (Berger & Bouwman, 2009). The theoretical argument regarding of liquidity creation on and off balance sheet developed by (Diamond and Dybvig (1983) which has a view of the asset side of banks' balance sheet are not active. This theory considers liquidity creation can only be created from the liability side of the bank's balance sheet. The liquidity creation enable depositors share risks with banks because they prevent the savers uncertainty about their preference for the timing of consumption, which means banks give them an opportunity to make simple investment with the predetermined yield. The banks ensure the depositors to have the rights to make withdrawal at any moment they need.

On the other hand, the second theoretical argument insisted liquidity creation can be generated on both sides of banks' balance sheet (Berger & Bouwman, 2009).Similarly liquidity creation can be created from asset side and liability side of balance sheet of banks and f liquidity creation focuses to on and off -balance sheet(Donaldson, Piacentino, & Thakor, 2015). Their model emphasizes activeness of banks in which more illiquid assets can be converted to liquidity assets; thereby liquidity creation can be carried in the asset side of the balance sheet. Umar et al. (2016) argued that existent literature regarding the liquidity finding were mostly qualitative except their study, they distinguished the terms funding liquidity, liquidity creation, and stock liquidity and referred as bank liquidity, use NSFR as proxy for funding liquidity, cat fat and cat nonfat for liquidity creation and stock liquidity for as a proxy for stock illiquidity; simultaneous equations model and three-stage least square estimation and sample size is 188 banks operating in BRICS between periods from 2007 to 2014. The results show that liquidity creation has negatively significant effect on funding liquidity; that is, if the liquidity creation is increased, it directly changes funding liquidity in downward direction and there is no evidence showing reversibility which means that funding liquidity has not any effect on liquidity creation. If stock liquidity becomes higher, it impacts negatively on liquidity creation, in other words, if stock illiquidity becomes higher, liquidity creation also gets high but variation is stock liquidity cannot be explained by variation in liquidity creation. Nonetheless, there is

direct effect of stock liquidity on funding liquidity but stock liquidity can influence funding liquidity through liquidity creation.

Funding liquidity and risk taking

Regulatory agencies reform risk management for liquidity banks concentrate liquidity of banks after liquidity crunches which triggered the recent Global Financial Crisis (GFC). Banks carry normally financial intermediations in which they accept deposits and hold portfolios of loans. These activities are inherent in financial risks which include liquidity risk, credit risk, market risk, and operational risk (Broll, Guo, Welzel, & Wong, 2015). There is a growing interest in literature which relates the funding liquidity and its impacts on the bank risk taking (Drehmann & Nikolaou, 2013; Khan et al., 2016; Lei & Song, 2013; Umar et al., 2016; Vazquez & Federico, 2015) and sheds light on about funding liquidity and bank capital (Berger & Bouwman, 2009; Choi, Park, Ho, & Johnson, 2016; Horváth, Seidler, & Weill, 2014; Lei & Song, 2013; Vazquez & Federico, 2015).

Drehmann and Nikolaou (2013) examined the association between funding liquidity risk and market liquidity, funding liquidity risk with a measure of insurance premium by using regression as method of data analysis and short-term main refinancing data with period between June 2005 and October 2008 in European area, their findings showed that the funding liquidity risk is normally low and stable with temporal spikes during events in recent financial crisis and evidenced a declining sign in spirals between market liquidity and funding liquidity risk. Debate continues about the liquidity funding and how does it affect the stability of financial system.

Khan et al. (2016) investigated the correlation between funding liquidity and bank risk taking by employing Two Stage Least Squares and Instrumental Variable Method as methods for data analysis, target population is U.S. Bank Holding Company (BHC) with sample size of 4,749 and Period of 1986 and 2014, their results indicate inverse relationship between funding liquidity and bank risk taking; that is, whenever lower funding liquidity risk, banks take more risk as evidence banks with lower funding liquidity risk took less risk during Global Financial Crisis and found bank size and capital buffers generally prevent them to take more risk.

Vazquez and Federico (2015) evaluate the structures of bank funding and its effects on financial stability as empirical evidence for run up during recent the global financial crisis; uses NSFR and the equity ratio as proxy for bank funding and bank failure with the measure of probit of binary of 1 and 0, 0 for bank failure and otherwise for 1 and the study uses control variables which capture profiles of bank risk during financial crisis and these include average credit growth, non-interest income (non-interest income/ total income, distance to default (Z-Score), which equals standard deviations bank return on assets has to drop to trigger insolvency. The method that the study uses is probit regression model, sample size of 11,000 banks in the U.S. and Europe during 2001to 2009. The results show that banks with lower funding liquidity failed onset of the crisis; moreover, those with higher the ratio of equity to asset were more probable to fail after the financial turmoil and the findings also proved bank risk-taking was responsible for likely bank failure because the large cross-border banks did not experience liquidity risk while the domestic banks which were weaker than global banks for the domestic banks had high ratio of leverage.

Liquidity risk, loans and deposits

In general, banks have concern about liquidity risk which is the probability of demand for cash by bank clients would exceed the cash available in bank's vault. The cash demand is random for the bank cannot predict the withdrawal amount of deposits or the time deposits may not roll over maturity date or customers of bank with arrangement of credit lines might draw down suddenly large segment of their credit lines (DeYoung & Jang, 2016).Therefore, banks give consideration core deposits by funding bank loans because the core deposits are a stable funding that provides security for the bank loans and they are unlikely withdrawn unexpectedly. Concordance with this notion, the difference between bank loans and core deposits is called as funding gap. Funding Gap is calculated as follows:

Funding Gap =Loans -Core Deposits > 0

A bank attempts that its funding gap must be positive by raising extra funding for its illiquid assets (loans). This connotation is accordance with prudential regulation that pushes banks to hold core deposits which is enough stable funding that would be utilized to fund their loans which mean illiquid assets (DeYoung & Jang, 2016). However, the bank cannot raise core deposits immediately; therefore, it utilizes the accessible non-core deposits and short-term borrowings or / and sell liquid assets to fill the funding gap in a short. These remedies are temporary and create an inequality in short-term liabilities and short-term assets.

Funding Gap = Loans - Core Deposits ……...(1)

There is alternative approach in which funding gap can be derived from the imbalance.

Funding Gap =Short-term Borrowing -Liquid Assets > 0……...(2)

Obviously, from the above equations, we understand that a bank puts more reliance on these short term borrowing to solve its funding gap. The funding gap is assumed to be a negative; That is, it means cost for short-term wholesale funding will eventually go beyond its return on liquid securities investments (DeYoung & Jang, 2016). Combining equations 1 and 2, we can derive loans-to-core deposits ratio (LTCD) and the equation 3 is as following.

According to DeYoung and Jang (2016) concluded three implications of LTCD ratio. First they proposed the LTCD has negative relationship with liquidity risk which equals short-term borrowings minus liquid assets. Secondly they argued that LTCD is consistent and is logically related to Basel III new liquidity ratios of net stable funds ratio and liquidity coverage ratio. Finally LTCD ratio equals 1, which means it is the threshold value. If the LTCD ratio exceeds 1 which means the threshold value (i.e., short-term borrowing > liquid assets), it implies that the bank is under condition of pure liquidity risk.

Loans-to-core deposits (LTCD) evaluate a stable funding of the bank by comparing bank's loans. LTCD ratio is estimated by illiquid assets (loans) to core deposits (stable funds).If the LTCD ratio equals 1, it has implication that a bank's liquidity balances its illiquidity or the bank's liquid assets are equal to its liquid liabilities. Core deposits consist of transactions deposits and fully insured (but non-brokered) time deposits. A salient feature of these deposits

is their insensitivity to market interest rates. Once these customers have been attracted to the bank, these deposits represent very stable sources of funds(DeYoung & Jang, 2016).

Banks prefer always to have greater LTCD ratios because they utilize these illiquid loans for obtaining higher yields. In contrast, they are allowed to involve investments in securities which are liquid, and funding a supplementary loan with treasury repos, purchase of overnight fed funds, and commercial paper in which they have an access to public credit markets by obtaining funds. The banks are more costly to issue core deposits than commercial paper because they incur more expenditure services or maturity premiums for them (DeYoung & Jang, 2016). However, maintaining higher LTCD ratio can cause banks liquidity risk, credit risk and interest rate risk(DeYoung & Jang, 2016). If the bank reached a targeted high LTCD ratio, it implies that the bank's credit risk and interest rate risk go up because it accepts more applications of loans while the probable mismatch between long term loan maturities and short term maturities of instruments in money market increase, concurrently, the risk of interest rate may rise. For the notion of value maximization of the bank, it selects an option of high LTCD ratio to obtain greater return with the line of portfolio theory which states trading off risk-return, which means higher risk yields higher, return or lower risk yields lower return but the bank manager gives greater weight on risk, particularly liquidity risk and lesser weight expected profits in bank performance.

A large theoretical literature credits the very existence of banks to the joint issuance of, and interrelationships among, loans and deposits. Some of the more prominent recent work in this area focuses on the joint effects of loan-related shocks (unexpected borrower takedowns of credit lines) and deposit-related shocks (unexpected demands for cash by depositors and/or money market creditors) to bank liquidity. Kashyap, Rajan, and Stein (2002) hold that the relationship between deposit withdrawals and takedowns of credit lines are not highly positively correlated but they synergize one another. Similarly, Gatev, Schuermann, and Strahan (2009) conceded that deposit withdrawals are not positively correlated with and loan takedowns through the business cycle, for example, investors crowd to bank deposits while borrowers concurrently reduce their credit lines at the times of tight liquidity in credit markets. This implies natural liquidity hedge and it is an illustration for which a bank manages its liquidity risk and it moderates the fluctuations regarding the loans-to-deposits ratios of banks during business cycles. Although Acharya and Mora (2015)insisted that that hedging technique is not natural rather than institutional, as it depends on the presence of deposit insurance. A little is known how bank's liquidity risk has affect on bank risk taking behavior.

Hypothesis 1: Lowering funding liquidity risk, increase in bank risk taking.

Hypothesis 2: Higher bank liquidity leads greater bank risk taking behavior.

Data and Methodology

In recent years, there has been an increasing research interest in determinants of liquidity funding and liquidity funding risk and many factors which influence liquidity funding have been found. However, this paper focuses on the effect of loans to total assets (LTA), loan to core deposits (LTCD), funding liquidity risk on bank risk taking. The return on assets (ROA), and bank size are used in this study as control variables and inclusion of these independent

variables ensures that there is no multicollinearity problem and considers the formation of a single model.

Data description

This study constructs an unbalanced panel of 120 commercial banks from BRICS (Brazil, Russia, India, China, and South Africa) over the period of 2006and 2016. The data of annual reports of these banks were collected from the Thomason Reuters SDC Platinum in order to analyze the impact of loan to the total assets (LTA), loan to core deposits (LTCD), and liquidity funding risk on bank risk taking behavior; albeit, the Bank Scope was the main source of bank data which would give a comprehensive facts about banking information. Unfortunately, it is not working currently. We obtained the raw data and calculated the interested variables. The original data of this study consisted of 120 commercial banks for which the financial data are accessible from Thomason Reuters SDC Platinum. Then we dropped the banks whose data observations are missing and less than 3 years. After cleaning the data, a total of 58 commercial banks from BRICS were left and unbalanced data with 580 observations.

Model specification

Several econometric models currently are employed for the measurement of funding liquidity and funding liquidity risk of banks; therefore, this study employs panel regression model to test the effect of funding liquidity funding liquidity risk on banks' risk taking behaviors. The empirical model consists of control variables that capture the bank characteristics which may have impact on the banks' behavior on risk taking. The model is as following:

$$Stab._{it}=\beta 0+\beta 0 Stab._{it}-1+\beta 1 FL_{it}+\beta 2 lSZ_{it}+\beta 3(FLxlSZ)_{it}+\emptyset 1 Z_{it}+\varepsilon_{it}$$

Where risk stands for bank risk taking, lagged liquidity for liquidity funding and liquidity funding risk, and lagged controls stand for variables of lagged bank loans, return on assets, bank's size, and loans to deposits.

Measures of Variables

Bank Risk taking

Bank risk taking is the dependent variable in this study, and is the vector of alternative measure of bank risk variables for banks I and year t. Bank risk is measured differently looking from various aspects. These proxies include loan loss provisions to total assets (LLP) which captures the credit risk and the banks' asset quality. The banks are required to maintain loan loss provisions if the probable loan impairments may occur (Delis, Hasan, & Tsionas, 2014). Khan et al. (2016) use loan loss provisioning as a sign which shows higher in loan loss provisions; it means banks are taking on more risky investments. In addition, it gives a signal of investment decisions for the past years and bank's aggressiveness towards lending decisions. The Z-scores are employed to gauge the distance to default or a tool for assessing the bank's insolvency(Ashraf, Rizwan, & L'Huillier, 2016). Z-scores are common in the literature of bank stability, if the value of Z-scores increases, bank stability also goes up. Z-scores are ratio of sum of the return on assets and the capital to asset to the standard deviation of asset returns. In other words, it is equal to the number of standard deviations bank profits falling below the

mean value in bank profits in order to adjust it depletes the bank's equity and income(Lepetit & Strobel, 2013). Market risk evaluates the overall risk of a bank by measuring the standard deviation of bank stock returns and variability of stock return can be estimated from stock returns of the bank daily for the year. This proxy is used to measure bank risk (Khan et al., 2016).The market risk which equals standard deviations of banks' stock returns and risk-weighted assets to total assets ratio. Therefore, this study employs credit risk, market risk and overall risk as proxies for dependent variable.

Funding Liquidity Risk

Funding liquidity risk is the independent variables that this study uses and the proxy for this variable is lagged of liquidity which is equal to ratio of total deposit to total assets for bank I and year t. The study hypothesizes that reducing liquidity funding risk increases the bank risk taking behavior in the subsequent year. This study follows the notion which bank managers take more risk whenever excessive deposits are available and funding risk is eliminated; that is, bank managers will consume more risk if banks have more deposits are and probability of run risk is lower for these banks are far distance from funding crisis in short term(Acharya & Naqvi, 2012).The funding liquidity risk is measured by deposits(Acharya & Naqvi, 2012; Khan et al., 2016).Acharya and Naqvi (2012) argue that higher deposits incentivize bank managers to take more risk and measure banks' funding liquidity risk deposits because it is the shield of bank from "run" risk. Similarly this study employs the same proxy to explain the bank's reliance on deposits. Because deposits can be funded in long term investments and keeps banks vulnerability to deposit run risk in the near future. The reason banks take more risk is that deposits are insurable property which acts as put option in which banks' assets are exercised at expiration date if the contract is at worth. Therefore, banks acquire more risk in response to increases in deposits due to the option contract in deposit insurance(Khan et al., 2016).

Empirical results and discussion

This study begins by showing some preliminary associations among our all variables of interest through univariate tests in Section 4.1 and correlations in Section 4.2, followed by panel regression baseline in Section 4.3 and robustness checks in Section 4.4.

Univariate analysis

Table 4.: Descriptive Statistics of unbalanced panel of 580 annual observations of 58 different BRICS commercial banks, 20006–2015. All variable means and standard deviations are calculated.

	Observations	Mean	Std. Dev.	Min	Max
Market risk	580	0.22	0.18	0.01	0.49
Credit risk	580	0.04	0.02	0.01	0.08
Overall risk	580	2.11	0.69	0.43	3.07
LTA	580	0.44	0.10	0.33	0.62
LTCD	580	1.56	0.46	1.13	2.67
Funding	580	0.29	0.03	0.23	0.33
ROA	580	0.01	0.00	0.00	0.02
Size	580	17.10	0.64	16.24	18.42

Table 4.1 reports the descriptive statistics of the sample commercial banks from BRICS countries. The mean value of Funding is 29 percent suggesting high standard deviation of 3% with the minimum and maximum values of 23 and 33 percent show the range of funding liquidity of banks included in the sample. The mean values of loan to core deposits (LTCD) and loan to total assets (LTA) are 1.54 and 0.44 respectively and their standard deviations are 2.67 and 0.62. The variation in loan to core deposits (LTCD) implies risk which is greater than the variability of loan to total assets (LTA). The mean score values of bank risk are 22 percent in market risk, 4 percent in credit risk and 2.11 in overall risk. The standard deviation of credit risk is 2 percent and is the smallest in the sample of the bank rink, standard deviation market risk is 18 percent and overall risk has the highest standard deviation of 69 percent. In addition, the mean value of return on assets (ROA) is 1 percent with risk free rate, the mean score value of bank size is 17.10 and it has 64 percent in standard deviation.

Correlation coefficients

Table 4.2.: Pairwise Pearson Correlation Coefficients

	Market risk	Credit risk	Overall risk	LTA	LTCD	Funding	ROA	Size
Market risk	1							
Credit risk	0.50	1						
Overall risk	0.29	0.39	1					
LTA	0.60	0.79	0.39	1				
LTCD	0.71	0.83	0.39	0.92	1			
Funding	-0.66	-0.52	-0.25	-0.34	-0.66	1		
ROA	0.35	0.36	0.99	0.35	0.38	-0.29	1	
Size	-0.11	0.31	-0.58	0.36	0.26	0.18	-0.63	1

The Table 4.2 shows the of correlation coefficients of variables in dynamic panel regression and the correlations among funding, loan to total asset (LTA), loan to core deposits (LTCD) , market risk, credit risk and overall risk are in concordance with the expectations. However, funding liquidity has negative and strong relationship with bank risk which includes market risk, credit risk and overall risk. Bank size has adversely affects bank risk and return on assets have positive correlation with the bank risk taking at overall.

Regression Baseline

Table 4.3.: Funding, loan to core deposits ratio (LTCD) and Bank risk taking

	Model 1	Model 2	Model 3
Variables	**Market Risk**	**Credit Risk**	**Overall Risk**
	-19.39109***	-0.850988***	-52.79806***
	(0.0000)	(0.0000)	(0.0000)
	-2.822241***	-0.133797***	-8.475281***
	(0.0000)	(0.0000)	(0.0000)
	9.749075***	0.466415***	29.92019***
	(0.0000)	(0.0000)	(0.0000)
	- 0.310662***	-0.024217***	-0.332219***
	(0.0000)	(0.0000)	(0.0000)
	6.527917***	4.521851***	-52.27507***
	(0.0060)	(0.0000)	(0.0006)
Constant	0.702723**	-0.057539***	23.68212***
	(0.0132)	(0.0081)	(0.0000)
R-squared	0.748584	0.908098	0.760435
F-statistic	307.2747	1019.732	327.5811
Observations	522	522	522
Number of banks	58	58	58

N.B. Asterisk represents significance level for hypothesis rejection *10 %; **5 %; ***1 %

Table 4.3 represents the fixed effects regression model results. Firstly, we analyze the effect of funding liquidity risk on bank risk taking with the proxies of market risk, credit risk and overall risk using the entire sample. A unit decrease in funding liquidity risk, the market risk goes up by almost 19 units and the relationship between funding liquidity risk and market risk is statistically significant in the subsequent year. The effect of bank's funding liquidity risk on credit risk is also statistically significant, which means if funding liquidity risk lowers by a unit, credit risk increases by 8% in the following year. Furthermore, the funding liquidity risk influences the overall risk, for instance, if a unit of standard deviation of funding liquidity is decreased, the overall risk of bank increases by 52 units. Therefore, these results are in line with those of previous studies and seems to support the theoretical prediction suggested by Acharya and Naqvi (2012) who argue if the funding liquidity risk is lowered, bank managers take more risk; that is, bank taking behavior also goes up. Similarly, these findings are in line with previous studies (Khan et al., 2016). It therefore shows evidence that lower the funding liquidity risk, bank risk taking would increase.

Secondly, this study aims to find the impact of loan to core deposits (LTCD) and loan to total asset ratio (LTA) on the bank risk taking behavior. The loan to core deposits ratio (LTCD) impacts adversely bank risk taking, which means lowering the ratio of the loan to core deposits (LTCD) would decrease banks' instability (overall risk) by 8.5 in the subsequent year, the market risk by 2.8, and credit risk by 0.13. The loan to core deposits ratio (LTCD) has the least impact on credit risk and the highest impact on banks' stability. Thirdly, loan to total asset ratio (LTA) has positive impact on the bank risk taking behavior, which implies that if the loan to total asset ratio (LTA) is increased by 1 unit, the bank's overall risk rise by 30, credit risk increases least by 0.5 and the market risk moves almost by 10.

The bank specific control variables of this study include the size of the bank that is in accordance with theory of too big to fail and it influences the bank's assets and finally impacts

on the bank risk taking behavior (Schwerter, 2011). Bigger banks can hold sufficient liquidity levels because they can easily access to the 'lender of last resort' and as well they take advantage safety net (Distinguin, Roulet, & Tarazi, 2013). Moreover, larger banks benefit from franchise value and can employ a diversification as a device for risk management. This study uses bank size ($LnSize_{it}$) with the proxy of natural log of bank's total assets. If the parameter estimator becomes positive, it implies the existence of higher franchise value which promotes better risk management approach and easy accessibility of 'lender of last resort'. In contrast, if the parameter coefficient becomes negative, the bank's size is in line with the concept of 'too big to fail'. Larger size of the bank impacts significantly on overall risk of bank, credit risk and market risk. The larger size, overall risk of bank decreases 33%, credit risk declines by 31%, and market risk goes down by 2.4 %. It proves that the existence of higher franchise value which promotes better risk management approach and easy accessibility of 'lender of last resort' and it is in line with previous studies. (Distinguin et al., 2013).

The stability of bank is a function of its profitability and banks that earn strong returns have the benefit of constant stable incomes (Hong, Huang, & Wu, 2014; King, 2013).The bank's profit has a measure of the ratio of net income to total assets(ROA) and this study expects positive sign and this concept corresponds with the previous study(Ashraf et al., 2016). The bank profit (ROA) of each model is statistically significant and is accord with the expected signs except that overall risk which indicates higher profit would impact banks to engage more risk. Therefore this result is concordance with Ashraf et al. (2016) who argued that higher profit margins, banks engage more risk. The difference of results can be attributed to sample size.

Robustness tests

To check the robustness of our results and address the potential simultaneity problem or endogeneity, we use interbank borrowing and leverage ratio as instrumental variables to explain the target variables and also employ a two stage least square (2SLS) estimator. The interbank borrowing affects adversely both funding risk and liquidity risk and it can be generally considered as a measure for risk for macroeconomic environment because bank's funding risk and liquidity risk lower when the rate of interbank declines. The leverage ratio is a key important measure for the funding risk and stability of banks, a higher leverage ratio (long term liabilities to total assets) implies that the banks would receive stable funding in the long run from their investors.

The empirical results from 2SLS present on the table 4.4. The dependent variable in model 1 represents the variability of bank stock returns (Market risk), model 2 for credit risk and model 3 stands for Z- score or bank risk taking. The results are statistically significant and remain constant even though the problematic variables are controlled.

Table 4.4: Two stage least square (2SLS) estimator based on funding risk, liquidity risk and bank risk taking behavior

	Model 1	Model 2	Model 3
Variables	**Market Risk**	**Credit Risk**	**Overall Risk**
	-20.51370***	-1.027107***	-49.71858***
	(0.0000)	(0.0000)	(0.0000)
	-2.967474***	-0.159202***	-7.676887***
	(0.0000)	(0.0000)	(0.0000)
	10.05382***	0.573327***	20.06314***
	(0.0000)	(0.0000)	(0.0000)
	0.372334***	0.023219***	1.127616***
	(0.0000)	(0.0000)	(0.0000)
	1.364401***	-4.363094***	32.97440***
	(0.0060)	(0.0000)	(0.0047)
R-squared	0.744350	0.904450	0.553497
Observations	522	522	522
Number of banks	58	58	58

The results show that the selected instrumental variable are closely related to the target variable, the size of bank in this the first stage of our 2SLS estimations is in line with the hypothesis of "too big to fail'. The difference is due the solving endogeity. The all model are very good and they are good fit (R-squared =0.744350, 0.904450 and 0.553497). They have strong explanatory power to explain variation in bank risk taking (dependent). Therefore, the models do not exhibit any econometric problems and it can be used in prediction straight forward.

Conclusion

The aim of this study is to examine the impact of funding risk and liquidity risk on bank risk taking for the period between 2006 and 2016 in BRICS countries. Funding liquidity refers the ease with which an institution can obtain funding or it represents the institution's ability to raise cash on short notice (Strahan, 2010). Funding risk funding risk refers to a bank's ability to raise funds in the desired amounts on current basis while the liquidity risk refers the ability to finance cash outflows at any given point in time. They are closely related; however, the funding risk refers to the liability side of the balance sheet while the liquidity risk refers to the asset side of the balance sheet. Brunnermeier and Pedersen (2009) state market liquidity is different from other forms of liquidity, it Market liquidity explains the cost of selling assets and it varies and goes up when intermediary agent can sell assets quickly with their close prices with low transaction charges. Liquidity creation can be defined as the provision of financing to the real economy and allows banks to create liquidity on and off the balance sheet (Berger & Bouwman, 2009).

This study has shown that funding liquidity risk impacts the market risk, credit risk and bank risk taking to go up in the subsequent year and the effect statistically significant. The result are in line with those of previous studies and supports the theoretical prediction suggested by Acharya and Naqvi (2012) who argue if the funding liquidity risk is lowered, bank managers take more risk; that is, bank taking behavior also goes up. Similarly, it agrees with the previous studies (Khan et al., 2016). Secondly, this study aims to find the impact of liquidity risk with the loan to core deposits (LTCD) on the bank risk taking behavior. The liquidity risk (LTCD) has negative statistically significant effect on the bank risk taking behavior, which means if the liquidity risk declines, the overall risk scores the highest risk of 8.5 standard deviations in the

subsequent year, the market risk goes up by 2.8 standard deviations in the subsequent year but credit slightly changes with the reduction of the liquidity risk in the following year. However, the banks' loans have positive effect on their risk taking behavior.

Appendix A: Variables and Measures

Variables	Definition	Source
Bank risk Taking	(Credit risk , market risk, Overall risk)	DataStream
Credit risk	Ratio of loan loss provisions to total assets (LLP)	
Market risk	The standard deviation of bank stock returns and variability of stock return can be estimated from stock returns of the bank daily for the year.	
Overall risk	Z-scores are ratio of sum of the return on assets and the capital to asset to the standard deviation of asset returns	
LTA	Ratio of loans to assets	DataStream
LTCD	Ratio of Loans to core deposits	DataStream
ROA	Return on Total assets	DataStream
Funding Liquidity	Ratio of total deposit to total assets	DataStream
Bank size	Natural logarithm of bank assets	DataStream
Interbank	Ratio of interbank borrowing to total borrowing	DataStream
Leverage	Ratio of long term liability to total assets	DataStream

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AN OVERVIEW OF USING ANALYTICS APPROACH TO PREDICT INTERNET USAGE AND STUDENT PERFORMANCE IN EDUCATION: A PROPOSED PRESCRIPTIVE ANALYTIC APPROACH

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Abstract : *For many years, Institution of higher education have been concerned about the quality of education and use different means to analyze and improve the understanding of student success, retention and achievement. Data mining plays an important role in the business world and it helps to the educational institution to predict and make decisions related to the students' academic status. This research focuses on analysing the effect of Internet usage patterns and impact of that usage patterns on their academic performance. The objective of this paper is to examine the analytics approach by describing the different academic analytics and providing examples of various applications. The paper discusses different definitions of academic analytics to analyze Internet usage and student performance. We propose a Prescriptive Visualization model using the prescriptive analytic approach. The paper will provide a broad overview of big data analytics for researchers and practitioners.*

Keywords: Academic Performance, Internet Usage, Visualization, Prescriptive Analytics

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Introduction

The past few years have seen an exponential growth in big data analytics and their use in business, banking, human resources and many more (Chen, Chiang & Storey, 2012). This trend is supported and followed by several developments like healthcare, agriculture, services, manufacturing, industry and many more. Now big data has become a major focus in education.

Education remains as a key aspect that has always given emphasis by the government in improving the country's economy, while at the same time ensuring sustained improvement in peoples' general welfare. In fact, all educational institutions across the country consider investments in technology in order to improve student achievement primarily by providing Internet access for students to obtain the necessary information (Class, Wiebke, Friederike and Annika, 2014; Peltzer, Pengpid, & Apidechkul, 2014; Dorji, 2015).). With the use of the Internet is believe to be able to close the achievement gap, improve the quality of learning and

improve academic achievement (Johari & Yahya, 2016). While the Internet is known as a facilitator in getting information among students, however, until now it was not proven that the Internet provision can improve student academic achievement (Ramlan & Ahmed, 2010). Therefore, further studies should be conducted to assess the effectiveness of the technologies available to achieve the targeted goals for student achievement in higher education to achieve quality education in years 2020.

Exploring and analyzing vast volumes of data becomes increasingly difficult. Data mining approach is computational tools to extract automatically models or patterns from data whereas visual data mining can help deal with the flood of information for the purpose of decision making (Gandomi & Haider, 2015). With the advancement of intelligent data analysis, the trends and patterns in data can be extracted through the use of data mining technique (Landge et al., 2012). Due to that reason, continuous data analysis became an active field of research and became a major focus in the field of current research.

This paper examines the role of Data Mining Analytics in analyzing Internet usage and their student performance. The paper first identifies the analytic approach in analyzing Internet usage and student performance. Secondly, the paper gives recommendation on the prescriptive analytic approach for continuous research in analytic study. It followed by the Prescriptive Visualization Model for analyzing Internet usage and student performance propose by researcher. The paper concludes by outlining future directions relating to the development and implementation of institutional project on analytic approach.

Literature Review

Analytic Approach to Analyze Internet Usage and Student Performance

Previous studies on the Internet usage and student performance such as those conducted by Sikder, Uddin and Halder (2016), Saeed and Dixit (2015), Kurniawan and Halim (2013) and Mat, Buniyamin, Arsad and Kassim (2013) have completely using descriptive and predictive techniques to evaluate students' performance. This technique will monitor and evaluate the students' Internet usage and student academic performance to investigate to what extent the variable dependencies (Kurniawan & Halim, 2013). Prediction of student academic performance helps organization to explore the relationships between student activities on their Internet usage and their academic performance and an analytic technique that has been used was proven to be a useful result and impact to the organization (Kouatli, 2015). It is obvious by using these two techniques in describe and predict students' performance enable to target intervention across learning process and improve students success. However, no studies have been carried out on the prescriptive knowledge of students' performance through Internet usage (Mat, Buniyamin, Arsad & Kassim, 2013). Prescriptive knowledge is still lacking in the context of IS research (Seidel & Watson, 2014). It requires the correct tools and approaches to be analyzed and classified effectively and proficiently (Nuaimi, Neyadi, Mohamed, & Al-Jaroodi, 2015). Therefore, prescriptive research is needed in the context of the IS discipline and requires a more detailed description and prediction research.

Table 6 : Analytic Approach to Analyze Student Performance

No.	Analytic Approach to Analyze Student Performance	
	Author	**Analytic Approach**
	Mat, Buniyamin, Arsad & Kassim (2013)	Predictive Analytic
	McKay, Miller & Tritz (2012)	Predictive Analytic
	Shaukat et al. (2016)	Descriptive Analytic
	Devasia, Vinushree & Hegde (2016)	Naïve Bayesian Mining technique
	Saa (2016)	Decision Tree and Naïve Bayes

Prescriptive Analytic Approach

Analysis of Big Data helps organizations take advantage of the data and use it to identify new opportunities. With the flood of data available, most organizations turn to analytics solutions to extract meaning from the huge volumes of data to help improve decision making. More recently, prescriptive analytics is relatively new concept to the business planning and advanced analytics space after the descriptive, diagnostic and predictive analytics. It enable to translates a forecast into a feasible plan for the business, and helps users identify the best steps to implement. Prescriptive is widely used in healthcare to recommend alternative treatments to clinicians and patients at the point of care and helping in decision making process (Mathew & Pillai, 2015).

Descriptive analytics is the most common analytic approaches used by many researchers. Predictive analytics analyzes to predict the future while prescriptive analytics suggests decision options with their implication (Song et al., 2013). The current analysis has been explored by researcher goes from predictive to prescriptive analytics (Gartner, 2013). Prescriptive approach designed for normally intelligent people who want to think hard and systematically about some important real problems.

Psychologically, humans generally do not process information and make decisions in an inconsistent manner. With the help of more sophisticated data analysis, it can help to better understand the problems so that they can make better decisions while not guaranteeing the best results. In addition it is able to provide clear guidance in designing a real (complex) problem solving scheme to adjust to the action taken beforehand so that the decision is really appropriate to run and improve decision quality (Kawas, Squillante, Subramanian, & Varshney, 2013). There is no doubt that descriptive and predictive analytics have been receiving attention for a few years and has been used by many organizations to raise productivity, improve decision making, and gain competitive advantage. This analytic has also proven to provides institutions of higher education to leverage existing data and collect missing data to help make better decisions due to the growing of data.

Gartner (2012) defines prescriptive analytics as “the combination of optimization, rules and data that enhances analytics by suggesting the optimal way to handle a future situation and can be applied to strategic, tactical and operational decisions.” In other words, while all analytics approaches aim to improve decision making, only prescriptive analytics recommends (i.e. “prescribes”) the best path (Bischhoffshausen et al. 2015; Song et al. 2013). Prescriptive

analytics is the final stage in big data analytics which uses optimization and other mathematical models to identify the best actions and decisions (Sanjay & Alamma, 2016).

Prescriptive Analytics is the process that produces answers to the question why something will happen and providing advice to the conditions that are likely to occur in the future (Banerjee, Bandyopadhyay & Acharya, 2013; Bertsimas & Kallus, 2015). Because of this ability prescriptive analytics is needed by top-level management in making decisions. In the process quite difficult to create a system that uses a prescriptive analytics algorithms considering should really be able to see the unseen from the results of two previous analytics (Haas, Maglio, Selinger & Tan, 2011). It is also considering all options for decision making. To accomplish this machine learning certainly is must use.

Prescriptive analysis is the crucial part where data scientists can get insight on the actions needed to be executed to reduce risks and improve the quality of services provided to patients (Wanigarathna, Sherratt, Price & Austin, 2016). However, it not only requires analytic skills and content but needs deployment along with a culture of improvement to show profound results (Crockett, Johnson & Eliason, 2017). By using the same concept, the researcher wanted to apply this concept in the study of Internet usage and wanted to see its impact on the academic performance of the students. In this research will determining new advanced analytic which enables is decision makers to look into the future in the context of higher learning (Basu, 2013).

Prescriptive Visualization Model for Internet Usage and Student Performance

This paper deal with the Big Data Analytic has been used for analyzing Internet usage and their effect on student performances. After analysing the techniques that have been used, researcher come up with the model intended to fulfil the requirement approach. These model will introduce the prescriptive technique that will embedded in Decision Support System to analyse Internet usage pattern and the effect to student achievement academically.

The model is taken and extend from Knowledge Generation Model developed by Sacha et al (2014) and through combination with Decision making Model developed by Minztberg, Theoret and Raisinghani (1976).From this model, researcher try to add the elements of cognitive and reasoning analytics because the researcher believes the two elements is required to process and interpreting the results of computational analyses and try to reduce the mental load process (Abeysekeraa & Dawson, 2014). The complete model is presented in Figure 1 while in Figure 2 is the process model for integrating this model in Institution of Higher Learning.

Figure 2 : Prescriptive Visualization Model

Figure 3 : Process Model

Conclusion

This paper has reviewing the analytic approach has been using for analyzing Internet usage and student performance especially for higher education. Researcher try to propose the new analytic approach which is known as Prescriptive analytic as an advanced analytic as an advancement in the world of big data analytic. It also serves as a future reference for researchers on the domain of analytic and also in education. Besides, this study adds new information to the literature by introducing new approach in the contexts of education. The future study would come up with the prototype to evaluate the effectiveness of this model.

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STUDENTS' READINESS AND MOTIVATION TO USE MOBILE PHONE FOR LEARNING ENGLISH AT HIGHER LEARNING INSTITUTION

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Abstract: *The rapid growth on ICT have reshaped our live today, and nowadays' university students in Higher Learning Institutions have an immense use of mobile phones, iPads and other portable devices. Mobile learning or m-Learning focuses on the mobility of the learner while interacting with portable technologies. The use of mobile learning among university students is seen as an alternative to increase their interest and motivation on learning the academic programmes at Higher Learning Institution. The m-learners use mobile device for educational purpose at their own time convenience. An online questionnaire survey will be used to collect data for this study. The findings will reveal on the students' readiness which are basic readiness, skills readiness, psychological readiness and budget readiness at a public university in Malaysia in relation to mobile learning. The study will also explore the students' motivation towards the use of mobile technologies for learning English in the university. A discussion on the implications of the findings will also be presented.*

Keywords: Mobile learning, higher learning institution, readiness, motivation

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Introduction

The term technology is familiar now in the field of education and the use of mobile technology in learning has started to attract the interest from educators. More significantly, Information and Communication Technologies (ICT) opens more ways of learning, for instance, Web 2.0 applications may trigger some 21st century skills namely critical thinking and problem solving, collaboration and communication, global awareness and information literacy (Rahamat, Shah, Din & Aziz, 2017). Moreover, the rapid growth on ICT have reshaped our live today, and nowadays' university students have an immense use of mobile phones, iPads and other portable devices. All these smart phones and other portable devices are equipped or ready for social media applications like Facebook, Twitter, Wikipedia, YouTube, WhatsApp, Telegram, and Instagram, which are part of what is known as Social Web 2.0, best characterized by the notions of social interaction, content sharing, and collective intelligence (Alabdulkareem, 2015). Thus,

the use of appropriate materials and tools in the teaching and learning is definitely helpful in making the process more meaningful (Rahamat et. al., 2017).

It is undeniable that the tertiary students nowadays are acquainted with technologies and quite a number of surveys have been conducted by various researchers to identify the use of mobile technologies among university students. Nowadays, students own at least a mobile phone or other mobile devices such as an MP3 player, a laptop or a game station, and they are surrounded with technological gadgets which keep on changing at a very fast rate (Rahamat et. al., 2017). However, most of the time, these devices are mainly used for socializing or entertainment (Ally, 2013). In 2014, there was a survey conducted by Malaysian Communication and Multimedia Commission (MCMC) and it was found that the main users of the mobile phone are the young adults from the age group of 20-24 with 18.8% users while the second largest group was 25–29 years old which accounted for 16.3%. In terms of hand phone ownership in 2014, 66.8% of users carry only one hand phone 28.9% of users carry two, 4.3% users use three hand phones while 0.8% require four or more. With the growing number of mobile phone owners among the young adults, it is essential for the educators to look into the possibility of integrating m-learning into the university academic programmes. In relation to this, are the students ready to explore the new path of using these mobile technologies for learning? Thus the study aims to explore UTHM students' readiness and motivation towards using mobile technologies for learning English in the university.

Literature Review

Mobile Phones in M-Learning

Mobile learning or m-Learning is commonly associated with the use of mobile technology especially the mobile phone (Cavus, Bicen & Akçil, 2008; Naismith, Lonsdale, Vavoula & Sharples, 2004; Rahamat et al., 2017). Traxler (2005) defines m-learning as 'any educational provision where the sole or dominant technologies are handheld or palmtop devices'. Furthermore, m-Learning is regarded as wireless learning, a subset of e-Learning which focuses more on using personal computers such as desktop computers with Internet access to learn (Alexander, 2004; Rahamat et al., 2017). The letter "m-", which refers to "mobile" in m-learning, is only a mode of learning, and a mobile phone or tablet PC is only a tool to enhance the learning process (Hussin, Manap & Amir, 2013).

Based on the survey by Malaysian Communication and Multimedia Commission (MCMC) in 2014 it was reported that the main users of the mobile phones were those ranging in age of 20 to 29 years old. So, it is clear that mobile phones among other mobile devices are the most popular types of technology that are commonly owned and widely used by students. In addition to this, MCMC also reported that the survey aims to explore the importance of hand phone in the daily life of Malaysians. Hand phones are very important in 44.8% claimed that hand phones are very important in consumers' day-to-day lives whereas 51.5% of them said hand phones are important and 3.7 percent said hand phones are not important in their daily life. With regards to m-learning and Malaysia, as reported by The Ambient Insight Comprehensive Report in 2011 which is globally, for the duration of 2010-2015, Malaysia is ranked the 9th highest Mobile Learning Five-year Growth Rates (Hussin et al., 2012).

Despite this, m-learning is still in its infancy as the focus in most projects or studies are still lingering on the idea of establishing foundation, theory, design, type of m-learning and

activities supported by mobile technologies (Hussin et al., 2012; Pollara & Kee Broussard, 2011). It was just after almost a decade since mobile technology was first introduced globally in the area of English language learning, but the pedagogical effects of integrating the m-learning in ESL courses especially in Malaysia is not well-known by the educators in Malaysian higher learning institutes (HLIs). According to Hussin et al. (2013) learning is a process whereby a learner or a student is expected to achieve an intended learning outcome within a given time frame and the learning outcome has to be measured in order to ensure that the learning has taken place. Educators play role as facilitators in assisting the students to learn and equipped with the learning resources such as books, lecture notes, learning materials, and communication tools, the teaching and learning process will become meaningful and dynamic for the educator and students to learn. Hussin et al. (2013) further added that the major focus of m-learning is the learning itself rather than the technology represented by the mobile phones. Having a mobile phone for m-learning does not necessarily guarantee that learning will take place but how the learning process is conducted will determine the effectiveness of learning. Tan & Liu (2004) mentioned that with the help of wireless technology and mobile devices, a ubiquitous learning environment can easily be constructed to support the goals of learning anywhere, anytime, and any form, which are not possible to achieve in conventional classroom learning. It was also supported by Ally (2013) that mobile and emerging technologies will allow seamless access to information and learning materials to the citizens of the world where "the learning space is moving away from the classroom at a specific time to anyplace".

With the presence of mobile devices like smart phones, iPAD or tablets, the learning in a mobile environment will become more evocative and fascinating. These technologies have the communication facilities as well as computing facilities that enable users to communicate with other people, create documents, read data files, and access the Internet in a more practical way. By using mobile phone or smart phone, users can send or receive emails, instant messages in text forms or multimedia formats, lecture notes, and audio and video files in 3G/4G formats (Hussin et al., 2013). The learning process is not limited to conventional classroom learning as the users can simply search the information in the Internet and thus making the knowledge they acquired become more meaningful for them.

Teaching Language via Mobile Learning

Many researchers have begun to investigate language learning using various mobile devices such as mobile phones (Kim, Rueckert, Kim & Seo, 2013; Wong, Chin, Tan, & Liu, 2010), pocket PCs (Wong & Looi, 2010), and Apple iPhones (Kim et al., 2013). Mobile phones are increasingly used for improving knowledge of vocabulary (Kim et al., 2013; Stockwell, 2010; Zhang, Song, & Burston, 2011), grammar, listening, and speaking (Kim et al., 2013), in both formal and informal settings (Demouy & Kukulska-Hulme, 2010; Kim et al., 2013). A study that proposed an m-learning model indicated that mobile technologies could help learners understand the lesson and it can also be used to enhance learners' motivation (Ciampa, 2014; Su & Cheng, 2015). Furthermore, much research has hypothesised that the mobile device acts as a mobile guide to assist the students to improve their science and geographical knowledge as well as their motivation to engage in learning activities (Huang, Jeng & Huang, 2009; Hwang, Chu, Shih, Huang, & Tsai, 2010; Su et al., 2015; Zhang et al., 2011).

In Higher Education there is a growing number of universities that integrate mobile phones or smartphones in everyday activities, whether they are used as a communication tool, a content delivering tool or a basis for collaborative learning activities (Chen & Denoyelles, 2013; Lum, 2012; Jarvela, Naykki, Laru, & Luokkanen, 2007). According to Kim et al. (2013), the use of mobile technologies to support content with social communication features (e.g., the ability to review content and then leave comments) can empower students to participate in more collaborative learning environments. The use of mobile technologies requires that students exhibit digital literacy skills such as being able to access, manage, and evaluate digital resources. By doing so, students explore new experience in the mobile environment and thus the learning process will be meaningful to them. Moreover, the use of mobile learning among university students is seen as an alternative to increase the students' interest and motivation in learning a particular course with regards to learn English in the university.

It is reported that the mobile learning could be adapted to four types of learning by the instructors which are Behaviorism, Constructivism, Informal Learning and Collaborative Learning (Hussin et al., 2013; Thomas, 2007). Hussin et al. (2013) emphasized that there is a developing trend in information technologies that provide interactive mechanism among the learners, instructors and the learning materials. In order for an effective learning to take place, the learner or the student decides to engage himself actively and cognitively in the learning activities. However, teachers or instructors will be the guides to help them throughout the learning process.

Readiness and motivation towards M-Learning

Numerous studies were conducted to determine on the students' readiness towards mobile learning as readiness is seen as an important variable in this research field. Readiness takes account of students' capability to adapt to "…technological challenges, collaborative training and synchronous as well as asynchronous self-paced training" (Rahamat et al., 2017, p.17; Schreurs, Ehler & Moreau, 2008). Based on a study piloted by Tahoe & Abakah, (2014) the results showed positive feedback on the students' m-learning readiness. About 73.1% of students own a mobile phones and keen to adopt m-learning in teaching and learning in their university distance education programme. A study conducted by Rahamat et al. (2017) stated that the students' have readiness to use the mobile phone as a learning tool and 73.2% agreed that they would use the learning package designed on a mobile medium. This is further investigated by Hernando, Arévalo, Catasús, & Mon (2014) who emphasized on the potential of using mobile learning and QR codes to enhance face-to-face communication in a virtual learning classroom. From the results, "the potential of mobile learning as an emergent educational tool is seen as capable of facilitating and fostering the teaching-learning process" (Ally & Prieto-Blázquez, 2014, p. 146; Hernando et al., 2014).

In order to implement m-learning in higher institution, the students or learners need to be motivated and feel the excitement to utilise the mobile phones for educational purpose. Motivation refers to the fun or pleasure derived from using a technology. This is further discussed in another study who claimed that mobile phones had successfully improved the teaching and learning process and the mobile-learning activities were the "effective ways to motivate students and to foster interaction" (Hussin et al., 2013; Nordin, Embi, Yasin, Rahman & Yunus, 2010). The findings obtained by Soleimani, Ismail & Mustaffa (2014) on the students' perception of mobile assisted language learning (MALL) have shown their positive

attitudes towards MALL with highest scores. "This is an indication of the positive perception of the role of MALL in enhancing learners' English through providing them with the opportunity to access various useful materials, to carry out different activities in English, and to communicate and interact with their friends and lecturers using English" (Soleimani et al., 2014, p.461). A study led by Barreh & Abas (2015) claimed that 43.15% agreed m-learning will motivate the learners and 45.06% attracted their interest in learning. It was assumed that the learners become motivated due to the sense of belonging as learners have minimal face-to-face interaction with their peers and tutors. A large percentage (49.98%) of the learners felt that m-learning would make learning even more flexible in education classroom. Moreover, younger students are more likely to achieve improvements in motivation when a shift is made from traditional instructions to cooperative learning activities (Cialdella, Herlin, & Hoefler, 2002; Su et al., 2015).

Previous studies have also found that students have positive view and interest regarding m-learning (Mansori et al., 2010; Taleb & Sohrabi, 2012). They believed that m-learning could be beneficial for their learning processes. Besides, the learners who used mobile technology had more motivation for learning than others (Levy, 2007; Taleb et al., 2012). This is further supported by another study conducted using Mobile System Analysis and Design (MOSAD) to explore the satisfaction level towards mobile learning. Based on the results, the MOSAD application usability level was good and it could be a useful revision tool for the students of higher education (Hashim, Ahmad & Ahmad, 2011; Hussin et al., 2013, p. 278). A study conducted by Choon Keong, Kian Wah & Shi Ing (2013) indicated that the learners showed positive reaction on their readiness for mobile learning, and thus suggested that mobile learning in the university is recommended as a worthy investment. Therefore, based on the aforementioned studies, the students' readiness, perceptions and motivation towards mobile learning have shown positive results in the teaching and learning process.

Methodology

This study was conducted using an online survey starting from November to December 2017. The questionnaire consists of five sections; Section A: Personal details; Section B: Mobile phone facilities; Section C: Skills and experience; Section D: Readiness on mobile learning and Section E: Motivation on mobile learning. The sample of questionnaire was adopted and adapted from a research survey conducted by Hussin et al. (2013). Participants were the first year undergraduate students who were randomly selected and taking English courses for this Semester 1, (2017/2018) in Universiti Tun Hussein Onn Malaysia (UTHM). A total of one hundred and forty-eight students participated and answered the online questionnaire. The objective of this study is to explore the readiness and motivation of students in mobile learning in higher education which is UTHM in particular.

Findings

Demographic Information

Out of the 148 respondents, 58% of them were female students and 42% were male students. For the ethnic group, majority of the respondents were Bumiputera (87%), Chinese (9%), followed by Indian (2%) and Others (Bumiputera Sabah, Iban) 2%. As for the age group, most of the respondents were in the range of 21-24 years old (76%), 21% of them were in the range of 17 to 20 years old and the rest were above 25 years old (3%) as in Figure 1.

Figure 1: Respondents' Age

Basic Readiness

The study focuses on the students' readiness towards m-learning by considering at the mobile facilities they had. Based on Table 1, 99% of the respondents have a mobile phone, 88% with 3G service and 89% with 4G service. The 3G/4G format is useful for lecture notes and information seeking when doing a task, 95% have MMS service to read multimedia files, and 98% of them have Internet access via their mobile phone which was essential in implementing m-learning in academic programme. Apart from that, positive responses were shown by the respondents in which their mobile phones can be used to read documents such as word, PDF, power point as well as to open audio, video and graphic files using a memory card which were crucial for the learners when completing a particular task/assignment through online applications given by the lecturer. Thus, based on the findings, it is proven that the majority of the respondents have already had the basic requirements and have readiness to participate themselves in the mobile learning environment.

Table 1: Respondents' mobile phone facilities

No.	Qualities	Responses
	Do you have a mobile phone (mobile phone)?	100%
	Does your mobile phone have 3G service?	88%
	Does your mobile phone have 4G service?	89%
	Does your mobile phone have MMS service?	95%
	Does your mobile phone have a video call service?	97%
	Have you ever used a video call?	85%
	Does your mobile phone have Internet access?	98%
	Does your mobile phone have a memory card that can store digital files?	92%
	Can your mobile phone read/open up the following files?	
	a. Word document	98%
	b. PDF document	97%
	c. Excel document	84%
	d. Power Point document	93%
	e. Video files	97%
	f. Audio files	98%
	g. Photos/graphics	98%

Skills Readiness

In order to utilise the m-learning for academic programme in the university, the students need to have basic skills and experiences with the mobile technologies. Table 2 below displays the significant findings on the respondents' skills readiness.

Table 2: Respondents' skills and experiences

No.	Qualities	Responses
	sending/receiving e-mails via your mobile phone	98%
	downloading files from the Internet using your mobile phone	97%
	sending 3G/4G files to other people	89%
	receiving 3G/4G files from others	87%
	opening up your 3G/4G files	98%
	accessing social networking sites like Facebook, Twitter, Instagram	90%
	sending message via WhatsApp, Telegram	99%
8.	reading online news	98%
9.	sharing your Internet connection from mobile phone to your computer/laptop	96%

These remarkable percentages obtained from the findings indicated that the respondents are accustomed with the activities as mentioned in Table 2 above. It is not impossible for the m-learning to take place as the respondents obtained high scores for skills and experiences with mobile phone. The respondents are familiar with the freeware instant messaging like WhatsApp or Telegram with the highest percentage of 99%. Using mobile phone to send emails, read online news and convert files into 3G/4G format scored the second highest which is 98% to show that the respondents are ready for m-learning. As a matter of fact, they are feeling contented and ready to engage themselves in m-learning environment.

Psychological readiness

In order for m-learning to be well-accepted by the respondents it is essential to determine their feedback on their understanding of m-learning both physically and emotionally. Table 3 below displays their psychological readiness for m-learning. Based on the findings, the respondents portrayed their positive perception on m-learning with high percentages as recorded for Statement 1, 2 and 5. Majority of the respondents (94%) agreed that they know what m-learning is all about, 92% wanted to know more about m-learning, 78% wanted to be involved in m-learning and 96% agreed that m-learning is good for working adults who are pursuing their higher education. 78% disagreed to Statement 3 that they did not know how to use 3G/4G facility which means they are familiar with the activities using the mobile phone.

Moreover, most of the respondents showed positive responses to Statements 14-19 on their readiness on m-learning. 89% agreed that m-learning will save their learning time and 97% agreed m-learning is an alternative to web based learning, 82% agreed that they need to learn how to use mobile phone for m-learning, 93% were looking forward to engage in m-learning, 77% would upgrade mobile phone if m-learning is going to be implemented in their course. In addition, they agreed that m-learning is an alternative to conventional learning (97%) but somehow they partially (50%) agreed with Statement 4 "I prefer conventional (traditional) learning than mobile learning".

Even half of the respondents preferred conventional learning to m-learning however, when looking into the activities pertaining to m-learning, it was depicted that the percentages were high as in Statement 9 and 13. 83% of them would like the lecturer to integrate mobile learning in their class in addition to face-to-face meetings in class while 78% would like the lecturer to integrate m-learning in their class besides online forum in their course. Thus, they are ready to engage themselves in m-learning environment despite the classroom meetings with the lecturers.

Table 3. Respondents' readiness on m-learning

No.	Qualities	Agree	Disagree
	I know what mobile learning is all about.	94%	6%
	I want to know more about mobile learning.	93%	7%
	I don't think I want to be involved in mobile learning.	22%	78%
	I prefer conventional (traditional) learning than mobile learning.	50%	50%
	I think mobile learning is good for working adults who are pursuing their higher education.	96%	4%
	I don't mind paying extra money for mobile learning.	51%	49%
	Mobile learning will make my life difficult.	25%	75%
	I am not ready for mobile learning if the university implements it now.	32%	68%
	I would like my lecturer to integrate mobile learning in my class in addition to face-to-face meetings in the class.	83%	17%
	I am afraid I will spend more money on my mobile phone bill because of mobile learning.	56%	44%
	I will be ready for mobile learning after 2 years.	53%	47%
	I don't know how to use 3G/4G facility in my mobile phone.	22%	78%
	I would like my lecturer to integrate mobile learning in my class besides online forum in my course.	78%	22%
	Mobile learning will save my learning time.	89%	11%
	Mobile learning is an alternative to web based learning.	97%	3%
	I need to learn how to use my mobile phone for mobile learning.	82%	18%
	I am looking forward to engage in mobile learning.	93%	7%
	I will upgrade my mobile phone if mobile learning is going to be implemented in my course.	77%	23%
	Mobile learning is an alternative to conventional learning.	95%	5%
	I think my university is not ready for mobile learning using mobile phone facility.	51%	49%
	Some of my lecturers are already integrating mobile learning in their teaching.	90%	10%

With regards to the respondents' feedback on the future class activities on m-learning, it seems like they welcomed m-learning as in Statement 7, where 75% disagreed that m-learning will make their life difficult. In fact, they are aware that m-learning is advantageous to them. Likewise, their feedback on readiness for m-learning if the university implements m-learning is moderate with 51% agreed their university is not ready for m-learning using mobile phone facility and 90% of them agreed that lecturers are already integrating mobile learning in their teaching. If the lecturers and students could engage themselves with activities on m-learning then, the teaching and learning process via mobile phone environment would be a success.

Budget readiness

The use of mobile phone for learning activities will involve some cost to the students. So, in terms of budget readiness, the respondents somehow were uncertain as when it comes to money matters they might experience financial constraints. It is shown in Statement 6 that 51% agreed to pay extra money for m-learning while 49% disagreed to that statement. Hence, in Statement 10, they were unsure about the money they would spend on m-learning environment. 56% agreed they were afraid to spend more money on my mobile phone bill because of m-learning while 44% disagreed to that statement.

Considering the respondents' readiness to m-learning in the future, they showed moderate response as in Statement 11, 53% agreed they are ready for m-learning after two years while 47% disagreed. This might be due to the cost that they have to bear paying the phone bills and Internet line. Also, as first year university students, they are staying off campus where the Wi-Fi connection in their respective colleges is not strong enough to support the Internet access. Hence, their perceptions on m-learning readiness might be influenced by the budget constraints. In contrast to Statement 8, 68% of them disagreed they are not ready if the university is implementing the m-learning now and 32% agreed. All in all, it shows that the students are unsure they are ready to for m-learning but obviously they welcomed m-learning environment in the university.

Motivation on m-learning

For the students to be committed to m-learning engagement, the study also explores on their motivation to use mobile phone in language learning. Apparently, they showed positive responses on their m-learning motivation as shown in Table 4 below.

Table 4. Respondents' motivation on m-learning

No.	Qualities	Agree	Disagree
	Mobile learning courses are interesting.	94%	6%
	Learning English through mobile learning is interesting.	95%	5%
	Learning English is fun and entertaining through mobile learning.	95%	5%
	It is interesting to answer questions on English course via mobile phone.	94%	6%
	It is exciting to do tasks/assignments using online platforms (Padlet, Edmodo etc) via mobile phone.	90%	10%
	I always look forward to taking English course and participate using mobile phone to learn English.	91%	9%
	The lecturer's instructions on mobile learning for English course have attracted my attention.	92%	8%
	Learning English using mobile phone in the class is always motivating to me.	85%	15%
	Learning English through mobile phone attracts me more than conventional learning.	83%	17%
	I become motivated to use mobile phone for learning English course.	84%	16%
	I become motivated when the lecturer integrates mobile learning in my English class.	87%	13%
	I feel motivated to learn English when the lecturer asks me to do the tasks/assignments online using mobile phone.	89%	11%

Based on the results, 94% of the respondents agreed that mobile learning courses are interesting. When asked about the use of mobile phone for language learning as in Statement 2 and 3, both percentages were 95% in which they agreed that learning English through mobile

phone is interesting, fun and entertaining. They agreed to Statement 4-6, that it is interesting to answer questions on English course using mobile phone (94%), to do assignments/tasks using online platform (Padlet, Edmodo, etc) via mobile phone (90%) and to take part in m-learning for learning English course (91%). Furthermore, they responded positively to Statement 8-12 where the percentages obtained for feeling motivated on m-learning were over 80% as stated below

Learning English using mobile phone in the class is always motivating to me.

Learning English through mobile phone attracts me more than conventional learning.

I become motivated to use mobile phone for learning English course.

I become motivated when the lecturer integrates mobile learning in my English class.

I feel motivated to learn English when the lecturer asks me to do the tasks/assignments online using mobile phone.

Besides, 92% of them agreed that the lecturer's instructions on mobile learning for English course have attracted their attention. As a whole, the students are familiar with communication activities and are motivated for learning English via mobile phone.

Discussion

With all the findings obtained from the survey, it is proven that students of UTHM who participated in this study are highly familiar with communication activities via mobile phone. Hence, even it was reported that half of the respondents were not ready for m-learning at the moment of time however, they would be ready to adopt m-learning after two years. Yet, we can claim that the respondents welcome the implementation of m-learning in education if not now but in future. Based on the findings, it is shown that the respondents are not certain to engage themselves in m-learning. Still, they perceived that it is significant to have the integration of blended learning through face-to-face interaction, online learning and m-learning should be maintained in the classroom settings.

Apart from that, this small scale study which focuses on students' readiness and motivation is rather limited and somehow do not represent the whole population towards m-learning readiness. Hussin et al. (2013) emphasizes that in any research on readiness, it is rather incomplete to look into one group of respondents that is the student group. Other important groups such as administrators and educators or teachers, whose responses and feedback need to be considered too. As the integration of m-learning in the university will involve many parties, so we would encourage more studies to be done on other groups too as each group is interrelated with each other. Administrators have to be ready with a strong support system which provides facilities and Wi-Fi connection, ICT training for educators or lecturers, intensive modules/lesson plans for academic programmes and yearly budget for m-learning engagement in order to promote a better achievement in the implementation of m-learning at the universities. As a whole, based on this study, the UTHM students might seem to be ready for m-learning mode but might not with the administrators and teachers as more research have to be conducted.

Hence, in response to the students' motivation to use mobile phone for language learning, the results indicated that these respondents are ready to use the mobile phones for learning English. Moreover, the findings are also beneficial for the educators or teachers in higher education to fully utilise the m-learning in the classroom as the students are familiar with the mobile learning activities. Rahamat et al. (2017) stresses that "the success of producing students as aimed at in the National Philosophy of Education relies on teachers' pedagogical approach which would make lessons really engaging and meaningful". This is supported by Hussin et al. (2013) where "educators too should be ready in terms of pedagogical techniques which offer innovative but appropriate way of using the mobile phone in their teaching for m-learning mode". Since the data from this research shows that students have positive responses on readiness and motivation towards using mobile phone for learning English in particular, educators or teachers should take this opportunity to equip themselves with various teaching techniques that could trigger the students' thinking, develop their communication skills and also promote collaborative as well as lifelong learning. In brief, the vast development of latest technologies in this era should be fully utilised for teaching and learning purposes that would benefit educators and learners in particular and the whole community as a whole.

Conclusion

The research has presented the verdicts on the students' readiness and motivation to use mobile phone for learning English at Higher Learning Institution. Based on the survey, three aspects on readiness namely skills, psychological and budget were analysed and m-learning motivation were investigated. All in all, the respondents welcomed the integration of m-learning in the university and were motivated to take part in m-learning engagement for English course because they had experiences with communication activities using mobile phone. However, when it comes to budget, they were uncertain about the implementation of m-learning. Thus, more studies should be conducted on a bigger sample study in which the administrators and the educators from Malaysian higher learning institutes will have to participate for a greater perception, readiness and motivation on m-learning.

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SAVE THE FOOD FOR A BETTER FUTURE: A DISCUSSION ON FOOD WASTAGE IN MALAYSIA

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Abstract: *In 2016, the Food Aid Foundation (Food Aid) reported that Malaysian has wasted almost 15,000 tonnes of food including 3000 tonnes of edible food every day. A report shown that Malaysia's food import bill is said to be between RM35 billion and RM40 billion, which means an average income Malaysian spent about a quarter from their income on food and beverages which later gone to waste. In addition to that the contributors were also including hotels, restaurants, supermarkets and many more production household. Awareness on the food waste or food loss is quite alarming with participation from NGO's to combat the issue. However, there are no laws on regulation on food waste or food loss management in Malaysia and only a normal standard of procedure is used to dispose the food within 24 hours after its produce. The aim of this article is to discuss possible regulation in addressing the issue. The discussion will also involved comparison of laws and regulations from other countries in handling the same issue. In the end the article seeks to propose a strong guidelines and procedure in managing the food wastage in Malaysia.*

Keywords: food loss, food wastage, comparison to other countries.

Introduction
Exhibit 1

It is that month of the year again where Mr.X went to Bazaar Ramadhan[62] to buy some food for his family. He bought 3 types of malay-kueh and few other streets delicacies. After open-fast, he and his family went to the mosque to perform *Terawih* [63]. The prayer ended around 10 o'clock at night and feeling tired, they went home and sleep. The left-overs were kept in the refrigerator. Next evening, the same is thrown in the garbage because it is not best to be consumed anymore.

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[62] A bazaar is a permanently enclosed marketplace or street where goods and services are exchanged or sold. A bazaar Ramadhan is a market where foods and other delicacies are sold during fasting month.
[63] refers to extra prayers performed by Muslims at night in the Islamic month of Ramadhan.

Exhibit 2

Mr. Y harvested the bananas in his farm to be sold. Some of it fell off from its truck and so Mr.Y cleaned up the spoilt bananas to be thrown away. The "good" bananas were kept in a storage before it being sent out to be sold. Mr.Y will again select only the "good" bananas because the spoilt ones have no value and not fit for human consumption.

Exhibit 3.

The X supermarket is doing its "house-keeping" routine[64] where the workers will clean-up the markets including disposing all the unsold packed-foods and fruits. These items were dispose as it is not fit for human consumption. It also has to be disposed within 24 hours to maintain the quality.

These are few examples that are in our everyday routine. The first and third exhibit is known as food waste. Meanwhile the second exhibit is known as food loss. Food waste and food loss are the key to food wastage which is a growing issue in Malaysia. A statistic in 2017 by SWCorp, a government agency dealing with solid waste management in Malaysia, stating that Malaysians generate 38,000 tonnes of waste per day where out of this, around 15,000 tonnes is food waste. In which out of that, about 60% is avoidable food waste meanhwile the 40% of it is still edible (Star2.com 2017). The amount of the food waste could have fed up to 2 million people.

A scary fact and as alarming as it sounds, Malaysia is doing its very best to deal with the issue. NGO's and the government agencies are working together planning and solving towards having a better solution. Hence, the article is discussing on the issue, factors contributing, any possible regulations and comparison of laws from other countries for a better implementation in Malaysia.

Scenario in Malaysia.

In 2005, municipal solid waste (MSW) generated was 7.34 million tons and is predicted to increase to 10.9 million tons in 2020 (Alias 2010). Food waste content is about 60% of the MSW, thus the estimated amount of food waste generated in 2005 is 4.404 million tons and is estimated to increase to 6.54 million tons in 2020 (Azlina, Anees, Mahamad & Nik, 2012). From the statistics, 60% of the municipal solid waste is constituted of food waste. The number is contributed by many factors including the household, hoteliers and restaurants outlets, commercial activities such as organising events, conferences, seminars and many more.

A number given by a study stated that Malaysians are throwing away up to 930 tonnes of unconsumed food daily (Jeremy, 2013). This is equivalent to throwing away 93,000 kg bags of rice each day (Aruna, 2011). The number is also expected to increase every year as the fact that the number was increased to double the last past four years. This has become a concern issue to the country as it is not just about wasting edible food but also affecting the economy growth in the country. A study also found that a household of five spent an average of 210 USD a

[64] operations such as maintenance or record-keeping which facilitate productive work in an organization.

month on food and that a quarter of that food was wasted during preparation, cooking and usage. Literally about 53 USD goes into the dustbin every month, which amounted to 631 USD a year. In 2012, it was reported that Malaysians produced 33,000 tonnes of solid waste daily and will exceed the projected production of 30,000 tonnes by 2020 (Siti Wahidah Abd Ghafar 2017). It is reported that Malaysian wasted about RM225.00 to the garbage every month, a total of RM2,700.00 in a year (Hazilah Gumri, 2016). The figure will highly increase especially during festive seasons.

Figure 1: A statistic provided by SWCorp Malaysia in showing the number of food waste (*"sisa makanan")* in Malaysia.

Now, let's not stop there. The authority is also growing their concern in the way the waste being manage as mostly is being dumped daily in unsanitary landfills. This will lead to impact of greenhouse emission and could affect the future generations as well as the environment generally. The resources of food could also be affected and such the cycle of supply from agricultural, processes, production all in all may be affected by the issue. There is a significant loss in our food supply at the moment in which a study shows that 1.3 trillion tonnes metric of food which cost to RM4.4 trillion every year globally, due to the failure of management of food (MS Suhaimi, 2016). That much of a food loss can actually be a supply up to almost 3 billion people around the world. In Malaysia alone, the statistics shows said that we are losing 28.5% from the harvested rice costs of RM918 million. Meanwhile, we are losing about 20%-50% of harvested fruits and vegetables during the process of food management.

BIL.	NEGARA	Kg / orang / hari
1	Malaysia	0.544
2	Hong Kong	0.50
3	Singapura	0.36
4	Taiwan	0.35
5	Amerika Syarikat	0.30
6	Korea Selatan	0.29

Figure 3: A statistic by SWCorp Malaysia in showing the comparison of food waste by countries.

Be as it may, the Government agencies and NGO's has sought to solve the matter. One for example, Food Aid Foundation has set up a MY Save Food Network in which they collect unsold food daily from the Bazaar Ramadhan to serve to the needy. Having said that, the concern is still there and the issue has to be tackle to the most definite solution. All citizen must keep in mind that the food waste issue is not only associated with social, economic, environmental aspects, but it is also an ethical problem, that needs to be seriously considered (Thi, Lin, & Kumar, 2016). Thus, reducing food waste has attracted a growing public attention at the international, regional, and national levels (Liu et al., 2016). A further discussion from other countries in looking at the possible ways of tackling the issue.

Comparison with other countries

Internationally, The Food Loss and Waste Accounting and Reporting Standard (or FLW Standard) as a global standard has provided requirements and guidance for quantifying and reporting on the weight of food and/or associated inedible parts removed from the food supply chain—commonly referred to as "food loss and waste" (FLW). Using the standard enables countries, cities, companies, and other entities to develop inventories of how much FLW is generate and where it goes. These inventories can underpin, inform, and focus strategies for minimizing FLW. Minimizing FLW can provide economic benefits, enhance food security, improve natural resource use efficiency, and reduce environmental impacts. With this international standard, Malaysia can take part as participating country and use it to measure and address the challenges of the food loss and food waste. Other international countries have actually started far back to curb the issue.

For example in 2001, **Japan** has enacted the Food Recycling Law (revised in 2007), aiming to reduce food waste and promote recycling. The law on food recycling requires all entities concerned in food waste at the stages of food production, distribution and consumption, including consumers, businesses, and the national and local governments, to endeavour to control waste generation, promote recycling, and reduce waste volume. (Edahiro and Yoneda,

2006). As a result, the food waste recycling rate increased to 20% in 2005 from less than 10% in 2002. Moreover, food-related businesses that are obligated by the law to take action boosted their recycling rate to over 50% in 2004. The recycling process involve composting, producing fodder for livestock, manufacturing oil and fat products such as bio-diesel and printing inks, and utilizing methane from fermentation. The law not only teaching the Japanese in cycling (which promotes a better environment) but also generates them to utilise their supply sufficiently-which promotes a better self-resource in the future. The success of this law, allowed the Japanese food industry to reduce, reuse, and recycle an average of 82 % of its food waste in 2010. Methane, oil and fat products, carbonized fuels, and ethanol accounted for seven percent, fertilizer for 17 % and animal feed for 76 %—the latter being the primary recycling final product by far (Marra, 2013).

Enhance of the above, a Liaison Committee was set up in July 2012 comprising all the authorities concerned with food loss reduction and consumer policies (i.e. the Cabinet Office, MAFF, CAA, MoE, the Ministry of Health, Labour and Welfare or MHLW, the Food Safety Commission of Japan, the National Police Agency, and, from 2013, academics and the Ministry of Education, Culture, Sports, Science and Technology or MEXT). This committee works on building quick and accurate responses to consumer concerns. By cooperating with existing educational programmes on food and nutrition, it will discuss strategies to improve consumer habits (e.g. the correct understanding of best-before dates, refrigeration and conservation management, and reformation of waste consciousness) and to promote the best practices among local governments by sharing common knowledge. It will also support consumer organizations by strengthening their public relations through symposiums, events, pamphlets distributions, and mass media communications (Hanzawa 2013; CAA 2013a; CAA 2012a). In March 2013 the CAA's Waste Elimination Project, Cabinet Office and MoE supported a Food Loss Reduction Symposium—a joint sponsorship event between MAFF and the Japan Organic Recycling Association held in Tokyo and Osaka to which the participation by the general public was actively encouraged. The symposium was thought to build an environment that supports the initiatives in the food chain and educate to the concept of Mottainai[65]. The national and global situation on food loss was presented by the experts together with MAFF's Working Team, food banks activities, and the Eco-Cooking initiative (Furusawa 2012; JORA 2013).

The Foodloss Challenge Project, founded in 2013 by former consultant at FAO Liaison Office with Japan Emiko Onoki, the NPO Hunger Free World and Keio University Social Design Centre, intends to start fighting food losses in the distribution sector through consumer awareness. It will promote a new prototype of doggy bag, share knowledge about conservation techniques and sustainable cooking, and facilitate micro-projects by citizens. It will then design action plans in order to propose innovative products and services throughout the entire food supply chain. By including the general public in a multi-stakeholder partnership (including the government, NPOs, think tanks, and universities), it will address social and market needs with a systematic approach (JORA 2013).

Meanwhile, **France** has lead the world to become the first country in implementing a law to ban the supermarkets from throwing away or destroying unsold food, forcing them to donate

[65] Mottainai (Japanese: もったいない, [mottainai]) is a Japanese term conveying a sense of regret concerning waste.

the food instead to charity. The law which was implemented and in force in 2016 and has a positive feedback on the numbers of food loss and food waste in their country. The penalty against the law is fines of up to €75,000 (about RM370,000.00) or two years' imprisonment for supermarkets which defaulted with the law.

In **United Kingdom**, the government has a voluntary agreement with the grocery and retail sector to cut food and packaging waste in the supply chain and does not have mandatory targets. However, a UK food waste bill, with similar provisions, was introduced in September 2016.

Milan, a city famous for her exquisites' fashion and designs, has brought more than 400 mayors, city officials, and experts to Valencia, Spain in October 19 to 21, 2017 in order to signed up a pact called Milan Urban Food Policy Pact (MUFPP) at its 3rd Annual gathering. Launched in 2015, the MUFPP became the first international protocol to focus on sustainable urban food policies. The pact "is proving to be an extraordinary means to promote collaboration among cities on food policies and sustainability". At the gathering, an appeal is launched called the Valencia Appeal, proposing to the UN Secretary and all UN agencies "to adopt multi-level approaches to food systems governance" that "include actors at sub-national levels." The Community Food Works for Newcomers, a free training program to help refugees and other newcomers obtain certifications in food handling, won 2017 Milan Pact Award. The monetary prizes supported to improve the low-income neighborhood and promotes importance strategies to combat food waste and food loss. Other cities that were recognized with non-monetary Milan Pact Awards included Austin, USA for its Healthy Food Access Initiative; Bruges, Belgium for its innovative approach to reducing food waste in health care centers; Copenhagen, Denmark for its organic conversion project; Dakar, Senegal for its Micro-Gardens Project; Ede, Netherlands for its political commitment to an integrated food governance network; and Ljubljana, Slovenia for its short food supply chain work (Penuelas, 2017).

Italy has passed into law a raft of new measures to try to reduce the mountain of food wasted in the country each year. The bill aims to cut waste one million tonnes from the estimated five million it wastes each year. Again, the law is forcing the retailers to donate the food loss in one simple form every month. Farmers will be able to donate their unsold produce to charities without incurring costs. The agricultural ministry has to come up with innovative ways to package foods in transit to prevent spoilage and extend shelf life, and a public information campaign aiming to reduce food wastage will be rolled out. They have come out with a term they called "family bags" in which allows the consumers to bring home the food waste.

Position in Malaysia and the law.

In Malaysia, food wastage management is being dealt by the National Solid Waste Management Department ("the Department") under the Ministry of Urban Wellbeing, Housing and Local Government. Among others the department is carrying out its function to propose policies, plans and strategies in respect of solid waste and public cleansing management, to formulate plans for solid waste management including location, type and size of new treatment facilities, coverage areas of solid waste management facilities, the solid waste management schemes to supply controlled solid waste to the solid waste management facilities and the time-scale for the implementation of the plans; to set standards, specifications and codes of practice relating to any aspect of solid waste management services and public cleansing management services, to exercise regulatory function specified in Act 672 and any regulation made under

the Act, to grant licences and approval under Act 672 and to carry out such other activities for the purpose of carrying the implementation of the Act[66]. This powers are given and govern under Solid Waste and Public Cleansing Management Act 2007, Solid Waste Public Cleansing Management Corporation Act 2007, Local Government (Amendment) Act 2007, Street, Drainage and Building (Amendment) Act 2007 and Town and Country Planning (Amendment) Act 2007.

How does food waste and food loss fall under the department's jurisdiction? The Solid Waste and Public Cleansing Management Act 2007 ("the Act") was implemented to regulate the management of controlled solid waste and public cleansing for the purpose of maintaining proper sanitation and for any matters incidental thereto[67]. Under the Act, solid waste includes- *(a)* any scrap material or other unwanted surplus substance or rejected products arising from the application of any process; *(b)* any substance required to be disposed of as being broken, worn out, contaminated or otherwise spoiled; or *(c)* any other material that according to this Act or any other written law is required by the authority to be disposed of, but does not include scheduled wastes as prescribed under the Environmental Quality Act 1974, sewage as defined in the Water Services Industry Act 2006 or radioactive waste as defined in the Atomic Energy Licensing Act 1984[68].

Meanwhile the solid waste management falls under the category "solid waste management facilities" means any land, fixed or mobile plant and systems incorporating structures, equipment used or intended to be used for the handling, storage, separation, transport, transfer, processing, recycling, treatment and disposal of controlled solid waste and includes transfer stations, disposal sites, sanitary landfill, incinerators and other thermal treatment plants, recycling plants and composting plants"[69]. The Act also further defines on household solid waste[70] and commercial solid waste[71].

The Act comprises of regulations to regulate on the management of solid waste and public cleansing. It does not however, has the jurisdiction in controlling or limiting "the solid waste". The Act will only be in action if there is dysfunctional of management of solid waste in one place or a commercial centre. There is no action yet be taken against any individual or a commercial centre whom caused the food waste or food loss.

The Department however, after having facing difficulties and backlash from the society on food waste and food loss, has taken few strategic planning to curb the matter. For example, in 2010 the Government has launched their collaboration with Japan on Collaboration Project between the Ministry of Housing and Local Government Malaysia (MHLG) and Ministry of the Environment Japan (MOEJ) where among other the objectives of the project were to study

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[66] http://www.swcorp.gov.my/index.php/en/
[67] Solid Waste and Public Cleansing Management Act 2007
[68] Ibid
[69] Ibid
[70] "household solid waste" means any solid waste generated by a household, and of a kind that is ordinarily generated or produced by any premises when occupied as a dwelling house, and includes garden waste"
[71] "commercial solid waste" means any solid waste generated from any commercial activity"

the good practices of food waste management from Japanese experiences, in terms of the technical and legal perspectives and also to develop a National Strategic Plan for Food Waste Management in Malaysia. The project however, only focus on recyclable materials.

Figure 3: The strategies set in the Collaboration Project between the Ministry of Housing and Local Government Malaysia (MHLG) and Ministry of the Environment Japan (MOEJ)

Only good thing about the project was that the project has introduced the concept on 3R-Reduce, Reuse and Recycle in which the concept assists to cut down on the amount of waste we throw away. They conserve natural resources, landfill space and energy. Plus, the 3R's save land and money communities must use to dispose of waste in landfills. The concept leads inspire more independent planning to reduce food waste including MYSave Food Programme in which The Malaysian Agricultural Research and Development Institute (MARDI) and the Ministry of Agriculture and Agro-based Industry (MOA) are the coordinators of the MYSavefood program, which promoted the reduction of food loss and food waste in Malaysia. There are many stakeholders participated in this network as many realized the importance of the initiative. The network constantly updated information from local and international sources on ways of reducing food loss and food waste and advocating the voluntary approach through awareness, persuasion and education, appealing to public and stakeholders in the food and beverages industry (Malaysia Kini 2016).

Figure 4: A concept of 3R by MYSave Food Network (source: SWCorp)

Conclusion

We cannot just wait for the Government or others NGO's to act on our behalf. The society has to be educated with the concept of saving food instead of wasting it. Media has to play their utmost role as the society nowadays rely on the medias for information and some for advise Perhaps, a better role from celebrities can help further to educate the society in saving food. Malaysia can also take other countries as the model in implementing laws. France for example has banned their supermarket from throwing away the unsold products but to give it to charity or feed the animal. In fact, some restaurant in Germany for examples will fine their customers for not finishing their food in educating them to be more careful in their food orders. The fine of course is shown when the customers have to pay more instead of what they have ordered. A serious has to be taken by us in order to save food not just for our stomach but also for the betterment of the environment.

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RELATIONSHIP BETWEEN ETHICAL CLIMATE AND ORGANIZATION COMMITMENT

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Abstract: *Ethical climate has two influential types: benevolent climate and principled climate. Extant studies in this field highlight that the ability of employees to appropriately implement such ethical climates may have a significant impact on organizational commitment. Although many studies have been done, little is known about the role of ethical climate as an important determinant in the workplace ethic research literature. Therefore, this study was undertaken to examine the relationship between ethical climate and organizational commitment using a 100 self-report questionnaires gathered from employees at a public government agency in Putrajaya, Malaysia. The outcomes of SmartPLS path model analysis showed two important findings: first, benevolent climate was significantly related to organizational commitment. Second, principled climate was significantly related to organizational commitment. This result demonstrates that benevolent and principled climates act as significant determinants of organizational commitment in the organizational sample. Further, discussion, implications and conclusion are elaborated.*

Keywords: Ethical Climate, Benevolent, Principled

Introduction

Ethical climate is often seen as an important issue in organizational ethics because it helps the management in organizations to focus on building and providing a right and proper ethical works environment in order to warrant high level of commitment among the employees (Hung, Tsai, & Wu, 2015; Kaur, 2017; Shafer, Poon, Tjosvold, & Shafer, 2013). Traditionally, the perception of ethical climate in organizational ethics was managed as pre-requisite in maintaining long term relationships among management, employees and organization in dealing with employee outcome. Then, the ethical climate focus and approach changed when successful organizations adopted certain strategic paradigms especially in organization management and administration to face new challenges and demands of post globalization and

fourth industrial revolution (Cuterela, 2012; Schwab, 2016, 2017). Under these strategic paradigms, the management was focused on building, practicing and establishing ethical values system in the organization as ethical climate has shown a predominant role in the development of employees' attitudes and behaviors (Schminke, Ambrose, & Neubaum, 2005; Weaver, Treviño, & Cochran, 1999). The formation of ethical climate is grounded based on the foundation of corporate ethical values and codes of ethics practices in the organization and employees' (individual) perceptions of ethical climate may appear to affect their attitudes in workplace (Barnett & Schubert, 2002; Jr, 2001). Hence this may enhance the competitiveness of the organization to sustain with the changes and challenges in the era of global economy.
Irrefutably, having success and right organizational ethics is vital. According to recent organization ethics studies, successful ethical climate practices consisted of two important climates: benevolent climate and principled climate. Benevolent climate emphasizes on caring as an ethical criterion where individuals show interest in the well-beings of others and decisions are made by considering the interests and concerns of others (Filipova, 2011). Principled climate focuses on the general acceptance of rules, law and codes determined by the organization and competent authorities (Filipova, 2011: Cullen & Victor, 2008; Victor et al., 2014). Meanwhile, ethical climate generally emphasizes on common insights on ethically acceptable behaviors and in dealing with issues related to ethics through organizational practices and procedures (Victor et al., 2014; Victor & Cullen, 2008).

This phenomenon has been widely addressed in many studies related to organization ethics and the findings of these studies indicated that the capabilities of the management of the organization in administering proper ethical climate in the workplace increased positive attitudes and behaviors among the employees (Chye Koh & Boo, 2004; Martin & Cullen, 2006 Japneet Kaur, 2017). In the perspective of organization ethics, organization commitment is generally referred to individual confidence and acceptance of the employees on the goals and values of the organization, and their willingness to continue their service with considerable effort and commitment to the organization (Jr, 2001; Kaur, 2017). Many scholars on ethical climate framework viewed and agreed that although the definition benevolent climate, principled climate and organization commitment are different, but they are strongly interconnected. For instance, the capability of the managing team to implement benevolent and principled climates in workplace leads to higher organization commitment. Regardless of the wide coverage on research literatures on the nature of this interconnection, the functions of ethical climate related to organization commitment was not equally (Hung et al., 2015; Tsai, 2008).

Literature review

Relationship between Ethical Climate and Organization Commitment

Ethical climate has two major elements: benevolent climate and principled climate(Hung et al., 2015; Tsai, 2008). The role of ethical climate as an important predictor of employee outcome was strongly supported by several organizational theories. Among which is the theory of ethical climate proposed by Victor and Cullen (1987, 1988) which described the basis of ethical formation in and organization and assumed that employees' perception on ethical events, practices and procedures strongly invoked their outcomes, attitudes and behaviors. Similarly, the theory proposed by Eisenberger et al. (2001) on organizational support also explained on the connection between the performance of the members and organizational commitment. The theory implied that the general beliefs of the employees on the goals and values of the

organization contribute towards their individual development to provide quality services for the benefit of the organization. Perceived organizational support through the practice and implementation of ethical climate increases and develops a stronger organization commitment. This notion was also supported by several findings of the past studies in examining the impact of ethical climate on different samples. These studies including the study conducted by Kaur (2017) on 266 employees in banking sector in India, the study conducted by Shafer et al., (2013) on 293 auditors of international accounting firms in Hong Kong and Singapore, and the study conducted by Hung et al., (2015) on 508 military officers in Taiwan. These findings summarized that there were significant influence of ethical climate of organizational commitment in the studied setting. Hence this led the current researcher to hypothesize that benevolent and principled climates are positively related to the organization commitment in the setting of this study.

Figure 1: Conceptual Framework

Methodology

Cross-sectional research design was employed for this study as it enabled the researchers to integrate the literatures on ethical climate, semi-structured interview and survey questionnaires as the main procedure for data collection. This integration was essential in increasing the possibility to collect data accurately by reducing data bias and increasing the quality of data for the research purpose (Creswell, 2014; A Ismail & Ibrahim, 2010; Sekaran & Bougie, 2015). Data for this study were collected from a government agency in Putrajaya. Details on the agency will not be revealed on confidentiality reasons. A set of self-report survey questionnaires were drafted prior to the data collection based on the existing literatures on ethical climate. The drafted questionnaires were then submitted for back-translation technique that translated them into Malay and English languages to ensure their validity and reliability in collecting the needed information (Creswell, 2014; Sekaran & Bougie, 2015). The questionnaires were divided into three sections. The first section consisted of 5 items to measure benevolent climate and the second section contained 5 items to measure principled climate were adapted from the literatures related to ethical climate (Victor and Cullen 1987, 1988; Victor et al., 2014). Meanwhile, the third section consisted of 8 items to measure organizational outcome was adapted from literatures on organizational commitment (Meyer, J. P., & Alien, 1991). All items were included with a 5-item scale ranging from 1-strongly disagree/dissatisfied to 5-strongly agree/satisfied in assessing the perception of the respondents. Additionally, the details of the respondents were treated and used as controlled variables as this study focused on the attitudes of the employees.

Sample

This study employed purposive sampling and distributed 150 sets of constructed questionnaires to the employees in the studied organization. However, the researchers were not able to get an access to the full list of registered employees due to confidentiality reasons thus limiting the researchers to conduct random sampling for this study. 100 sets of the distributed questionnaires were returned to the researchers and were calculated as 67% response rate from the total population. Therefore, it met the standard for probability sampling and the data collected were analyzed by using SmartPLS.

Result and Discussion

Most of the respondents were male (75%), between the ages of 20 and 29 years old (46%), possessing bachelor's degree (34%), and had been working with the organization for 1-5 years (52%).

The tests conducted on the instrument for reliability and validity values of the average variance extracted (AVE) computed that the first section in measuring benevolent climate was 0.698, the second section on principled climate was 0.727 and the third section on organization commitment was 0.695. All AVE values for the instrument were greater than 0.5 thus indicating that the constructs have fulfilled the accepted level for convergent validity (Hair et al., 2017).

The discriminant validity value for benevolent climate was 0.853, 0.778 for principled climate and 0.934 for organization commitment. These values indicated that all constructs values were larger than the correlations of other off-diagonal constructs. This indicated that all constructs exhibited sufficient or satisfactory discriminant validity (Hair et al., 2017; Fornell & Lacker, 1981). The loading factors for the items on benevolent climate were between 0.819-0.914, for items on principled climate were between 0.754-0.816, and between 0.727-0.919 for items on organization commitment. These values were greater in comparisons to the items outside these features of different constructs. These values were greater than 0.70 thus deemed as sufficiently strong in respective constructs within the model (Hair et al., 2017) and therefore indicated that the validity of the instrument was statistically proven to be accepted. The composite reliability value of all constructs was greater than 0.8 hence indicated that the instrument contained high internal consistency (Nunnally & Bernstein, 1994). These statistical results confirmed that the instrument used for this study was valid and reliable.

Table 1: Results on Direct Effect Models Test

Relationship between ethical climate and organization commitment	Beta	T-statistics	f^2	R^2
H1: Relationship between benevolent climate and organization commitment	0.150	1.289	0.024	0.526
H2: Relationship between principled climate and organization commitment	0.157	1.565	0.029	

Note: significant at *t>1.65 (one tail testing)

Information in Table 1 indicated that benevolent and principled climates contributed 53% to the variance of organization commitment. These results also statistically proven that benevolent climate was significantly related to organization commitment (β=0.150; t=1.289) hence failed to reject the first hypothesis of this study and statistically proven that that principled climate was significantly connected to organization commitment (β=0.157; t=1.565) thus failed to reject the second hypothesis of this study. These findings confirmed that benevolent and principled climates were vital predictors of organization commitment in the studied setting. The test to determine effects size (f^2) of independent variables was also conducted by using Bootstrapping procedure. The test computed that the effect size value for benevolent climate was 0.024 and for principled climate was 0.029 signifying that these constructs provide medium effects as the values were between 0.02 and 0.15 (Hair et al., 2017).

Discussion and Implications

The findings of this study thus confirmed that ethical climate were vital predictors to organization commitment in the studied setting. Based on the findings, the studied organization properly planned to build and develop adequate benevolent climate (such as caring) and principled climate (such as implementation rules, law and codes) in motivating and enhancing loyalty among the employees. This situation explained that the ability of management to provide proper ethical climate will make the employee to feel empowered, engaged, and committed to the organization. Three major impacts can be derived from the findings of this study which include theoretical contribution, research methodology and practical contribution. The findings of this study thus supported the idea as outlined in the theory of ethical climate which indicated that the ability of adequate ethical climate led to an increase in organization commitment. Additionally, the instrument constructed and used for this study has been statistically proven to valid and reliable to produce accurate and reliable outcome thus impacting the research methodology. The findings of this study contributed practically as they may be adapted as guidelines for the practitioners in improving the management and the implication of ethical climate in the organization. Several aspects have to be considered in order to achieve such objective. Firstly, the skills and methods in promoting ethics are important as an addition to the setting of a certain standard to maintain the ethical climate in the organization. Secondly, it is necessary to provide support and care to the employees (benevolent climate) along with the implementation of consistent policies, law and regulations (principled climate) to regulate the organization environment, culture and ethics. Finally, the structuring of both types of ethical climate may significantly affect the desirable employee outcome. The implementation of these suggestions may motivate the employees to continue their services with high commitment to the organization.

Conclusion

This study revealed that ethical climate was significantly related as a major predictor in the studied organization therefore proposing the future researches and practices to consider ethical climate such as benevolent and principled climates as critical elements to improve organization commitment among the employees. This study is also suggesting that the capability of the management to provide benevolent and principled climates in organization will enhance positive attitude and behavioral outcomes to the organization such as organization commitment. As a result, this positive outcome may encourage the employees to maintain and

increase their sense of responsibility and productivity in being competent to ensure their endurance in the era of global economy.

There were several limitation faced in conducting this study. One of them was the design employed for the study. This study employed cross-sectional research design with one data collection session throughout the duration of the study and thus limiting the researchers in capturing further details on the causal relationship among the variables. This study also did not stipulate the connections among specific indicators of the variables. Furthermore, the outcomes computed statistically by using SmartPLS merely focused on the level of performance variation explained by regression equations, however there are a number of unexplained factors should be explored and explain in order to determine the causal relationship among the variables of interest and relative explanatory. Another limitation faced was the sample as this study was only conducted on one organizational sector with restriction in adopting random sampling thus affecting the generalizability of the findings and in avoiding biased responses.

On the same note, this study suggests few suggestions to strengthen future research. The first suggestion is for the future researches to consider exploring on other elements of ethical climate and employee outcomes to provide a wider perspective and understanding on their impact in improving organization commitment among employees. This study also suggests for future researches to consider adapting longitudinal research design as it enables the researchers to explore the context further with in describing the pattern of change and the direction and magnitude of causal relationships among the studied variables. This study also suggests for other dimensions of employee outcome such as job satisfaction, ethical behavior, turnover and job performance need to be paid more attention and focus in future researches because their role are often discussed in many literatures on ethical climate such as in the studies conducted by (Deshpande, George, & Joseph, 2000; Fu & Deshpande, 2013; Jr, 2001; Vitell & Davis, 1990). These considerations are suggested for future researches for us to better understand the concept and to apply the findings that will benefit the employees and organization.

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FORMALISM IN THE OPEN SELECTION OF LOCAL GOVERNMENT OFFICIALS

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Abstract: *The City of Surakarta has conducted an open selection to fill local government officials positions. This activity was aimed at finding qualified officials in accordance with the field of work required by the local government. With ethnographic methods, including participant observation, in depth interviews, and secondary data collection, the study found that the open selection process intervened by the local mayor's interests, so there is no guarantee that those who pass the selection were candidates with the required competencies, but rather reflect the interests of the mayor. The selection mechanisms were conducted only as a formality to meet regulatory demands that require a merit system. The study also found the existence of bureaucratic pathology but conducted legally, reflected in the form of mayor demand to the selection committee in order to accommodate the chosen names to be passed in the selection, although they do not meet the best competencies. Selection committees tend to accommodate the interests of the authorities because they have a vested interest in continuing to be employed again in the future when they show a harmonious interest with the authorities. The condition is caused by a strong culture of patrimonialism that still occur in the Indonesian Government and the enactment of decentralization system which gives the local government too much of authority.*

Keywords: Open Selection, Policy Implementation, Human Resource Management

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Introduction

This paper explain the implementation process of the open selection of filling the post of echelon II in Local Government of Surakarta. Open selection is a part of bureaucratic reformation in Indonesia, which formally began in 2010 by the enactment of Presidential Regulation of 2010/81 on Grand Design of Bureaucratic Reform, with one of the priority programs is to improve the state apparatus management. The objective of this program is creating a professional and competent human resources, supported by recruitment and

promotion based on competencey and transparency. The effort then was strengthened by the enactment of Law of 2014/5 on State Civil Apparatus and Ministry for the Empowerment of State Apparaturs and Bureaucratic Reformation Regulation of 2014/3 on Procedures for Filling of Senior Government Officers.

According to the both regulations, the filling of echelon position among the government institutions must be done through open selection. The selection should provide a wide opportunity for qualified civil servants to apply and follow the selection process as an officials candidates. The regulation also implies the application of merit system, an apparatus career development system which based on capability and not on the basis of kinship, welfare, or social background (McDonnell, 2009 ; Castilla & Benard, 2010).

The existing research on the open selection issues indicates that the implementation of those policy varies across Indonesia. Setiawan & Putri (2016) conducted a study on open selection for echelon II officials in Bandar Lampung City. The research found that the selection process has not been transparent and there is an indication of nepotism. Hakim (2016) also conducted the same research in Makassar City. He saw the ability of local governments to develop open selection policies. The result showed that the Government of Makassar has not been able to develop a perfect open selection, because of their inability in conducting professional open selection system and their less attention to the track record of promoted officials. In Garut regency, Yuanita (2017), also conducted a research on the same issue. She states that the open selection on those local government has been done properly, however nepotism, patronage, and spoil system still looks clearly. While Taufiq & Syafiq (2017) stated in his research, that according to the data from National Civil Service Agency, during the implementation of open selection mechanism there are 34.57% echelon II and echelon III who still do not meet the competency standards.

Surakarta is one of the big cities in Indonesia. Although it not as big as other cities, Surakarta is a center of modernity for the surrounding area. Therefore the various events that occur in this city become the spotlight of many parties including mass media, academics, and non-governmental organizations. During the leadership of Joko Widodo who currently serves as President of the Republic Indonesia, Surakarta grew rapidly and progressed in various fields (Djani et al., 2017). The city also showed a good performance in governance aspec during year of 2014 to 2016 accoring to performance evaluation conducted by Ministry for the Empowerment of State Apparaturs and Bureaucratic Reformation.

In order to overcome the vacuum of power in some agencies due to institutional restructurization, in 2016 the Government of Surakarta hold an open selection of echelon II officiers, which include Head of Communications Informatics Statistics and Encoding Office, Head of Population and Family Planning Office, Head of Youth and Sports Office, Head of Culture Office, Head of Archives and Library Service, and Head of Fire Service. Based on the above description the author stated that it is interesting to study about the implementation of open selection echelon II officiers in the city of Surakarta.

Literature review

Definition and Concept of Policy Implementation

Mazmanian (1945) stated that policy implementation is events and activities that occur after the issuing of authoritative public policy directives, which include both the effort to administer and the substantive impact on people and events. Van Meter and Van Horn as cited in Wahab (2004:65) define policy implementation as those actions by public or private individuals (or groups) that are directed at the achievement of objectives set forth in prior policy decisions. Ripley & Fraklin as cites in Winarno (2008:145) define policy implementation is activity that happens after the law is established which gives the program authority, policy, profit, or some kind of real output. While according to Nugroho (2003:158) in principle, policy implementation is a way for a policy to achieve its goals.

Implementation is a very important step in the policy process. Without implementation, a policy is merely a meaningless document in social life. Many policies have been made by governments in various countries, but have not brought any changes due to implementation failures (Abidin, 2016). It can be say that the success of a policy contributed by 20 % of excellent formulation planning, 60% of genius implementation, and 20 % of the sucess in control the implementation (Nugroho, 2012).

Since implementing the policy is more difficult than just formulating it, not all policies are implemented in a perfect way. Even public policy will experience resistance if the policy is contrary to the existing value system, or the absence of legal certainty in enforcing the policy, or the existence of personal conflicts of interest among the executor (Agustino : 2008). Therefore, to analyze a policy especially a top down policy which based on enforcement and market mecanism, Nugrono (2012) suggested to be able to use the implementation model of Donald Van Meter and Carl Van Horn. According to them, there are 6 variables that will affect the performance of a policy, as follows:

Standard and Objectives

The performance of policy implementation will be measured if the goal of the policy is realistic and in accordance with the existing social and cultural conditions. Yet if the policy is too ideal, then the policy will be difficult to realize to the point that it can be said to succeed.

Resources

Three important resources in the implementation process are human resources, primarily qualified human resources as required by policy, financial resources, and time resources.
Caharacteristic of The Implementing Agencies

This relates to policy coverage and the nature of the implementing organization. For policies with a large area coverage, demands a large number of implementers. As well as for policies that are changing the behavior of the community, requires a policy implementer who has a hard and strict nature.

The Disposition of Implementer

The attitude of the implementing agency will greatly influence the success of public policy performance. Rejection occurs when policy is more of a one-sided decision without knowing the root of the problem, and fail to consider difficulties faced by the implementer.

Interorganizational Communication and Enforcement Activities

Communiation and coordination are powerful mechanism to control a policy implementationn. The better communiation and coordination among the parties involved in the implementation process, the less errors that will occur.
Economic, Social, and Political Condition
The process of policy implementation should consider the external environmental conditions. Unfavorable external conditions can be a major contributor for the failure of a policy implementation.

Echelon II Officials

Based on Law No. 5 of 2014 on State Civil Apparatus, echelon II officials are referred *"pejabat pimpinan tinggi pratama"*. Their function is to lead and motivate every apparatus in government agencies. This position can only be occupied for maximum of 5 years. The vacancy in this position must be done through an open selection, whose mechanism has been elaborated in Ministerial Regulation No. 13 of 2014. The selection activity at least consists of 3 components, namely: preparation, implementation, and monitoring & evaluation.

Figure 1. Open Selection Mechanism

Methods

This research uses qualitative descriptive approach, by taking the location in the city of Surakarta, Central Java Province. Data collection using ethnographic methods includes participant observation, in-depth interview and secondary data collection. Informants are selected based on their interrelationship with research problems; consist of Selection Committee, Assessment Center Team, and State Civil Apparatus Commission (KASN). Data analysis is done by reviewing the results of literature study, interview, and observation.

Result

The Implementation of Open Selection

Preparation

In accordance with the provisions of legislation, selection begins with the preparation stage which includes the establishment of selection committee, and communicating of selection plan to KASN. Structurally the selection committee is not part of the local government organization, but it stands alone independently. The selection committee at the open selection of government officiers in Surakarta consists of 5 people, they are 3 lecturer, 1 secretary of Surakarta government, and 1 journalist. The membership of the selection committee from the academic and professional elements was determined by the Mayor of Surakarta based on the consideration of their ability in conducting selection as well as their expertise.

The open selection committee of govenment officials is a prestigious and strategic position, how not, they play a very important role in filling executive positions for local governments. Thus the Mayor of Surakarta was not carelessly selecting them. Based on interviews with the coordinator of the selection committee, it is known that in determining the personnel of selection committee, the mayor choose the person close to him, although there are many other options from incoming proposals offered for selection committee membership. The chosen coordinator of the selection committee is a lecturer at one of the private universities in Surakarta City. Beside his closeness with the mayor, his appointment as selection committee also due to his willingness to compromise and cooperate with the mayor. According to him, the selection committee should be ready to cooperate with the head of every region, so that they will always be employed in the future on another working opportunities.

The selection plan was then consulted to the KASN for being reviewed about the reasons of filling officials position, the structure and background of selection committees, and the selection mechanism to be used. In the consultation, KASN team unable to find any problems and they assume that the selection planning was suitable with the regulation, so they issued a recomendation and suggesting to shift the selection into the implementation stages.

Implementation Stages

Selection stage begins with announcement and registration. The selection committee announces registration of selection through several means such as advertisements in local mass media, distribution of letters within the Surakarta municipal government, posting on bulletin boards, and posting announcements through the official website of the Government of Surakarta.

The use of different means of announcement intended to show a transparent mechanism and to give wide opportunity for local civil servants who meet the requirements and qualifications to apply for echelon II candidate, as mandated by the law, that a selection to be carried out openly. Based on the submitted application, the selection committee than conducts administrative selection to verify the conformity of the participants with the required qualifications. From the administrative selection the commetee obtained 43 applicants.

The author found, many applicants register because of a compulsory. They were asked by the mayor to participate in the selection. Without this deployment the selection will only be followed by a few participants, since actually the employees have learned that the selection process is done only as a formality, and there is no guarantee that their participation will bring success. The employees already know that the mayor actually has the names of the candidates he wants. This low enthusiasm of applicant was seen from the lack of registration in the first week of the announcement, as reported by the mass media of the following:

KOTA SOLO

www.berkahjobfair.com

SOLOPOS

Pejabat Eselon III Masih Wait and See

Pendaftaran Lelang Jabatan Kepala Dinas

Masih Belum Ada Peminat

Sampai saat ini masih belum ada yang mendaftar. Mungkin mereka masih mempersiapkan persyaratan yang dibutuhkan

Hari Prihatno

Kepala Badan Kepegawaian Daerah Kota Surakarta

Figure 2. News Related to the Low Enthusiasm of Open Selection Applicants

Based on the mass media coverage, it is known that although registration has been opened for one week, there has been no applicant. Whereas the selection committee has conducted socialization to the civic apparatus in the Government of Surakarta and also known that there are hundreds of potential officials to apply.

The results of administrative selection, successively followed by other stages including idea test, competency test / assessment center, track record, final interview and final selection result, by applying knockout system at every stage. The idea test is conducted through the assessing applicant's papers and presentation. The selection committee also looks at their understanding on duties and functions in the proposed position. At those occasion, known that the selection committee has raised the results of some candidates although they were unable to convey the idea well. It was deliberately made by the selection committee because of the request from the mayor to pass the names he wanted, as follows:

Table 1. Initial Names Ordered by the Mayor

No	Vacancy	Initial Candidate Wanted By The Mayor
1.	Head of Archive and Library Service	*KSH*
2.	Head of Communications Informatics Statistics and Encoding Office	*SW*
3.	Head of Fire Service	*GS*
4.	Head of Culture Office	*SI*
5.	Head of Youth and Sports Office	*JHS*
6.	Head of Population and Family Planning Office	*P*

The next stage is the competency test. This activity was conducted by a competency assessor team from a state university in Surakarta. As an independent entity, the team of assessor conducted test professionally. However, in the end of the test the selection committee ask them

to change the results of competency tests in the group positions Head of Archive and Library Service. Their reason was that the name desired by the mayor did not acquire the top 3 ranking. The assessment center team could not refuse the request, because they have to keep the relationship with the selection commitee in order to be employed again in the future.

After finishing the competency test, the selection commitee conducting track record and final interview. Track records were done by looking at the suitability of applicant's experience with the proposed position, tracking to the place of origin including work colleagues, subordinates, and neighborhood residence. While the final interview confirm the applicant's conditions deeply which include their interest, motivation, behavior, and character. At this stage of the interview, elimination of some participants was made to produce 3 candidate names in each formation to be recommended to the mayor. The mayor chooses 1 of the 3 best people who qualify for each formation. The stages of the track record and final interview appear to be done only as a formality, since the names of candidates ordered by the mayor still be able to pass the final stage of selection, where some of the names desired by the mayor are not the best candidates. Here is the final result of selection:

Table 2. Recapitulation of Selection Results

No	Vacancy	Initial Candidate Ordered By The Mayor	Initial of Candidate Pass The Selection	Initial Officers Inaugurated By The Mayor
1.	Head of Archive and Library Service	*KSH*	TW *KSH* GP	*KSH*
2.	Head of Communications Informatics Statistics and Encoding Office	*SW*	KR *SW* LSN	*SW*
3.	Head of Fire Service	*GS*	*GS* EN HM	*GS*
4.	Head of Culture Office	*SI*	BS RK *SI*	*SI*
5.	Head of Youth and Sports Office	*JHS*	AW *JSH* H	*JHS*
6.	Head of Population and Family Planning Office	*P*	*P* AI STCK	*P*

Discussion

Standard and Objectives

Open selection is aimed to realize the objective of Law on State Civic Aparatus, espesially on the effort of creating merit based apparatus management. Goverment then established a selection mechanism which follows the principle of human resource management. As stated by Mondy (2008), in screening the participants, the commitee could use 5 stages of selection which include preliminary interview, application examination, selection test series, job interview, and reference checking. This process is so mechanical that any government organization be able to overcome. The effort to realize a merit system is something new for

most of local governments in Indonesia. This policy is too ideal, and not in accordance with the existing socio-cultural conditions.

Since the colonial era, Indonesia has inherited a patrimonial system of government (Sudarmo, 2012). As expressed by Alfian & Sjamsuddin (1991), in the era of traditional kingdoms, the king was an incarnate god and had absolute power. In his palace the king was assisted by nobles or *"priyayi"*, who in general still have kinship, with the king. Similarly, the Dutch Colonial Government formed a powerful administrative corps as a tool to preserve power and to fool the people. Furthermore, at the beginning of independence, this culture was continued by President Soekarno through his appointment as a lifelong president who was not possible to be corrected, and in the new order era President Soeharto established himself to continue to rule as president through manipulated elections (Asy'arie, 2005).

Resource

The existence of human resources to implement an open selection policy can be said to be very fulfilling. This is proven by the large number of groups involved, such as the mayor, selection committees, and local civil service bodies acting as secretariats or supporting administrative. In addition, the selection committee was also assisted by assessment center team as competency appraiser. Qualification of the selection committee can be seen in the following table:

Table 3. Qualification of Selection Commitee

No	Name	Occupation	Competence
1.	Selection Committee 1 (Coordinator)	Lecturer	Organizational Management
2.	Selection Committee 2	Lecturer	Human Resource Management
3.	Selection Committee 3	Lecturer	Communication
4.	Selection Committee 4	Local Government Officers	Governance
5.	Selection Committee 5	Journalist	Public Relation

Meanwhile, the City Government of Surakarta provides sufficient funds. In the government's point of view, open selection is one such important, strategic and political event, the budgetary need for this activity is always provided. Even the budget for a process of officials selection can reach hundreds of millions of rupiah. While from the time aspect, there is no crucial problems were found since the prosecc has been arranged sistematically in a schedule.

Characteristic of the Implementing Agencies

The open selection for echelon II positions is applied nationally by the central and local government agencies. This policy is controlled by the KASN as a regulatory institution of the merit system, which has the task on examining the open selection plan proposed by each government agency and reviewing the selection results conducted by institutions. The matters examined by the KASN relate to the selection committee neutrality, and the obedience of institutions in applying the selection mechanisms mandated by law and regulation. Any violations of this law, KASN commits a reprimand or legal action. However, based on observations and interviews, the examination conducted by the KASN is only normative through examining and verificating documents through interviews, so they unable to see deeper to the existence of intrigues and manipulations that occur in the selection. While on the

implementation level, the executors of both the regional heads, selection committees, and assessment center teams actually work together to manipulate the selection processi. Thus it appears that these policy actors are not seriously implement the policy.

The Disposition of Implementer

The implementers who violate the policy objectives are caused by a top down formulations of policy without considering the root of the problem. Such actions will produce formalism, a policy implemented only as a formality to meet regulatory requirements (Riggs, 1964). Hence, even though the laws and regulations have been enacted, they are still unable to realize their objectives. This will occur in almost of every policy implementations as long as no attempt to make fundamental changes (Farazmand, 2002). This reality is experienced by many other developing countriess, where there is a wide gap between what is to be displayed and what happened in reality (Heady, 1966:71). In this case, Riggs called developing countries as *prismatic society*. The society undergoing a transition from a traditional to a modern system. In the life of prismatic society usually found intersect conditions between modern values and traditional values, between the desire to advance with the desire to preserve the old cultural heritage, the desire to execute the rules of the order with the desire to accommodate certain interests.

Formalism in the implementation of open selection in Surakarta could be seen from the act of discrimination in passing the names desired by the mayor. All selection stages have been performed in accordance with the mechanism set forth in the regulation. However, it is only a formality, the real thing is that policy executives, such as the mayor, the selection committee, and the secretariat attempt to pass the names desired by the mayor. Although the names that passed did not show the best competence in the selection process.

Interorganizational Communication and Enforcement Activities

Coordination and communication is a powerful mechanism in the implementation of public policy. The better coordination and communication among the parties involved in the implementation process, the less errors will occur. Communication in order to control the implementation of open selection has been widely performed, starting from early coordination with KASN, the internal coordination of the selection Committee on local government, and coordination of reporting the results of the selection to the end of KASN. In addition there is also a communication forum built between implementers of policy in the form of KASN socialization to government agencies, and communication forums of civil service agencies in each province.

Based on the authors' participation in this forum, they are already aware of the political intervention existence in the selection of government officials. They are not trying to reduce the intervention, but they were reminded one another in order to act securely using appropriate selection mechanism as regulated in the law. Even in a forum coordination, a governor in his keynote speech acknowledged the large number of manipulations happened in the open selection process of government officials.

Economic, Social, and Political Condition

Economic, social, and political conditions can be classified as external factors that have a strong contribution to the failure or success of policy implementation. The mayor's intervention to the open selection process is closely related to the side effects of the regional autonomy system in Indonesia. The real purpose of regional autonomy is to unify and accommodate the voices of interest groups in the regions, so that no group will ultimately feel left behind and discriminated (Suwandi, 2005 :7). Yet, in practice this authority is widely misused by many heads of region in the form of politizing their bureaucracy. Recently, political intervention on bureaucracy is very difficult to avoid, especially in the context of local election (Agustino : 2014). Political involvement in the bureaucracy can be felt in the form of intervention in determining organizational structure, setting the strategy of policy implementation, and refused a policy budget proposed by bureaucracy. Political interventions also occur in the recruitment and placement process, particularly in the filing of upper echelons of the bureaucracy.

Much research has been conducted on this subject. In Banten Province bureaucratic politicization is done in the form of deployment of regional apparatus to win certain couples in gubernatorial election (Hamid : 2006). While in Muna Regency, Southeast Sulawesi Province, politization is done through the management of civil servants based on political considerations. Thus the leadership of structural officials in the area follows the political interests of the authority (Wahiyuddin : 2012).

In Gresik, East Java, the politization occurred in the form of regional apparatus mutations in a patronage manner by the authorities in order to get rid of unlucky employees and replaced with loyal employees and who support the regent during the election (Hidayati : 2012). The same condition also happened in Siak Regency, Riau Province (Rayadi et all. : 2014). In the regional elections of Siak Regency in 2011, the bureaucrats are forced to support candidates who were campaigning for the upcoming elections.

Meanwhile Asmi (2013), found that the recruitment process of the bureaucratic elite in Pasuruan Government under the leadership of 2008 to 2013, filled by political atmosphere from regional head and political broker. The consideration of elite bureaucratic placement in the area affected by the rulers vested interest based on the advice of political brokers as actors who have a role in influencing the formation of a policy on recruitment. Saksomo (2013) on his research states that the recruitment process of officials at the Government of Ngawi Regency is very closed, and dominated by regents, thus providing opportunities for the patronage system. Sepriyanto et al. (2013) also found the same result that the promotion of urban village officials in Singkawang City which dominated by regional heads by prioritizing proximity factors, and political interests, thus not in accordance with merit system. Sonhaji and Budiarjo (2014) also found similar results in his research, they states that the process of filling positions in the Government of Surakarta and Boyolali conducted unfairly and more emphasis on non-meritocracy factors, such as political interests, kinship, and economic interests.

Conclusion

This study showed the existence of discrimination in the policy implementation of open selection for echelon II officials in the city of Surakarta. Those actions performed by the policy

actors in the form of efforts to succeed the names ordered by the mayor, who were actually not the best candidate. Thus the selection has not followed the request of legislation that ask for the implementation of merit system. This condition is inseparable from socio-cultural and political factors that are happening in the form of patrimonialism culture and political domination of regional heads in various regions in Indonesia. In addition, there is also a tendency of policy implementers to deliberately betray policy objectives through formalism, so even though it seems that the policy has been implemented very well, but the reality is very real flips.

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CAN INSTAGRAM ENHANCE STUDENTS INTEREST AND AWARENESS IN LEARNING ISLAMIC BANKING AND FINANCE?

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Abstract: *Social media is so popular among the youngster. Day by day, social media is increasingly being leveraged as a study tool, especially for today's tech-savvy students. Instagram is one of a great app which more than 800 million people use Instagram for various purposes. From starting an online marketing for business, sharing fun, pets, food and many more. The power of the hashtag is able to make more people access the profile. We should think more productively, and Instagram can also be used as a learning platform by creating interest and awareness among students. As such, this conceptual paper tries to discuss the potential of using Instagram to enhance student's interest and awareness in learning Islamic Banking and Finance.*

Keywords: Instagram, student, learning, hashtag, Islamic banking, finance

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Introduction

According to The Star's news on Sep 2016, Malaysians are the most active Instagrammers in the Asia Pacific, refer to the latest study by global research firm Kantar TNS. The study shows that 73% of connected consumers in Malaysia basically those who access the Internet via devices like smartphones, tablets, and e-readers are now using the popular social media network. The year before, the figure was only 59%. According to the research, the increase is due to connected users in the region expanding the use of social media beyond Facebook and testing newer, more visual channels. This number is clearly driven by the development of mobile technology whereby according to the firm, smartphone users number over a billion across the region with 11 million in Malaysia. Powerful smartphone cameras also allow users to take and share photos instantly, doing them favour visual channels. This visual-heavy social media network is not only popular among teenagers and youths but also the older generation. The study shows the rise of "Insta-Gran" is gaining momentum almost half (48%) of the Internet users in Malaysia between the age of 56 and 65 now use Instagram. This is show that Instagram is one of media social that accepted by all persons and not only focusing to attract the youth.

Instagram also frequently used by the professional level, business person, and academician to share their idea, knowledge and marketing strategies. The Co-founder of largest online fashion shop Fashion Valet, Vivy Yusof used media social as a wise marketing platform. She posted the picture of wearing every new collection launch on her Instagram with the "#ootd" or also known as an outfit of the day so that her followers may react or at least give a "like" to the post. She already has 1.4 million follower and people with many followers called "Insta-famous". Same goes for the other Malaysian who also listed on 30 under 30 Asia for retail and Commercial by Forbes, Noor Neelofa Mohd Noor. The celebrity turns out become a successful entrepreneur has 5.4 million followers on her Instagram. It gives a big impact on her Neelofar Hijab business as she also using the Instagram platform as one of her business marketing strategies. Large company like Lancome, Swarovski, Titan and Bank Rakyat and other international brand appoint Neelofa as their ambassador and influencer based on how the dynamics work and how this great woman shows the brands she represents. Based on her social influencer also, she was appointed by Airasia as a Non-Executive Independent Director.

Learning and teaching using social media

One reason social media is so popular is that it allows people to personalize the way they experience and interact with the Web. Tools like Facebook, Twitter, and Instagram used to be almost exclusively used to take a break from academics, but social media is increasingly being leveraged as a study tool, especially for today's tech-savvy students. (McGraw-Hill, 2015).
Ai Zhang (2017) agreed that it was probably safe to say that it's a myth that students, just because they are born in the digital age, know how to use social media strategically and intuitively for business purposes. Students need to be trained by qualified teachers to learn the ins and outs of the strategic and business usage of social media as business tools. Social media is an entertainment, storytelling, and business communication tool. Social media started as a social channel, where people can stay connected and socialize with one another.

Teaching through the example and the platform that you want students to learn is really a good way to get students engaged on that platform, to understand how they are using it, and why they are using it If you can use social media as a teaching tool that is experiential, that really is a smart way to teach. Karen (2017).

Massarah et al. (2015) agreed that online learning through social media gives a good feedback and advantages that can inline in an education setting and of course with a proper guidance so that it is used appropriately. Even though sometimes it might be challenging while using social media in teaching and learning to instructors, but when students become engage of their own learning, education will be successful through effective collaboration between educators and students. Social media and technology don't replace being in the classroom. It creates multiple dimensions of conversations and engagement that you have with students and professors. Emily (2017). Even though technology and media social is so vogue, but the teaching and learning pedagogy still need to be practical and useful. The blending method of teaching and learning pedagogy and social media interaction is the best way to attract and gain student's interest.

According to McGraw-Hill Education Research finds more than 80 Percent of students use mobile technology to study. The research found that 81 percent of students use mobile devices (like smartphones and tablets) to study, the second most popular device category behind laptops

and up 40 percent year over year. Of the different types of learning technologies available, students found that adaptive learning technologies were the most effective, with 85 percent indicating a moderate or major improvement in grades.
In line with the recent social media developments, social media is critically influencing all parties including the academician to change the way of teaching and learning according to the expansion. Students might have lack of interest and attraction if they still in the tedious method of teaching and learning. In addition, if they do not want to commit with the trending technology, there might be slight incompetence in term of technology-driven among the academician and lecture in order to compete with others academician.

Islamic Banking and Finance

Islamic banking and finance are fast growing nowadays. In line with the rapid development of technology-driven in the Islamic banking and finance sector, the use of social media is very practical. This is because to cope with the driven technology, Islamic banking and finance also face many critics about the implementation of Islamic its concept in Malaysia. There is a lot to discuss, but this concept paper is more focus on how to deliver the Islamic banking and finance using media social such as Instagram. Islamic banking and finance is a social science covering fundamental and theoretical part. In order to provide a clearer picture and more understandable of the Islamic banking and financial among the students itself, practicality is a driven factor to change the method or teaching and learning in this area. Central Bank of Malaysia's Governor (2017) said that the continuous enhancements of curriculums in universities were critical to increasing the employability factor of our students. These include reconfiguration of the academic programmes at universities and enhancements to the learning tools and methods of teaching. This adds to the traditional pedagogy to ensure its dynamism through evolving times while providing the right learning environment that can challenge the minds and sharpen the skills and experience of our students.

Instagram

Instagram is a community of more than 800 million who capture and share the world's moments on the service. Kevin Systrom the CEO and co-founder responsible for the company's overall vision and strategy as well as day-to-day operations.

Since the beginning, Kevin has focused on simplicity and inspiring creativity through solving problems with thoughtful product design. As a result, Instagram has become the home for visual storytelling for everyone from celebrities, newsrooms, and brands, to teens, musicians and anyone with a creative passion. The other co-founder/CTO Mike Krieger focuses on building products that bring out the creativity in all of us. Instagram (2018)

Nathasha (2016) said that Instagram to be an infinite photo album with just about any and every photo one can and would expect. This versatility allows Instagram to cater to every age group based on their specific interests ranging from the old aged to the youths of today. It also helps aspiring photographers start off with easy to use filters and for the general public, well, it's just a lot of fun. The enabled option of commenting and liking one's picture gives Instagram its perk as a social network. Ideas can be exchanged, and critics can be thrown without any aggression fuelled feedback.

Instagram and teaching and learning

According to Tony Vincent (2017), Instagram isn't just for posting photos of food. Instagram can actually be a powerful learning and communication tool for educators, so I've written this guide for teachers. Vincent show the kinds of things teachers can see on Instagram. He also tells about the ins and outs of Instagram, starting with the basics and ending with crafting awesome posts.

Instagram seems to provide an ideal environment for second language learners to produce descriptive writing. Users form connections by 'following' each other's profiles which enable them to view the content posted on these profiles and respond in the form of comments or 'likes'. A 'like' is tag users can place on images to indicate they view them favourably. Once a user follows other users, all postings from these users will be collected and presented on the user's 'News Feed'. Instagram members also have the ability to message each other privately using 'Direct message'. These facilities allow users to engage in synchronous and asynchronous communication, both publicly and privately. Instagram profiles with default settings can be viewed publicly by anyone who visits the site; there are also privacy settings which can restrict the access to one's profile to approved followers only. (Ronan 2015).

The limitation caption post also one of the features why Instagram can be used as education platform. Students need to used their critical thinking and solving problem skills indirectly in other to understand about some topic.

Picture Post

A picture is a drawing or painting or also can be used as an impression of something formed from a description. Various types of visuals can be effective learning tools such as photos, illustrations, icons, symbols, sketches, figures, and concept maps and many more. Consider how memorable the visual graphics are in logos. People can recognize the brand by seeing the visual graphic, even before reading the name of the brand. In addition to being a place to share your own photos, Instagram can provide a wealth of inspiration. Many talented professional photographers use the app to share amazing photos.

Refer to Haig 2012, there are countless studies that have confirmed the power of visual imagery in learning. For instance, one study asked students to remember many groups of three words each, such as a dog, bike, and street. Students who tried to remember the words by repeating them over and over again did poorly on recall. In comparison, students who made the effort to make visual associations with the three words, such as imagining a dog riding a bike down the street, had a significantly better recall.

In term of learning using picture posted on Instagram, lectures can show the picture posted as a showcase of student work. The student needs to browse any topic related to Islamic Banking and Finance or any historical photos and create a bulletin board or poster display showing related to the topic. For example, if the topic is about riba, ask the student to post a picture or awareness posters regarding riba. Lectures may choose the best photo or best photo description to be featured on class's Instagram. Then, students or lectures can snap their own picture or choose an interesting one from another photographer to use as a prompt for creative, descriptive, or narrative writing. Instagram can also encourage critical thinking and

communication skills. Students can snap pictures throughout the day and write short descriptions of them. For example, you give student presentation task during classes, and they can take pictures shared on Instagram and describe the presentation or related topic that they like to share. Alternatively, the lectures also can invite students to alternate taking over your classroom Instagram account and sharing photos from their daily lives. Then have the featured student talk about his or her daily routine and artistic vision with the class.

The Power of Hashtag

According to Cheung (2014), the hashtag was a new and unique function that only appeared on Instagram, and could be used to link posts with similar characteristics. The hashtag serves as a keyword for people to use when searching for specific posts since if users click on a hashtag, all other posts using the same hashtag will be linked and shown on a page. Users can also type the keyword of the tag in the search blank, and the result will be the same as clicking on the hashtag.

The hashtag is a global phenomenon. The hashtag's widespread use began with Twitter but has extended to other social media platforms. Hashtags on Instagram focus to complement photos shared and help to discover new accounts. It is a word or phrase preceded by a "#." Using a single word or many worlds without space with a # symbol to highlight the idea or topic related to the posted picture. Using the power of the hashtag into Islamic banking and finance is quite easy. Lectures may post a related photo and create a hashtag so that students are easy to find them. A hashtag can be seen by other people if the Instagram account is set as public. It also helps gives the awareness to other people at once. Lectures can start building their own community on Instagram by creating own hashtags. Though, lecture also need to get students to start using them. For starters, the lecture can create a hashtag related to the targeted audience or niche industry. Combining abbreviations and words is a good way to create original hashtags.

Follower

An Instagram follower is a user who follows one's account and is able to see, like, and comment on any photo post. Lectures who set the account on public might need more follower in order to make the account identify by others. Start connecting to others people also is one of the strategies to gain more followers. Moreover, it will create social networking. In order to give awareness to the students itself, the lecture can approach the student by following their students' account. A positive and regularly posting great content can help to gain more followers too. Some of the account received "blue tick" from Instagram as a reward the account is an "Insta-famous" account. "Insta-famous" also known as social media influencers, are users of social media who have established credibility in a specific industry, have access to a wide audience and are able to influence others by virtue of their authenticity and reach. Once the account is famous and becomes an "Insta-famous", it is easier to grab student's interest and at the same time promoting the Islamic banking and finance. Lectures also may interact with the students or the followers using a live video. This is also the easy and fun way to adapt teaching and learning since live video can save too for further references.

Conclusion

In line with the driven technology and social media emerging, interesting tools like Instagram is a good practice to create more interesting way of learning and also give awareness among the students. An education can become a lot more technology driven, and more fun. It is surprising how a simple thing like a photo sharing application can play a very effective role in education. Islamic banking and finance can be more fun and easy to learn through the effort to blend in the theory and fundamental part with the recent technology growth.

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IS IT TIME FOR SMES FOOD PACKAGING TO BREAK OUT WITH TRADITIONAL STYLE

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Abstract: *Package design as a communication aspect and plays a significant role in marketing. In the buying context, the package design reveals the content and details of the product to the consumers. That's why package design really helps a product stand out in the market. The purpose of this paper was to investigate the style of SMEs food packaging design. A total of 67 SMEs food packaging design in the market were selected randomly as samples in this study. This paper presents an exposition of visual research and content analysis methods. This research examined the characteristic of SMEs food packaging design such as material, visual, product information, label and shape. The results of the study showed most of the product still used transparent plastic (75%), photography as a visual style on packaging (73%), sticker labelling technique (60%) and used square shape of packaging design (71%). The study also found that there was more than 80% of the product showed the information on packaging design (logo, product name, brand). Findings suggested that characteristic used in SMEs food packaging design need to come out with new style and image to increases consumer intention on purchasing products. It is hoped that the findings, as presented in this paper, will highlight the important characteristic of the SMEs food product in order to increase consumer comprehension of the product image base on brand name, identity and brand loyalty.*

Keywords: SMEs, Packaging, Labelling, Visual, traditional style

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Introduction

In Malaysia, food industries are among the main contributors to national export which was RM16.56 billion in 2014 (MITI, 2015, 2016). Furthermore, food product constitutes a major part of consumer's consumption in many countries including Malaysia, where Malaysian households spend roughly 34 % of their income on food product. This is because food is an needed and normally people consume three times daily in our life. Maffei and Schifferstein (2017) also said packaging has been key in the development of consumer capitalism, the industrialization of food systems and significant in the global establishment of major brands and mass consumerism. Thus, SMEs entrepreneur on our locals product need to be serious to make an improvement or any alternatives in the guarantee of their products quality. However,

when there is no opportunity to know the quality of the product, consumers will refer to packaging and branding (Diana-Rose, Zariyawati, Norazlina, Annuar, & Manisah, 2016). Thus, packaging influences more on decision making. A good package will reflect more positively in consumers' purchasing behavior. Therefore, there is a need to investigate the SMEs food packaging design style for enhance quality, image of the product and brand equity (Suhaini, Sahadah, & Noor Hashimi, 2017).

Literature review

SMEs

In Malaysia, Small and medium enterprises (SMEs) is the majority amount of Commerce which contributed to the economic development of the country. In the country's economic development, the Small and medium enterprises (SMEs) have play an important role because of its trade activities help to increase competitiveness and as the backbone of economic growth in Malaysia. The various definitions are given to the SMEs have was according to an approach from the aspect of the criteria and distinct standard (Mohd Khairuddin, 2009: 2010: 2011: Rani Siaw, 2012: Plural, Ali, Ghazali, 2014). In general, SMEs in Malaysia have was according to the quantitative criteria such as the number of employees, amount of assets the enterprises possess, amount of paid-up capital, and the sales turnover per annum. National SME Development Council (NSDC) definition of SME in Malaysia refer to the number of employees and annual sales turnover (Mohd Khairuddin, 2009: 2010: 2011:Siaw & Rani, 2012: Jamak, Ali, & Ghazali, 2014).The New Definition of SMEs effective 1 January 2014 for statistical purposes, eligibility criteria of SMEs for Government assistance and exclusions.

Packaging Characteristic

At a basic level, packages are storage containers meant for keeping and preserving objects over an extended period of time. However when science, arts and technology are together in packaging design, packages also function as communication devices when the product is presented for sale. The conception and creation of packages are the focus of this field (Hayes, 2009). Packaging is more than protection for the products; it is also to increase the value and function of a product (Ardhianto & Hardjana, 2016); protect the quality of products, make the product last longer, as a means of communication and branding products to consumers, facilitating the distribution of products from producer to consumer, made products can be mass produced, and attract consumer to buy the product.

In packaging design development process, packaging materials as basic carrier (Zhang & Zhang, 2011). Through Traditional packaging use nature materials likes leaf, wood, vine, grass, bamboo, shell and et al that have natural friendly character and can be decayed. In the market today the usage of tin cans and plastic on the products, shows the packaging as one of the elements forming the image of the products follow the development of technology and culture. Package material influenced expectations and evaluations of the product. Material in packaging design refer to use, appearance, properties, temperature and cost. At present, the most popular material for packaging design can be classified into paper, plastic, metal and glass. Another characteristic of packaging is visual. Visual is one of a key element in packaging design and highlighting the information of the product. Currently, there are numerous of food products on the market used visual with their unique artistic techniques, style and vibrant visual effects, are closely integrated with the packaging, and become significant means as a medium

of visual communication (He, Liu, & Li, 2017). Label designs can be categorized into three genres such as traditional, contemporary, or novelty (Sherman & Tuten, 2011). The different of appearance using visual style include photography, painting, vector and icon on packaging can be driving factors for enhance brand competitiveness, product image and personality. Clement, Kristensen, and Gronhaug (2013) found that when consumer searching for a particular product, brand or flavour in a grocery store with time pressure, visual attention is very important. For example, when a strawberry image is presented on a milk bottle labelling, people may know that's strawberry flavour.

In routine, when we buy product from the grocery store, product information is very important as a main source of information to consumers. The information normally cover a few things about a product . Description may cover on the name of manufacturing, distributer, the place of the production run, the time period the product was made, contents and ingredients, steps and guidelines in using or consuming the product safely . Product label falls under the marketing controlled information source which it acts as the product information source that originates with marketers promoting the product. Furthermore shape is also one of the most basic characteristic in packaging. The simplest geometric shapes are circles, ellipses, triangles, squares, rectangles, and polygons. These basic forms can then be altered, combined, and rearranged to make more intricate and elaborate shapes. A design is considered good when the taste of the food content of a package matches the packaging shape (Wang, Chou, & Sun, 2010). The shape of the packaging has a direct impact on the viewers' perception. Labelling a piece of information placed on product packages to be noticed by consumers. This information are product name, brand name, manufacturing, weight, expire date, nutrition, how to open, how to prepare, prise and flavour can be easily found on the label as a product information (Wasowicz-kirylo & Stysko-kunkowska, 2011).

Research Methodology

This paper presents an exposition of visual research and content analysis methods. The research methodology is divided into 3 steps (Figure 1: Research Design). First, doing visual research in market survey on SMEs food packaging sold in grocery as a data collection. Second, content analysis and lastly discuss the finding.

Figure 1: Research Design

As Figure 2 shows visual research of the 67 SMEs food package product was using in this study. Through collection, observation, and recording; material, visual, product information, labelling and shape are used as a part of content analysis that has been analyse in this study. According to Patel, Vila-López, and Kuster-Boluda, (2013), content analysis was reputable and widely used technique within international marketing research and communication. Content analysis was used here to see the style of SMEs food packaging characteristics as Table I shows.

Figure 2: Sample of the SMEs food product was using in this study

Table 1: SMEs food packaging characteristics

Characteristic	Elemen
Material	Plastic Glass bottle Aluminium (tin) Paper box Transparent plastic
Visual	Photography Vector Painting Icon
Product Information	Logo product name Brand Name
Labelling	printed label sticker Label No visual printed
Shape	cylinder Circle square triangle

Finding and Discussion

Table 2 presents the results of content analysis of 67 SMEs food packaging used in this study, with the percentage survey on the material, visual, labelling, product information and shape. Results of study indicated that majority of the product used transparent plastic (75%). This is the most common packaging material and, at the same time, one of the most difficult to dispose of. The factors common to all plastics are that they are light, strong and cheap to manufacture. That is the reasons they are used so much compare to another packaging materials. Almost all the product highlight the product name rather than brand name (96%) for the product

information. Product name and brand name was another package component that can contribute to consumer confusion. However the others information such as product name and logo still appear on the labelling. In this study, 40 (60%) product still used sticker for labelling on the packaging rather than printed labelling. The findings of this study also found that 71% packaging shape are square base on type of material. Regarding to visual analysis, visual style using photography show the highest percentage (73%). Follow by vector (18%), Icon (8%) and painting (1%). According to Seo (2010), the goal of using photography is to make product look as attractive and fresh as possible. The examples of 67 SMEs food packaging show variation in visual hierarchy. For example, *Pak Lah 'Tepung Goreng' Serbaguna* package design has a straightforward hierarchy. The brand, product name and fried chicken on plate all come across as dominant elements. The small size of the tagline and weights of the product description at bottom make them secondary components. In order to ensure that the audience fully understands the content, it is important to clarify which items to emphasize and which to de-emphasize.

Table 2: Table of Content Analysis for 67 SMEs packaging of food products

Characteristic		*n*	Percentage	Illustration
material	Plastic	5	8%	
	Glass bottle	1	1%	
	Aluminium (tin)	1	1%	
	Paper box	10	15%	
	Transparent plastic	50	75%	
visual	Photography	49	73%	
	Vector	12	18%	
	Painting	1	1%	
	Icon	5	8%	
product information	Logo	56	83%	
	product name	64	96%	
	Brand Name	61	91%	
labelling	printed label	25	37%	
	sticker Label	40	60%	
	No visual printed	2	3%	
Shape (base on material)	cylinder	15	22%	
	Circle	4	6%	
	square	48	71%	
	triangle	1	1%	

Straightforward Hierarchy

Conclusion

The optimisation of the positioning of elements of pack design is consequently very important to operational marketing. A successful packaging design not only give a good appearance for the product, but also benefit to SMEs food product to create a good brand image, enhance the packaging emotional experience, brand royalty, thus affecting the packaging and the spread of brand promotion, enterprises to bring more economic value. Hence, through excellence in food packaging design, SMEs will be more prominent in marketing their products.

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DESIGN INVESTIGATION ON FOOT DEFORMITIES WORKING FOOTWEAR

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Abstract: *Footwear was planned to protect the feet from environment. A good footwear should provides stability to the joints of the foot and a foundation upon which the foot can function. However, to achieve a symbolic individual's satisfaction, the components that are necessary to provide support to the foot often neglected in the design of footwear especially for a person with foot deformities. The objective of this study is to provide information that will assist researchers and designers in identifying, designing and offering appropriate and better working footwear designs for those with foot deformities. Two identified subjects with congenital foot deformities participated in this prospective intervention study for over 12 months. An interview and a video on how the participant wear and walk with normal commercial shoe were recorded. The physical examination was also assessed including the footwear, feet, legs and hips of the subjects. They were examined with focus on the areas of deformities. Each leg has different shape and concerns. Hence, each footwear designed for those with foot deformities must be customized base on the factors of type of deformities, body size and the remaining skeletal structure and muscular. With a proper modification, people who have foot deformities and unable to buy suitable footwear, will be able to relieve the pain and at the same time increase the individual motivation in job satisfaction, motivation or enthusiasm to work and reducing levels of stress or emotional upset.*

Keywords: *Footwear, Foot deformities, customize.*

Introduction

Footwear is a compulsory work clothes accessories. Historically, footwear was planned to protect the feet from the environment, nowadays shoes became a powerful fashion objects in addition to providing protection. The type and styles of shoes are depending on working environment. Example, the casual type of shoes such as oxford and derby are suitable for white color worker and safety shoe with safety features are suitable for blue color worker.

Prior research indicates that footwear should be functioned to protect the foot, increase friction, provide foot stability, provide shock attenuation, treat foot deformities and provide a foundation for foot orthoses. Footwear should provides stability to the joints of the foot and a foundation upon which the foot can function and the ergonomics is a key element for comfort, health and productivity. Therefore, the establishment of these relations may increase the employee motivation in job satisfaction, motivation or enthusiasm to work and reducing levels of stress or emotional upset.

Literature review

Footwear definition according to Merriam-Webster Dictionary is wearing apparel (such as shoes and boots) that are worn on your feet. Footwear invention was devised to protect the feet from the environment. Shoes became a statement of fashion as time goes by in addition to providing protection. But somehow the components of the footwear should provide support to the foot (T. McPoil, 1988). It's also strongly suggested by Hlavac HF (1977), footwear should protect the foot, increase friction, provide stability, provide shock attenuation, treat foot deformities and provide a foundation for foot orthoses. Hence, good basic anatomic information should be known by footwear designers that should consider properly foot shape and internal structure for developing “fit” and “healthy” shoes (Krauss et al. 2011; Mickle et al. 2010).Long before, apart of being a fashion accessories, footwear also can be an alternative way to treat foot deformities. According to Tax (1982), the modified last often being used to treat metatarsus adductovarus (Fig. 1). In 2015, Jawish stated that only a short time is needed to improve deformities like metatarsus adductus right after birth.

Figure 1: Deformities Custom Shoe
Source:http://www.alvarosorthopedicfootwear.com/custom_Made_Ortho_Shoes.php

The characteristics of a footwear has been discussed in many years. In a review paper by Nigg (2005), the research is divided into three sections, past, present and future. It is found that the three sections have a significance outcome where comfort was established to become important variables. To allow more objective measure of footwear quality, Barton, Bonanno and Menz (2009) have devised six items of footwear characteristic. (Fig.2). The foot definition according to Merriam-Webster Dictionary is the part of the leg on which animal or person stands and moves: the part of the leg below the ankle. Foot and ankle in the human body is work together to provide balance, stability, movement and propulsion. This complex anatomy consists of twenty six bones, thirty three joints, muscles, tendons, ligaments, blood vessels, nerves and soft tissues. The normal foot anatomy can be divided into three anatomic regions called hindfoot or rear foot, midfoot and fore foot.

Foot deformities definition according to Merriam-Webster Dictionary is a condition in which part of the body does not have the normal or expected shape. Foot deformities is a disorder of the foot that can be divided into two categories. They are congenital and acquired.

Dr. Yong SuMei from Sime Darby Medical Center explained that the congenital foot deformities can be inherited or caused by extrinsic factors. Common congenital foot deformities include flatfoot, clubfoot, hook foot and various types of toe deformities such as extra toes, curly toe and syndactyly (web toes). Malaysia, in 1990, 5.6 per 1000 livebirths had congenital foot deformities (N, Y Boo, L, C Ong, 1990). Foot deformities were not only affected children but also adults. People will always find a solutions to managed their footwear by using a various types of outsole, bars externally, arch support and put in the metatarsus pad (Mcpoil, 1988). According to Tax (1982), a stable foundations can be generated by using a suitable foot orthoses into an appropriate footwear.

Figure 2: Footwear Characteristic
Source: A Summarization from Barton, C.J., Bonanno, D., Menz, H.B. (2009). Development And Evaluation A Tool For The Assessment Of Footwear Characteristic Jounal Of Foot And Ankle Research.

Research Methodology

The research was conducted using qualitative method. The research studies is devoted to two case study or subjects and the focus of the study is the data that is in the thick-lined box. Main data is divided into three sections, Primary Data, Secondary Data and Design Process. Both subjects are disabled blue colour worker with congenital foot deformities. Before the study embarked, researcher had gained an approval from the subjects. A design research framework was made as a guideline to ensure the research is on the right track. (Fig. 3).

Figure 3: Design Research Framework

Finding and Discussion

Both case study subjects was not wearing a proper footwear although the working environment and the job specification required them to do various movements such as walking, standing, and sitting for a long time. Here are the primary investigation about subjects working footwear.

a. Identify the Footwear (Subject A)

Figure 4 below shows the case study's present commercial footwear. While the shape of the right shoe looks fine, the left footwear had its quarter part wide open with a shoelace improperly fastened. It was because the wearer does not feel comfortable because the ankle of the leg is bigger and deformed. The right shoe however slanted forward because only the quarter part were frequently used during walking and sitting due to the right leg conditions. The outsole of the shoe shows the different sizes and state of wear on the heel, indicating heavy or excessive load and that will lead to other foot problems. The results of the study by Frey et al, was found that incorrectly fitting footwear was common and associated with forefoot disease and foot pain.

Figure 4: The shape and the present condition of the footwear

In order to wear the shoe, the subject also inserted the raised insole device for the stump for stability. A total of 18 pieces of 2.5 mm thickness cellulose board was glued together to get the ideal height of the leg. (Fig. 5).

Fig**ure 5: Raised insole to be inserted into the shoe of the footwear**

b. Identify the Foot Deformities

This is an example of congenital foot deformities (Fig.6). Each leg has different deformities. It is multi-deformities such as talipes valgus, and less toes. According to medical dictionaries, talipes valgus refers to a permanent eversion of the foot, the inner side alone of the sole resting on the ground; it is usually combined with a

breaking down of the plantar arch (left foot). Talipes is any of several deformities of the foot, especially those occurring congenitally. It may also be a non-traumatic deviation of the foot in the direction of one or two of the four lines of movement.

View	Front	Side (Inside)	Side (Outside)	Rear
Right Foot				
Left Foot				

Figure 6: The shape of deformities and the present condition of the Subject A

Figure 7 below shows another case study, Subject B. Subject B choose to wear a calf length boot due to his deformities. Subject B claimed that the calf length boot was the most suitable for him because the feet remain detached in the shoe as he walking. The boot with zipper also makes it easier to wear and open the shoes. However, he still unable to stand and walk properly without assistant.

, S

Figure 7: The shape of deformities and the present condition of Subject B

Conclusion

The construction or the modification of the shoe for those with foot deformities called as therapeutic shoes. Depends on each deformities, proper shoe modification helps people who have foot problems and cannot buy appropriate prosthetics and orthotic devices to minimize the pain. Hence, each device designed for person with foot deformities must be customized based on the variety of factors including the type of deformities, body size and the remaining skeletal structure and muscular. Like a thumbprint, foot deformities also different from one person to another. It is recommended for a future works to consider the use of 3D scanner to get the 360º image of foot deformities. The result would be more accurate (Balasanker, 2014). The respondent is encouraged to take an x-ray test so that the problem or the deformities can be easily identified by the medical practitioners. The designer also suggested to work closely together with a certified prosthetist and orthotist to encourage more solutions in footwear design.

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HUBUNGAN KEMAHIRAN PERANCANGAN STRATEGIK DENGAN KOMITMEN ORGANISASI DALAM KALANGAN KETUA–KETUA PANITIA SEKOLAH MENENGAH KEBANGSAAN

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Abstrak: *Tujuan kajian ini adalah untuk mengkaji hubungan kemahiran perancangan strategik dengan komitmen organisasi dalam kalangan ketua-ketua panitia sekolah menengah di Daerah Kota Belud, Sabah. Kajian ini adalah berbentuk kuantitatif. Kajian ini melibatkan 62 orang Ketua Panitia mata pelajaran dari lapan buah sekolah menengah di daerah Kota Belud, Sabah. Data dianalisis dengan menggunakan analisis statistik inferensi iaitu ujian-t, Anova Sehala dan Korelasi Pearson digunakan untuk menguji hipotesis-hipotesis kajian. Dapatan kajian menunjukkan bahawa tidak terdapat perbezaan yang signifikan terhadap penguasaan kemahiran perancangan strategik berdasarkan jantina dan pengalaman sebagai Ketua Panitia mata pelajaran. Dapatan kajian juga menunjukkan terdapat hubungan yang signifikan antara kemahiran perancangan strategik dengan komitmen organisasi. Dalam kajian ini, pengkaji telah mencadangkan beberapa usaha yang perlu dilaksanakan oleh pihak pengurusan sekolah khususnya untuk meningkatkan tahap kemahiran teknikal dan kemanusiaan guru-guru dalam membina perancangan strategik yang berkesan.*

Latar Belakang Kajian

Sistem pendidikan negara yang berkualiti dan dinamik merupakan satu matlamat kerajaan Malaysia untuk mampu menandingi standard pendidikan antarabangsa menjelang tahun 2020. Pelbagai dasar dan pelan tindakan telah dilancarkan oleh kerajaan untuk mencapai hasrat tersebut melalui Kementerian Pendidikan Malaysia (KPM). Pada Oktober 2011, KPM telah melaksanakan kajian semula terhadap sistem pendidikan negara Malaysia secara menyeluruh dalam usaha membangunkan Pelan Pembangunan Pendidikan Malaysia (PPPM) yang baharu. Pada Disember 2012, Pelan Pembangunan Pendidikan Malaysia (PPPM) 2015-2035 yang mengandungi 11 anjakan utama telah dilancarkan.

Pembentukan dan pelaksanaan strategi PPPM merupakan satu set keputusan dan tindakan awal Kementerian bagi memastikan hala tuju sistem pendidikan Malaysia yang berkualiti dan dinamik dapat dicapai. Ia merupakan satu perancangan strategik jangka panjang Kementerian sebagai kesinambungan dan penambahbaikan daripada Pelan Induk Pembangunan Pendidikan (PIPP) 2006-2010. Untuk mencapai matlamat PPPM 2012-2035,usahasama dan penglibatan menyeluruh daripada warga sektor pendidikan khususnya serta sokonganmasyarakat Malaysia amnya merupakan asas kejayaan kepada sistem pendidikan berkualiti dan dinamik.

Menurut Alcoyes @ Azman Mardan (2012), KP mata pelajaran perlu memahami dengan teliti tentang peranan mereka sebagai pengurus kurikulum di peringkat kepanitiaan organisasi sekolah. Oleh itu, pemikiran strategik untuk merumuskan sesuatu strategi adalah amat penting dan perlu dikuasai oleh setiap KP mata pelajaran sekolah menengah. Keupayaan untuk

mengenal pasti isu dan masalah strategik berkaitan kurikulum dan pengajaran memerlukan kemahiran pengurusan seperti kemahiran konseptual, kemahiran teknikal dan kemahiran kemanusiaan atau interpersonal (Katz, 2009).

Oleh itu, kemahiran konseptual KP dalam menganalisis sesuatu strategi berdasarkan faktor dalaman dan faktor luaran organisasi sekolah (Ahmad Zainal Abidin, 2012) amat penting agar proses pelaksanaan perancangan strategik dapat dijalankan sejajar dengan visi dan misi sekolah.Perancangan strategik yang berkesan memerlukan penglibatan setiap peringkat pengurusan sekolah yakni pengurus atasan, pengurus pertengahan dan pengurus bawahan. Sokongan yang kuat daripada pengurus atasan khususnyadapat memupuk serta mengekalkan komitmen guru-guru KPke arah mencapai hala tuju dan matlamat organisasi sekolah. Oleh yang demikian, pemantapan kemahiran pengurusan dalam kalangan Ketua-ketua Panitia mata pelajaran harus dipertingkatkan agar matlamat dan objektif pembinaanpelan tindakanPerancangan Strategik Unit Kurikulum Panitia dapat dicapai.

Penyataan Masalah

Menurut Zaidatol Akmaliah Lope Pihie (1990), KP hendaklah bertanggungjawab untuk membangun, mengekal dan memastikan keeratan hubungan setiap ahli dalam pasukan. Di samping kesediaan dalam meluangkan masa dan tenaga untuk berbincang, merancang dan membuat keputusan secara bersama-sama dengan ahli-ahli panitianya (Alcoyes @ Azman Mardan, 2012). Pernyataan ini disokong oleh Mohd Anuar Abdul Rahman dan Shafila Jumaat (2011), KP mata pelajaran merupakan seorang pengurus pertengahan yang terlibat dalam setiap peringkat tugas iaitu sebagai guru, pemimpin pasukan dan ahli pasukan. Menurut mereka juga, tempoh perkhidmatan dan pengalaman bertugas sebagai KP mata pelajaran mempengaruhi tahap pengetahuan kepimpinan, kemahiran mengurus dan sikap KP terhadap bidang tugas dan tanggungjawabnya secara menyeluruh.

Permasalahannya, adakah Ketua-ketua Panita mata pelajaran di sekolah-sekolah menengah daerah Kota Belud telah menguasai kemahiran pengurusan iaitu elemen kemahiran konseptual, kemahiran teknikal serta kemahiran interpersonal? Adakah Ketua-ketua Panita mata pelajaran di sekolah-sekolah menengah daerah Kota Belud memahami dan melaksanakan pelan tindakan perancangan strategik dengan baik? Begitu juga, mampukah Ketua-ketua Panita mata pelajaran di sekolah-sekolah menengah daerah Kota Belud mengekalkan komitmen terhadap organisasi secara berterusan?

Berdasarkan beberapa persoalan yang dinyatakan di atas, kajian ini bertujuan untuk meninjau kemahiran pengurusan yang dikuasai oleh Ketua-ketua Panitiamata pelajaran di peringkat sekolah menengah berdasarkan tiga aspek iaitu kemahiran konseptual, teknikal dan kemanusiaan. Pada masa yang sama, kajian ini juga akan meninjau permasalahan yang dihadapi oleh KP mata pelajaran dalam mengekalkan komitmen secara berterusan terhadap organisasi sekolah.

Tujuan Kajian

Tujuan kajian ini adalaH menentukan perbezaan tahap penguasaan kemahiran perancangan strategik berdasarkan jantina dan pengalaman, serta mengkaji hubungan kemahiran perancangan strategik dengan komitmen organisasi dalam kalangan Ketua-ketua Panitia mata pelajaran di sekolah menengah daerah Kota Belud.

Objektif Kajian

Objektif kajian ini adalah seperti yang berikut:
Menentukan perbezaan tahap penguasaan kemahiran perancangan strategik Ketua Panitia berdasarkan jantina.
Menentukan perbezaan tahap penguasaan kemahiran perancangan strategik Ketua Panitia berdasarkan pengalaman.
Mengkaji hubungan antara kemahiran perancangan strategik dengan komitmen organisasi dalam kalangan Ketua Panitia.

Soalan Kajian

Soalan kajian ini dibina berdasarkan kepada objektif kajian.
Adakah terdapat perbezaan terhadap tahap penguasaan kemahiran perancangan strategik dalam kalangan Ketua Panitia berdasarkan jantina?
Adakah terdapat perbezaan terhadap tahap penguasaan kemahiran perancangan strategik dalam kalangan Ketua Panitia berdasarkan pengalaman?
Adakah terdapat hubungan antara kemahiran perancangan strategik dengan komitmen organisasi dalam kalangan Ketua Panitia?

Hipotesis Kajian

Hipotesis kajian ini adalah seperti yang berikut:
Ho^1: Tidak terdapat perbezaan terhadap tahap penguasaan kemahiran perancangan strategik dalam kalangan Ketua Panitia berdasarkan jantina.
Ho^2: Tidak terdapat perbezaan terhadap tahap penguasaan kemahiran perancangan strategik dalam kalangan Ketua Panitia berdasarkan pengalaman.
Ho^3: Tidak terdapat hubungan yang signifikan antara kemahiran perancangan strategik dengan komitmen organisasi dalam kalangan Ketua Panitia.

Batasan Kajian

Kajian ini berfokus kepada elemen kemahiran konseptual, teknikal dan kemanusiaan atau interpersonal KP mata pelajaran terhad kepada lapan buah sekolah menengah daerah Kota Belud, Sabah. Maka kesemua dapatan dan penemuan hasil kajian ini hanya sesuai untuk digeneralisasikan kepada KP mata Pelajaran (Pengurus Pertengahan) di sekolah menengah.
Responden hanya terdiri dalam kalangan KP mata pelajaran bagi mendapatkan gambaran tahap penguasaan kemahiran konseptual, teknikal, dan kemanusiaan yang dimiliki serta komitmen mereka terhadap organisasi sekolah masing-masing.Sehubungan itu dapatan kajian ini juga mungkin akan berbeza mengikut skop persampelan yang dipilih.
Selain itu juga keikhlasan, kejujuran dan kefahaman responden semasa menjawab item-item soalan dalam borang soal selidik akan mempengaruhi kesahihan dapatan kajian ini.

Metodologi Kajian

Reka Bentuk Kajian

Reka bentuk kajian merupakan strategi untuk menjalankan kajian dan ia merangkumi penetapan jenis penyelidikan sama ada kuantitatif, kualitatif atau gabungan antara kedua-dua jenis (Akhiar Pardi & Shamsina Shamsuddin, 2011). Dalam kajian ini, pengkaji menggunakan reka bentuk pendekatan kuantitatif kerana data yang dikutip adalah dianalisis menggunakan ujian statistik dan masalah kajian dinyatakan dalam bentuk hipotesis (Chua Yan Piaw, 2012).
Menurut Mohd Yasin (2008), kajian deskriptif adalah satu kajian soal selidik yang menerangkan persoalan bagi suatu keadaan yang sedang berlaku. Matlamatnya adalah untuk meneroka suatu bidang yang belum atau kurang dikaji. Menurut Creswell (2008), kaedah statistik inferensi membolehkan penganalisisan data daripada sampel untuk membuat kesimpulan, inferensi atau generalisasi mengenai populasi responden yang terlibat. Oleh itu, reka bentuk kajian perlulah menimbang beberapa faktor seperti pemilihan ujian statistik yang tepat dan sesuai untuk menjawab soalan kajian dan kaedah menganalisis data. Oleh itu, pengkaji telah memilih pendekatan secara kuantitatif melalui kaedah tinjauan dengan menggunakan borang soal selidik sebagai instrumen utama kajian. Ujian statistik yang digunakan ialah ANOVA Sehala dan Korelasi Pearson untuk menguji hipotesis kajian.

Instrumen Kajian

Instrumen kajian adalah merupakan mekanisme yang digunakan oleh pengkaji untuk mendapatkan data primer daripada responden. Dalam kajian ini, pengkaji menggunakan borang soal selidik sebagai instrumen kajian yang utama. Rasional pengkaji memilih borang soal selidik kerana data yang dikutip adalah data kuantitatif. Mohd. Majid Konting (2005) menyatakan bahawa borang soal selidik digunakan untuk mengukur konsep yang berkaitan dengan sikap dan persepsi atau pandangan. Pernyataan ini bersesuaian dan relevan dengan pemboleh ubah yang ingin dikaji iaitu hubungan antara kemahiran perancangan strategik dengan komitmen organisasi dalam kalangan Ketua-ketua panitia mata pelajaran.
Dalam kajian ini, pembinaan item-item soalan adalah berdasarkan kepada sumber yang diperoleh daripada penyelidik terdahulu dan diadaptasikan sendiri oleh pengkaji selaras dengan objektif dan soalan kajian serta hipotesis yang ingin diuji (Norasykin Mohd Zaid & Nurulhidayah Ariff, 2011). Pengkaji memilih soal selidik berasaskan Kaedah Skala Likert sebagai instrumen bagi kajian ini kerana ia mudah untuk ditadbir sekiranya ia dibina dengan baik. Selain itu, soal selidik berasaskan Kaedah Skala Likert juga merupakan instrumen kajian yang paling mudah digunakan bagi mendapatkan data dalam jumlah yang banyak dan dalam jangka masa yang singkat.
Instrumen soal selidik bagi kemahiran perancangan strategik diubahsuai dan dibina berdasarkan soal selidik Awang Seman Awang Tahir et al. (2010), manakala instrumen soal selidik bagi komitmen organisasi pula berasaskan soal selidik komitmen organisasi Mowday et al. (1979) dan Meyer et al. (1991). Secara keseluruhannya, set soal selidik dibahagikan kepada 3 bahagian iaitu bahagian A, B, dan C. Bahagian A mengandungi demografi responden, Bahagian B mengandungi item-item soalan berkaitan elemen kemahiran perancangan strategik dan Bahagian C adalah item-item soalan berkaitan elemen komitmen organisasi.

Kajian Rintis

Kajian rintis dijalankan bertujuan untuk mengetahui dan mengenal pasti sama ada item-item soalan yang dibina dalam borang soal selidik mempunyai kesahan dan kebolehpercayaan yang betul mengikut standard. Dalam kajian ini, pengkaji telah memilih dua buah sekolah di daerah Kota Marudu sebagai tempat kajian rintis iaitu SMK Langkon dan SMK Kota Marudu I. Pengkaji mengedarkan 20 borang soal selidik secara rawak kepada guru-guru Ketua Panitia mata pelajaran masing-masing di SMK Langkon dan SMK Kota Marudu I.Untuk memastikan item-item soalan boleh digunapakai dalam kajian sebenar, pengkaji memerlukan sekurang-kurangnya 30 sampel untuk menentukan nilai kesahan dan kebolehpercayaan data kajian rintis. Jadual 1 menunjukkan perbandingan analisa kebolehpercayaan item soal selidik kajian rintis dengan kajian sebenar. Bilangan item kajian rintis yang ditambah bagi instrumen kemahiran perancangan strategik ialah 4 item untuk kajian sebenar, manakala bilangan item kajian rintis yang dikurangkan bagi instrumen komitmen organisasi ialah 3 item untuk kajian sebenar. Penambahan dan pengurangan item bagi kedua-dua instrumen dibuat bertujuan meningkatkan nilai *Cronbach's Alpha* serta atas cadangan beberapa panel yang menyemak kesahan kandungan item-item soal selidik.

Jadual 1: Nilai Kebolehpercayaan Item Soal Selidik Kajian Rintis dengan Kajian Sebenar

Soal Selidik	Bilangan Item	*Cronbach's Alpha* Kajian Rintis	Bilangan Item	*Cronbach's Alpha* Kajian Sebenar
Instrumen Kemahiran Perancangan Strategik	26	0.878	28	0.953
Instrumen Komitmen Organisasi	22	0.560	19	0.877

Kesahan dan Kebolehpercayaan Instrumen Kajian

Menurut Ghazali Darusalam (2012), kesahan dan kebolehpercayaan instrumen kajian adalah amat penting bagi mempertahankan kejituan instrumen daripada terdedah kepada kecacatan atau kesilapan. Pendapat beliau disokong oleh Sharul Arbai'ah Othman dan Masitah Taib (2013) bahawa semakin tinggi nilai dan tahap kesahan serta kebolehpercayan instrumen, maka semakin jitu data-data yang akan diperoleh bagi menghasilkan kajian yang baik dan berkualiti. Mereka merumuskan definisi kesahan sebagai ketepatan, kebenaran, dan kebolehgunaan instrumen yang membolehkan data-data diinferenkan atau dianalisis.

Menurut Gay dan Airasian (2003), kesahan terdiri daripada dua jenis iaitu kesahan luaran dan kesahan dalaman. Menurut mereka, kesahan luaran mengukur sejauh mana keputusan penyelidikan boleh diaplikasi terhadap sampel yang lain, lokasi yang lain, dan masa yang lain. Manakala, mereka merumuskan takrifan kesahan dalaman adalah menilai sejauh mana dapatan sesuatu penyelidikan dapat diinterpretasikan dengan tepat.

Menurut Wiersma (2000), kebolehpercayaan instrumen ialah suatu ukuran untuk menentukan ketekalan skor setiap item. Ketekalan bermaksud apabila item yang sama diuji beberapa kali kepada subjek yang sama pada selang masa yang berlainan tetapi tetap memberi skor keputusan atau jawapan yang sama atau hampir sama (Sharul Arbai'ah Othman et. al., 2013). Menurut Sekaran dan Bougie (2010), nilai kebolehpercayaan yang kurang daripada 0.61 adalah lemah, 0.61 hingga 0.79 adalah boleh diterima dan nilai antara 0.80 adalah tinggi.

Dalam konteks kajian ini, pengkaji telah melantik beberapa panel dalam kalangan guru mata pelajaran Bahasa Malaysia untuk menilai kriteria item soalan instrumen soal selidik dari aspek pembinaan ayat yang betul, bahasa yang jelas dan mudah difahami, serta relevan dengan setiap konstruk yang ingin dikaji. Jadual 2 menerangkan nilai kekuatan *Cronbach's Alpha* yang digunapakai oleh pengkaji (Hair, Money, Page & Samouel, 2007).

Jadual 2: Nilai *Cronbach's Alpha*dan Kekuatan Perkaitan

Nilai *Cronbach's Alpha*	Kekuatan Perkaitan
< 0.600	Lemah
0.600 - 0.700	Sederhana
0.700 - 0.800	Baik
0.800 - 0.900	Sangat Baik
0.900 - 1.000	Cemerlang

Tatacara Penganalisisan Data

Data yang dikutip daripada kajian ini dianalisis dengan menggunakan perisian *"Statistical Package for Social Science (SPSS)"* versi 17.0. bentuk analisis yang digunakan untuk kajian ini iaitu analisis inferensi. Jadual 3 menunjukkan perincian skor min dan interprestasinya berdasarkan Pallant (2010).

Jadual 3: Skor min dan Interprestasinya

Skor min	Interpretasi skor min
1.00 – 2.33	Rendah
2.34 – 3.66	Sederhana
3.67 – 5.00	Tinggi

Kaedah kajian secara kuantitatif memerlukan penyelidik menjelaskan bagaimana sesuatu pemboleh ubah memberi kesan kepada pemboleh ubah yang lain (Creswell, 2012). Oleh itu, pengkaji memilih pendekatan kajian secara korelasi kerana ianya sesuai untuk mengenal pasti jenis keserasian, menjelaskan hubungan yang kompleks antara faktor-faktor yang dapat menjelaskan hasil dan meramal hasil daripada faktor peramal (Creswell, 2012). Jadual 4 menunjukkan perincian nilai pekali korelasi dan kekuatan korelasi (Chua Yan Piaw, 2012).

Jadual 4: Nilai pekali dan Kekuatan korelasi

Nilai Pekali Korelasi (r)	Tahap Kekuatan Korelasi
0.91 – 1.00	Sangat kuat
0.71 – 0.90	Kuat
0.51 – 0.70	Sederhana
0.31 – 0.50	Lemah
0.01 – 0.30	Sangat lemah

Dapatan Kajian

Analisa Demografi Responden

Jantina Responden

Jadual 4.1 menunjukkan taburan demografi responden daripada segi jantina. Daripada 62 responden, jumlah lelaki adalah seramai 21 orang (33.9%) dan perempuan seramai 41 (66.1%).

Jadual 5: Taburan RespondenMengikut Jantina

Jantina	Frekuensi	Peratus (%)
Lelaki	21	33.9
Perempuan	41	66.
Jumlah	62 orang	100.0%

Umur Responden

Manakala dari segi umur, Jadual 6 menunjukkan taburan umur mengikut empat peringkat. Daripada analisis data yang diperoleh seramai 8(12.9%) responden dalam lingkungan umur antara 20 – 29 tahun, 26 (41.9%) responden dalamlingkungan umur antara 30 – 39 tahun, 25 (40.3%) responden dalam lingkungan umur antara 40 – 49 tahun dan seramai 3(4.8%) responden dari peringkat umur melebihi 50 tahun.

Jadual 6: Taburan Responden MengikutUmur

Umur	Frekuensi	Peratus (%)
20 – 29 tahun	8	12.9
30 – 39 tahun	26	41.9
40 – 49 tahun	25	40.3
50 tahun ke atas	3	4.8
Jumlah	62 orang	100.0%

Tahap Pendidikan

Jadual 7 menunjukkan taburan responden mengikut tahap pendidikan. Seramai 55 (88.7%) responden berkelulusan Ijazah Sarjana Muda, 7 (11.3%) respondenberkelulusan Sarjana.

Jadual 7: Taburan Responden Mengikut Tahap Pendidikan

Tahap Pendidikan	Frekuensi	Peratus (%)
Ijazah Sarjana Muda	55	88.7
Sarjana (Master)	7	11.3
Jumlah	62 orang	100.0%

Tempoh Pengalaman

Jadual 8 menunjukkan taburan responden mengikuttempoh pengalamansebagai Ketua Panitia mata pelajaran. Daripada analisis data yang diperoleh seramai 33(53.2%) responden berpengalaman antara 1 – 5 tahun, 18 (29.0%) responden berpengalaman antara 6 – 10 tahun, 4 (6.5%) responden berpengalaman antara 11– 15 tahun dan seramai 7 (11.3%) responden berpengalaman melebihi 16 tahun.

Jadual 8: Taburan Responden Mengikut Tempoh Pengalaman

Tempoh Pengalaman	Frekuensi	Peratus (%)
1 – 5 tahun	33	53.2
6 – 10 tahun	18	29.0
11 – 15 tahun	4	6.5
16 tahun ke atas	7	11.3
Jumlah	62 orang	100.0%

Analisis Inferensi

Analisis Perbezaan Terhadap Tahap Penguasaan Kemahiran Perancangan Strategik Dalam Kalangan Ketua Panitia Berdasarkan Jantina

Bagi tujuan melihat perbezaan terhadap tahap penguasaan kemahiran perancangan strategik dalam kalangan Ketua Panitia berdasarkan jantina, ia dapat dirumuskan dalam Jadual 9. Hasil kajian menunjukkan skor min tahap kemahiran perancangan strategik bagi responden lelaki adalah lebih tinggi (min=3.77, SP=0.380) berbanding dengan responden perempuan (min=3.63, SP=0.478). Keputusan analisis ANOVA Sehala menunjukkan perbezaan tahap penguasaan kemahiran perancangan strategik berdasarkan jantina responden ialah pada tahap F (1,60)=1.448, *p*=0.234 pada *p*< 0.05. Oleh sebab nilai signifikan adalah lebih tinggi daripada aras signifikan yang ditetapkan iaitu 0.05, maka dengan ini hipotesis nul ($Ho^{1)}$ adalah diterima atau gagal ditolak.

Jadual 9: Perbezaan Tahap Kemahiran Perancangan Strategik Berdasarkan Jantina

Jantina	N	Min	Sisihan Piawai	Darjah Kebebasan	F-*ratio*	Sig. *(p)*
Lelaki	21	3.77	0.380			
Perempuan	41	3.63	0.478			
Jumlah	62					
Antara Kumpulan				1	1.448	.234*
Dalam Kumpulan				60		

**Nilai signifikan pada aras p <.05*

Analisis Perbezaan Terhadap Tahap Penguasaan Kemahiran Perancangan Strategik Dalam Kalangan Ketua Panitia Berdasarkan Pengalaman.

Bagi tujuan melihat perbezaan tahapkemahiran perancangan strategik Ketua Panitia berdasarkan pengalaman, Jadual 10 berikut menjelaskan dengan terperinci tahap pemboleh ubah kemahiran perancangan strategik.

Jadual 10: Perbezaan Skor Min Tahap Kemahiran perancangan Strategik Ketua Panitia Berdasarkan Pengalaman

Pengalaman Ketua Panitia	N	Min	Sisihan Piawai	Darjah Kebebasan	F-*ratio*	Sig. *(p)*
1-5 tahun	33	3.62	0.418			
6-10 tahun	18	3.62	0.420			
11-15 tahun	4	3.79	0.364			
16 tahun ke atas	7	4.07	0.577			
Jumlah	62					
Antara Kumpulan				3	2.341	.083*
Dalam Kumpulan				58		

**Nilai signifikan pada aras p <.05*

Dapatan kajian menunjukkan skor min tahap kemahiran perancangan strategik Ketua Panitia yang berpengalaman 16 tahun ke atas adalah paling tinggi (min=4.07, SP=0.577), diikuti dengan guru berpengalaman 11 hingga 15 tahun (min=3.79, SP=0.364). Manakala responden yang berpengalaman antara 6 hingga 10 tahun dan 1 hingga 5 tahun, mempunyai skor min tahap kemahiran perancangan strategik yang sederhana (min=3.62, SP=0.420 dan min=3.63, SP=0.418). Keputusan analisis ANOVA Sehala menunjukkan perbezaan tahap kemahiran perancangan strategik antara empat tahap pengalaman responden ialah pada tahap F (3,58)=2.341, *p*=0.083 pada *p*< 0.05. Oleh sebab nilai signifikan adalah lebih tinggi daripada aras signifikan yang ditetapkan iaitu 0.05 maka dengan ini, hipotesis nul (Ho^{2}) adalah diterima atau gagal ditolak.

Analisis Hubungan Antara Kemahiran Perancangan Strategik Dengan Komitmen Organisasidalam kalangan Ketua Panitia.

Jadual 11 menjelaskan perincian keputusan analisis Korelasi Pearson. Dapatan kajian menunjukkan terdapat hubungan yang signifikan antara kemahiran perancangan strategik dengan komitmen organisasi dalam kalangan Ketua Panitia (r=0.303, p=0.017, $p < 0.05$). Oleh itu, hipotesis nul (Ho^3) adalah gagal diterima atau ditolak.

Jadual 11: Hubungan antara Kemahiran Perancangan Strategik dengan Komitmen Organisasi (N=62)

		Komitmen Organisasi
Kemahiran Perancangan Strategik	*r*	0.303
	p	0.017*

**Nilai signifikan pada aras p < 0.05*

Perbincangan Dapatan Kajian

Perbezaan Skor Min Kemahiran Perancangan Strategik Responden Berdasarkan Jantina

Penemuan ujian ANOVA Sehala merumuskan bahawa tidak terdapat perbezaan yang signifikan terhadap tahap penguasaan kemahiran perancangan strategik responden berdasarkan jantina. Keputusan ini menggambarkan bahawa jantina responden sama ada lelaki mahupun perempuan tidak mempengaruhi tahap penguasaan terhadap kemahiran perancangan strategik. Dapatan kajian ini adalah menyokong hasil kajian oleh Midianah Jane Frances Dautis (2006) dan Mariam Md. Salleh, Mohammed Sani Ibrahim dan Siti Rahayah Ariffin (2009). Midianah Jane Frances Dautis (2006) menyatakan bahawa tidak terdapat perbezaan sikap yang signifikan terhadap pelaksanaan perancangan strategik akademik sekolah berdasarkan jantina.Begitu juga dengan penemuan kajian oleh Mariam Md. Salleh et al. (2009), mereka menjelaskan bahawa tidak terdapat perbezaan yang signifikan terhadap kepimpinan dan pengurusan strategik berdasarkan jantina. Ku Kali Clara Anand (2013) juga menyatakan bahawa tidak terdapat perbezaan yang signifikan bagi tahap kemahiran komunikasi dan kemahiran hubungan interpersonal berdasarkan jantina responden.

Perbezaan Skor Min Kemahiran Perancangan Strategik Responden Berdasarkan Tempoh Pengalaman

Hasil ujian ANOVA Sehala menjelaskan bahawa tidak terdapat perbezaan skor min yang signifikan terhadap kemahiran perancangan strategik berdasarkan pengalaman responden sebagai Ketua Panitia. Penemuaninimenggambarkan bahawa tempoh pengalaman bertugas sebagai Ketua Panitia tidak mempengaruhi tahap kemahiran perancangan strategik responden. Secara keseluruhannya, responden yang memiliki pengalaman melebihi 16 tahun mempunyai tahap kemahiran perancangan strategik yang tinggi. Dapatan ini selari dengan kajian Edaris Abu Bakri (2005) yang menyatakan bahawa tidak terdapat perbezaan yang signifikan dalam kalangan pegawai-pegawai perkhidmatan pendidikan di Perak berdasarkan tempoh berkhidmat terhadap semua elemen pengurusan strategik kualiti.
Hasil kajian oleh Mariam Md. Salleh et al. (2009) juga menunjukkan bahawa tidak terdapat perbezaan yang signifikan terhadap kepimpinan dan pengurusan strategik dalam kalangan ahli pengurusan berdasarkan pengalaman kerja. Begitu juga dengan penemuan kajian oleh

Midianah Jane Frances Dautis (2006), tidak terdapat perbezaan sikap yang signifikan terhadap pelaksanaan perancangan strategik akademik di dalam pengajaran dan pembelajaran (PdP) berdasarkan pengalaman mengajar responden. Walaupun tidak terdapat perbezaan secara signifikan terhadap tahap penguasaan kemahiran perancangan strategik berdasarkan tempoh pengalaman sebagai KP, namun Awang Seman Awang Tahir et al. (2010) mendapati bahawa responden yang pernah mengikuti kursus atau bengkel kemahiran perancangan strategik mempunyai tahap kemahiran yang berbeza secara signifikan berbanding responden yang belum pernah menghadiri mana-mana kursus atau bengkel membina perancangan strategik.

Hubungan Antara Kemahiran Perancangan Strategik dengan Komitmen Organisasi

Secara keseluruhannya, hasil kajian ini merumuskan bahawa kemahiran perancangan strategik (pemboleh ubah bebas) dan komitmen organisasi (pemboleh ubah bersandar) mempunyai perkaitan positif yang lemah (Pallant, 2007). Dapatan ini menunjukkan bahawa hubungan antara kedua-dua pemboleh ubah di atas, mempunyai perkaitan yang besar. Dalam erti kata lain, kemahiran konseptual, teknikal dan kemanusiaan responden adalah berhubungkait serta mempengaruhi komitmen responden terhadap organisasi sekolah berkenaan.

Beberapa kajian terdahulu menyokong hasil kajian ini seperti Aldehayyat et al. (2011) mendapati bahawa terdapat hubungan yang positif antara kepentingan perancangan strategik dengan sikap dan komitmen seseorang pengurus hotel. Parente et al. (2012) juga mendapati bahawa kemahiran tradisional (*traditional skill*) dan kemahiran insaniah (*soft skill*) adalah saling melengkapi untuk memperoleh kemahiran pengurusan pendidikan strategik yang efektif. Ku Kali Clara Anand (2013) menyokong hasil kajian Parente et al. (2012) bahawa seseorang guru yang mempunyai masalah dengan hubungan interpersonal dan komunikasi yang berkesan mengalami kekurangan kemahiran insaniah.Drivas et al. (2006) pula mendapati bahawa seramai 56% responden menyatakan aspek penglibatan semua ahli jawatankuasa dalam proses perancangan strategik adalah faktor domain untuk membantu organisasi itu mencapai matlamatnya.Marko Kohtamaki et al. (2012) menyatakan bahawa perancangan strategik mempengaruhi secara positif komitmen kakitangan terhadap pelaksanaan strategi dan peningkatan prestasi syarikat. Aladwan et al. (2013) mendapati bahawa terdapat hubungan yang signifikan antara data yang konsisten dengan Model Penyebab Komitmen Organisasi.

Sungguhpun banyak hasil kajian terdahulu yang selari dengan dapatan kajian ini, masih terdapat beberapa kajian terdahulu yang mempunyai dapatan kajian yang kontra, mungkin disebabkan oleh faktor-faktor yang lain. Antaranya ialah hasil kajian oleh Shao Lung Lin et al. (2002) yang mendapati bahawa tidak terdapat hubungan antara identiti tugas dan komitmen organisasi dalam kalangan kakitangan peringkat bawahan berdasarkan tempoh organisasi. Kassim Thukiman (2003) menyatakan bahawa kekerapan pertukaran pihak kepimpinan dan pengurusan organisasi menyebabkan pelaksanaan perancangan strategik sedia ada akan tergendala ataupun terbengkalai. Dapatan kajian Awang Seman Awang Tahir et al. (2010) juga mendapati bahawa tidak terdapat hubungan yang signifikan antara kemahiran mengurus perancangan strategik dengan komitmen keorganisasian.

Nilai dan budaya organisasi merupakan dua komponen penting bagi menganalisis isu strategik (Schein, 1992) dalam proses perancangan strategik dan membuat keputusan (Abd Aziz Abd Rahman, 2010). Budaya organisasi ialah ciri-ciri ahli organisasi sekolah melaksanakan kerja mereka yang membezakan dengan sekolah yang lain (Abd Aziz Abd Rahman, 2010). Saling kaitan antara nilai dan budaya organisasi akan menentukan cara atau prinsip seseorang individu bekerja sebagai satu pasukan dalam organisasi.Jadual 12 di bawah memperincikan rumusan dapatan kajian.

Jadual 12: Rumusan Dapatan Kajian

Bil	Hipotesis	Ujian Statistik	Keputusan Analisis Ujian statistik
Ho^1	Tidak terdapat perbezaan terhadap tahap penguasaan kemahiran kemahiran perancangan strategikdalam kalangan Ketua Panitia berdasarkan jantina.	ANOVA Sehala	Gagal ditolak
Ho^2	Tidak terdapat perbezaan terhadap tahap penguasaan kemahiran perancangan strategik dalam kalangan Ketua Panitia berdasarkan pengalaman.	ANOVA Sehala	Gagal ditolak
Ho^3	Tidak terdapat hubungan yang signifikan antara kemahiran perancangan strategik dengan komitmen organisasi dalam kalangan Ketua Panitia.	Korelasi Pearson	Ditolak

Rumusan

Menurut Teori Pendekatan Tiga Kemahiran Katz (1974), seseorang pengurus yang cekap haruslah boleh menguasai kemahiran konseptual, teknikal dan kemahiran kemanusiaan atau interpersonal dengan baik untuk membangunkan sebuah syarikat atau organisasi yang efektif dan efisien. Dapatan kajian ini amat menyokong dan selari dengan Teori Katz (1974) dan juga pendapat beberapa penyelidik tentang kemahiran kepimpinan (Yukl, 2006; Northouse, 2010). Walaupun Teori Katz (1974) dibangunkan hasil kajian beliau dalam organisasi pengurusan dan pentadbiran perniagaan tetapi pendapat beliau masih konsisten dan boleh digunapakai dalam organisasi bukan perniagaan seperti sektor perkhidmatan pendidikan hingga ke hari ini. Begitu juga dengan Teori Komitmen Organisasi Meyer et al. (1991) dan Teori Mowday et al. (1982), hasil kajian ini masih bersesuaian dan relevan dengan teori mereka berkaitan komitmen afektif, berterusan dan komitmen normatif seseorang pekerja terhadap organisasi sekolah.Perbincangan analisis dapatan kajian telah diolah dengan baik berasaskan setiap hipotesis nul yang dibina dan dengan beberapa kajian terdahulu.

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PARAMETER HISBAH DALAM KERANGKA PERUNDANGAN JENAYAH SYARIAH DI MALAYSIA: TINJAUAN TERHADAP PENCEGAHAN KESALAHAN JENAYAH KHALWAT

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Abstrak: *Hisbah merupakan institusi yang terpenting dalam sesebuah masyarakat dan negara. Pihak penguatkuasa adalah merupakan orang yang terlibat secara langsung dalam melaksanakan keadilan ini. Peranan dan fungsi hisbah diberikan kepada jabatan penguatkuasaan sebagai contoh, Bahagian Penguatkuasaan Syariah, Jabatan Agama Islam di negeri-negeri. Semasa menjalankan tugas, mereka memikul tanggungjawab yang berat kerana itu melibatkan hak Allah S.W.T dan hak manusia. Hisbah bermaksud pelaksanaan al-Amr bi al-Ma'ruf (menyuruh kepada kebaikan) apabila jelas ia ditinggalkan, dan al-Nahy 'An al-Munkar (pencegahan kemungkaran) apabila jelas ia dilakukan. Kajian ini berasaskan kepada konsep Hisbah dalam Syariah Islamiah yang bersifat umum dan meluas aspek menyuruh kepada kebaikan dan mencegah kemungkaran. Kajian literatur dan kepustakaan telah dilakukan secara kondusif bagi menjelaskan prinsip hisbah, jenayah Syariah dan kesalahan khalwat. Selain itu, kajian deskriptif dan analisis kandungan bersifat tekstualiti dilakukan terhadap peruntukan undang-undang dan peraturan serta garis panduan berkaitan parameter pencegahan jenayah syariah negeri-negeri. Secara umum, Negara kita telah melaksanakan konsep hisbah dalam bentuk yang tersendiri tanpa penjenamaan sesebuah institusi secara khusus sebagai "institusi hisbah". Hisbah perlu diinstitusikan secara realistik dan sistematik sebagai sebuah badan yang menjalankan tanggungjawab yang selari dengan konsep hisbah sebenar dan mampu menjadi rujukan alternatif sebagai pendekatan terbaik yang lebih efektif dalam prosedur penguatkuasaan dan tangkapan kes jenayah khalwat.*

Kata kunci: Undang-undang Jenayah Syariah, Khalwat, Hisbah, Penguat kuasa Syariah, Dakwah

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Pendahuluan

Pelaksanaan Hisbah dewasa ini cenderung memberi fokus kepada pengawasan individu dan pencegahan daripada melakukan maksiat. Konsep hisbah jelas menunjukkan bahawa setiap individu mempunyai hak untuk tidak dihebahkan maksiat yang dilakukan. Bahkan pelaku

maksiat diberikan ruang dan peluang oleh Allah untuk bertaubat atas dosa dan maksiat yang telah dilakukan.

Pada prinsipnya, manusia dihukum berdasarkan kesalahan zahir yang dilakukannya. Sesiapapun tidak diberikan hak untuk mencari rahsia orang lain. Larangan *tajassus* atau mengintip jelas dalam Islam. Tiada seorang pun mempunyai kuasa untuk menjatuhkan hukuman terhadap kemungkaran-kemungkaran yang dilakukan secara sembunyi. Sebabnya, manusia diperintahkan untuk menghakmi apa yang zahir. Adapun hal-hal yang tersembunyi segalanya dalam pengetahuan Allah.

Yusof Al-Qaradawi (1984) menjelaskan bahawa kemungkaran itu mesti nyata dan dilihat. Sekiranya pelaku maksiat atau khalwat melakukannya secara sembunyi dari pandangan manusia dan menutup pintu rumahnya, maka tidak seorang pun boleh mengintip atau merakamnya secara diam-diam dengan menggunakan alat elektronik atau kamera video atau menyerbu rumahnya untuk memastikan kemungkarannya. Situasi seperti ini kerap berlaku dalam beberapa operasi pencegahan jenayah syariah di Malaysia terutamanya membabitkan tangkapan khalwat apabila pegawai bertugas menggunakan alat eletronik untuk merakamkan dan memastikan kemungkaran yang dilakukan oleh seseorang. Oleh itu, operasi pencegahan seperti ini dikhuatiri tidak menepati konsep hisbah sebenar yang digariskan oleh Syarak.

Metodologi Kajian

Kajian ini berbentuk sosio-perundangan iaitu satu kaedah penyelidikan yang menyatukan dua bidang utama dalam penyelidikan iaitu sains sosial dan undang-undang. 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 yakni 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 dijalankan adalah berdasarkan kepada dua bentuk utama yang digarap bersama iaitu kualitatif dan kajian lapangan. Melalui kajian berbentuk kualitatif, penyelidik mengutamakan usaha untuk mencari dan memberikan keterangan berdasarkan kepada data-data yang dikumpulkan dalam bentuk ayat atau kenyataan yang bukan berbentuk nombor walaupun terdapat keterangan yang merujuk kepada statistik. Dapatan yang terhasil daripada reka bentuk ini telah dipaparkan melalui kenyataan atau jadual bersesuaian yang mampu mengukuhkan pemerihalan penyelidik terhadap fenomena yang dikaji.
Bentuk kajian lapangan berasaskan temu bual merupakan salah satu bentuk penyelidikan sosial (Anwarul Yaqin, 2007) yang merupakan satu interaksi sosial bertujuan mengumpul maklumat bagi tujuan kajian. Sesi ilmiah bercorak perbualan terbuka dengan responden berotoriti berkenaan tema kajian turut dijalankan. Kaedah ini juga lebih merupakan usaha untuk mendapatkan keterangan tentang konsep hisbah dalam konteks pencegahan maksiat dan

khalwat di Malaysia dengan melakukan tinjauan berkaitan dengannya. Justeru, kajian ini tidak tertumpu ke arah pengutipan maklumat yang banyak sebaliknya penyelidik turut berusaha untuk memperoleh maklumat berkualiti dengan memberikan tumpuan terhadap persoalan tentang prosedur dan modus operandi pencegahan maksiat dan khalwat. Sehubungan itu, kajian ini diharapkan mampu memberikan sumbangan yang praktikal kepada usaha penilaian semula peruntukan kuat kuasa pencegahan dan tangkapan khalwat dalam perundangan khususnya enakmen dan akta kesalahan jenayah Syariah negeri-negeri.

Penguatkuasaan Dan Pencegahan Jenayah Syariah Di Malaysia

Jabatan Agama Islam Negeri-negeri (JAIN) telah ditubuhkan di setiap negeri sebagai sebuah agensi yang bertanggungjawab terhadap hal-hal yang berkaitan agama. Hal-hal tersebut seperti yang termaktub di dalam Perlembagaan Persekutuan di dalam Jadual Sembilan, Senarai II-Senarai Negeri, Perenggan 1 adalah seperti berikut:
"...hukum Syarak yang berhubungan dengan pewarisan, berwasiat dan tidak berwasiat, pertunangan, perkahwinan, perceraian, mas kahwin,nafkah, pengangkatan, kesahtarafan, penjagaan, alang, pecah milik dan amanah bukan khairat; Wakaf dan takrif serta pengawalseliaan amanah khairat dan agama, pelantikan pemegang amanah dan pemerbadanan orang berkenaan dengan derma kekal agama dan khairat, institusi, amanah, khairat dan institusi khairat Islam yang beroperasi keseluruhannya di dalam Negeri; adat Melayu; Zakat, Fitrah dan Baitulmal atau hasil agama Islam yang seumpamanya; masjid atau mana-mana tempat sembahyang awam untuk orang Islam, pewujudan dan penghukuman kesalahan yang dilakukan oleh orang yang menganut agama Islam terhadap perintah agama itu, kecuali berkenaan dengan perkara yang termasuk dalam Senarai Persekutuan; keanggotaan, susunan dan tatacara mahkamah Syariah, yang hendaklah mempunyai bidang kuasa hanya ke atas orang yang menganut agama Islam dan hanya berkenaan dengan mana-mana perkara yang termasuk dalam perenggan ini..."

Berdasarkan kepada perenggan ini dapatlah difahami bahawa segala peraturan dan undang-undang yang berkaitan hukum syarak dari segi undang-undang diri dan keluarga bagi orang yang menganut agama Islam yang tidak termasuk di dalam Senarai Persekutuan akan ditadbir dan diurus oleh JAIN. Secara keseluruhannya, terdapat 14 buah JAIN di Malaysia yang bertanggungjawab terhadap perkara berkaitan agama Islam.

Hampir keseluruhan JAIN mempunyai bahagian yang hampir sama di bawah jabatan masing-masing. Bahagian tersebut mencakupi bahagian dakwah, pengurusan, pendidikan, pengurusan masjid dan surau, penguatkuasaan, pendakwaan dan undang-undang keluarga. Setiap bahagian ini memenuhi kehendak dan semangat yang termaktub dalam perlembagaan (Jadual Sembilan, Perlembagaan Persekutuan). Berdasarkan kepada bahagian-bahagian yang dinyatakan di atas, dapatlah difahami bahawa bidang tugas JAIN adalah seumpama bidang tugas institusi *Hisbah* iaitu mengajak kepada kebaikan dan mencegah daripada keburukan. Salah satu bidang tugas utama di dalam JAIN ialah bahagian penguatkuasaan yang bertangunggjawab dalam urusan pencegahan kemungkaran dan penguatkuasaan hukum syarak.
Enakmen kesalahan jenayah yang paling baru diperkenalkan ialah negeri Kedah pada tahun 2014 iaitu Enakmen Kesalahan Jenayah Syariah (Negeri Kedah) 2014 dan enakmen yang paling lama diperkenalkan ialah Kelantan iaitu Enakmen Kanun Jenayah Syariah 1985 (Enakmen 2 Tahun 1985). Wilayah Persekutuan merupakan satu-satunya negeri yang menggunakan akta berdasarkan kepada faktor sejarah dan perlembagaan. Kesemua enakmen

ini digunakan oleh bahagian penguatkuasaan negeri masing-masing bagi menguatkuasakan hukum syarak. Kewujudan bahagian ini merupakan nadi penting yang turut wujud di dalam institusi *Hisbah*.

Bahagian penguatkuasaan ini akan diketuai oleh Ketua Penolong Pengarah Kanan dan disokong oleh Penolong Penguat kuasa Agama (PPA). PPA merupakan staf tetap di bawah JAIN negeri masing-masing dan dibantu oleh Pegawai Masjid. Pegawai masjid terdiri di kalangan Naqib Masjid, Imam, Imam Ratib, Bilal dan Pembantu Bilal (Arahan Tetap Pengarah Jabatan Agama Islam Negeri 2007). Di dalam institusi *Hisbah* pegawai-pegawai penguatkuasaan ini dikenali sebagai *Muhtasib*. Setiap *Muhtasib* mempunyai syarat-syarat tertentu yang perlu dipatuhi. Hal yang sama turut diaplikasikan oleh Jabatan Kemajuan Islam Malaysia (JAKIM) untuk setiap JAIN bagi memastikan setiap PPA tertakluk kepada beberapa peraturan dan undang-undang.

Undang-undang Dan Peraturan Penguatkuasaan

Peraturan dan undang-undang tersebut antaranya ialah Arahan Tetap Pengarah Jabatan Agama Islam Negeri 2007, Kod Etika Pegawai Pengua tkuasa Agama Jabatan Agama Islam Negeri 2008 dan Arahan Ketua Pendakwa Syarie 2011. Arahan-arahan di atas ini merupakan garis panduan penguatkuasaan undang-undang jenayah Syariah yang telah dikeluarkan oleh pihak Bahagian Penyelarasan Penguatkuasaan Undang-undang di bawah JAKIM hasil usaha secara bersama oleh JAIN seluruh Malaysia.

Arahan Tetap Pengarah Jabatan Agama Islam Negeri 2008

Arahan Tetap ini merupakan penjelasan dan huraian kepada Akta/Enakmen/Ordinan Tatacara Jenayah Syariah yang berkuat kuasa di negeri masing-masing. Ia merupakan satu arahan pentadbiran yang perlu dirujuk dan diikuti oleh semua PPA dalam menjalankan tugas. Arahan ini mengandungi beberapa bahagian yang terdiri daripada bahagian pendahuluan, tatacara penerimaan maklumat, tatacara menjalankan siasatan, tatacara berkaitan penyediaan kertas siasatan, penyediaan laporan kes, pengendalian benda yang disita, bahagian am dan jadual pertama berkaitan cadangan kandungan kertas siasatan.

Kod Etika Pegawai Penguatkuasa Agama Jabatan Agama Islam Negeri 2008

Kod etika ini merupakan satu garis panduan yang digubal dengan tujuan memastikan penguatkuasaan undang-undang Syariah dapat dijalankan secara lebih beretika, berdisiplin dan selari dengan kehendak undang-undang serta menepati kehendak hukum syarak. Selain itu, kod ini diharapkan dapat diseragamkan di peringkat negeri serta dapat mengangkat prinsip *al-amr bil makruf wa nahyu anil munkar* dengan lebih efisyen, telus dan berkesan. Kod ini mengandungi beberapa bahagian iaitu bahagian nama, pemakaian, tatakelakuan umum, tatakelakuan khusus dan bahagian am. Bahagian yang penting dalam kod ini ialah bahagian tatakelakuan umum dan khusus. Tatakelakuan umum menggariskan tentang keperluan tatakelaku yang perlu ada bagi setiap PPA sebelum menjalankan tugas dalam kehidupan seharian dan semasa tempoh perkhidmatan sebagai PPA. Manakala tatakelakuan khusus berkaitan tatakelaku yang perlu wujud dalam setiap PPA semasa menjalankan tugas *al-amr bil makruf wa nahyu anil munkar*.

Arahan Ketua Pendakwa Syarie 2011

Arahan ini merupakan satu garis panduan bagi tugas pendakwaan undang-undang syariah yang dibuat untuk semua Pendakwa Syarie seluruh Malaysia. Arahan ini telah dipersetujui oleh Mesyuarat Ketua Penguat kuasa Agama dan Ketua Pendakwa Syarie seluruh Malaysia dan Persidangan Ketua-Ketua Jabatan/Majlis Agama Islam Negeri seluruh Malaysia. Kandungan arahan ini merangkumi 8 bahagian iaitu bahagian permulaan, penyediaan buku daftar dan buku rekod, penerimaan dan penyemakan kertas siasatan, prinsip pendakwaan, penyediaan pertuduhan, prosiding pendakwaan dan perbicaraan, rayuan dan bahagian am. Secara prinsipnya, arahan ini banyak merujuk kepada Pendakwa Syarie dan bukannya PPA. Namun beberapa peruntukan dalam arahan ini perlu diikuti oleh PPA antaranya rekod penghantaran dan penerimaan kertas siasatan dari Bahagian Penguatkuasaan, semakan kertas siasatan dari sudut perintah siasatan dari Ketua Pegawai Penguat kuasa, borang maklumat PPA dan laporan penyiasatan PPA.

Peranan menguatkuasakan undang-undang ini akan dimainkan oleh PPA apabila menerima aduan. Aduan tersebut boleh dibuat oleh siapa saja yang mengetahui perbuatan yang tidak bermoral dan bertentangan dengan undang-undang syariah. Aduan yang dibuat akan dianggap sulit dan tidak didedahkan kepada umum. aduan boleh dibuat secara bertulis dan lisan. Pengadu boleh datang sendiri ke Bahagian Penguatkuasaan dan mengisi borang aduan. Selain itu, pengadu juga boleh membuat aduan menerusi telefon, sms, surat, email, faksimili, laporan polis atau seumpamanya dan semua cara aduan tersebut akan diubah dalam bentuk tulisan.

Undang-Undang Berkaitan Kesalahan Jenayah Khalwat Di Malaysia

Di Malaysia, peruntukan berkaitan dengan kesalahan jenayah khalwat adalah terkandung dalam enakmen-enakmen yang boleh dilihat dalam Jadual 1 berikut:

Jadual 1: Undang-undang berkaitan kesalahan jenayah khalwat di Malaysia

Negeri	Enakmen	Kategori	Peruntukan
Perlis	Enakmen Jenayah Dalam Syarak 1991 (Enakmen 4 Tahun 1993)	Bahagian II- Kesalahan-Kesalahan	Seksyen 9. Khalwat
Kedah	Enakmen Kanun Jenayah Shariah (Negeri Kedah)1988 (Enakmen 9 Tahun 1988)	Bahagian II- Kesalahan-kesalahan	Seksyen 9. Khalwat
Pulau Pinang	Enakmen Kesalahan Jenayah Syariah (Negeri Pulau Pinang) 1996 (Enakmen 3 Tahun 1996)	Bahagian IV - Kesalahan Yang Berhubung Dengan Kesusilaan	Seksyen 27. Khalwat
Perak	Enakmen Jenayah (Syariah) 1992, Perak (Enakmen 3 Tahun 1992)	Bahagian VI - Kesalahan Berhubungan Dengan Maruah Diri	Seksyen 54. Khalwat
Selangor	Enakmen Jenayah Syariah (Selangor) 1995 (Enakmen 9 Tahun 1995)	Bahagian IV - Kesalahan Yang Berhubungan Dengan Kesusilaan	Seksyen 29. Khalwat
Wilayah-Wilayah Persekutuan	Akta Kesalahan Jenayah Syariah (Wilayah-Wilayah Persekutuan) 1997 (Akta 559)	Bahagian IV - Kesalahan Yang Berhubungan Dengan Kesusilaan	Seksyen 27. Khalwat
Negeri Sembilan	Enakmen Jenayah Syariah Negeri Sembilan 1992 (Enakmen 4 Tahun 1992)	Bahagian IV - Kesalahan Darihal Kesalahan Mengenai Kehormatan Diri	Seksyen 61. Percubaan persetubuhan haram.

Melaka	Enakmen Kesalahan Syariah (Negeri Melaka) 1991 (Enakmen 6 Tahun 1991)	Bahagian IV - Kesalahan-Kesalahan Lain	Seksyen 53. Bersekediaman.
Johor	Enakmen Kesalahan Jenayah Syariah 1997 Johor (Enakmen 4 Tahun 1997)	Bahagian IV - Kesalahan Yang Berhubungan Dengan Kesusilaan	Seksyen 27. Khalwat.
Pahang	Enakmen Pentadbiran Ugama Islam Dan Adat Resam Melayu Pahang 1982 (Enakmen 8 Tahun 1982)	Bahagian IX - Kesalahan	Seksyen 145. Bercumbuan atau berkhalwat.
Terengganu	Enakmen 7 Tahun 2001 Enakmen Kesalahan Jenayah Syariah (Takzir) (Terengganu) 2001	Bahagian IV - Kesalahan Yang Berhubungan Dengan Kesusilaan	Seksyen 31. Khalwat
Kelantan	Enakmen Kanun Jenayah Syariah Kelantan 1985 (Enakmen 2 Tahun 1985)	Bahagian II - Kesalahan-Kesalahan	Seksyen 9. Khalwat
Sarawak	Ordinan Kesalahan Jenayah Syariah 2001 (Sarawak) (Ordinan 46 Tahun 2001)	Bahagian IV - Kesalahan Yang Berhubungan Dengan Kesusilaan	Seksyen 24. Khalwat
Sabah	Enakmen Kesalahan Jenayah Syariah 1995 (Sabah) (Enakmen 3 Tahun 1995)	Bahagian IV – Kesalahan	Seksyen 84. Khalwat

Jadual di atas memperlihatkan bahawa keseluruhan negeri di Malaysia (100%) mempunyai peruntukan berkaitan dengan kesalahan jenayah khalwat. Berlaku perbezaan dalam mengkategorikan kesalahan jenayah khalwat antara negeri-negeri. Enam buah negeri (42.86%) meletakkan kesalahan jenayah khalwat di bawah kategori kesalahan-kesalahan secara umum. Manakala enam buah lagi (42.86%) mengklasifikasikannya sebagai kesalahan yang berhubung dengan kesusilaan. Dua buah negeri lagi (14.28%) mengklasifikasikannya sebagai kesalahan berhubungan dengan maruah/kehormatan diri. Ini digambarkan dalam Jadual 2 di bawah.

Jadual 2: Kategori kesalahan jenayah khalwat

Negeri	Kategori
Perlis, Kedah, Melaka, Pahang, Sabah dan Kelantan	Kesalahan-kesalahan
Pulau Pinang, Selangor, Wilayah-wilayah Persekutuan, Johor, Terengganu dan Sarawak	Kesalahan yang berhubung dengan kesusilaan
Perak dan Negeri Sembilan	Kesalahan berhubungan dengan maruah/kehormatan diri

Selanjutnya, wujud perbezaan istilah yang digunakan bagi merujuk kepada jenayah khalwat antara negeri-negeri di Malaysia. Majoriti negeri, iaitu 11 buah negeri (78.57%) secara jelas menggunakan istilah “khalwat” kepada peruntukan-peruntukan berkaitan. Manakala tiga buah negeri yang lain, Negeri Sembilan menggunakan istilah “Percubaan persetubuhan”, Melaka menggunakan istilah “Bersekediaman” dan Pahang menggunakan “Bercumbuan atau berkhalwat”. Ini digambarkan dalam Jadual 3 di bawah.

Jadual 3: Istilah yang digunakan bagi jenayah khalwat

Negeri	Istilah
Perlis, Kedah, Pulau Pinang, Perak, Selangor, Wilayah-wilayah Persekutuan, Johor, Terengganu, Kelantan, Sarawak, Sabah	Khalwat
Negeri Sembilan	Percubaan persetubuhan haram.
Melaka	Bersekediaman.
Pahang	Bercumbuan atau berkhalwat.

Kesimpulan awal, walaupun wujud perbezaan aspek definisi, kategori dan terma kesalahan khalwat yang terkandung dalam perundangan syariah negeri-negeri, namun ia masih selari pentakrifan syarak secara prinsip. Selain itu, pentafsiran dan penguatkuasaan jenayah khalwat perlu seiring dengan prinsip syarak agar matlamat pencegahan jenayah tersebut dapat direalisasikan dengan penuh hikmah dan berkesan.

Bentuk Hukuman Kesalahan Jenayah Khalwat

Berdasarkan kepada keseluruhan undang-undang yang berkuat kuasa di negeri-negeri di Malaysia, keseluruhan 14 buah negeri (100%) mempunyai peruntukan berkaitan dengan hukuman bagi kesalahan jenayah khalwat. Secara umumnya dapat diperhatikan, terdapat 3 bentuk hukuman yang boleh dikenakan kepada pesalah yang disabitkan dengan jenayah khalwat iaitu;
didenda dengan wang ringgit;
dipenjarakan; dan
dimasukkan ke rumah kebajikan atau pusat pemulihan akhlak.

Jadual 4 berikut menjelaskan secara keseluruhan bentuk-bentuk hukuman yang wujud dalam peruntukan-peruntukan undang-undang yang berkuat kuasa bagi setiap negeri di Malaysia.

Jadual 4: Bentuk hukuman bagi kesalahan jenayah khalwat di negeri-negeri di Malaysia

Negeri	Bentuk Hukuman	Kesalahan
Pulau Pinang, Perak, Selangor, Wilayah Persekutuan, Terengganu, Johor dan Sarawak	Denda tidak melebihi RM3000.00 atau penjara selama tempoh tidak melebihi 2 tahun atau kedua-duanya.	Semua bentuk kesalahan jenayah khalwat
Negeri Sembilan	Denda tidak melebihi RM3000.00 atau penjara selama tempoh tidak melebihi 2 tahun atau kedua-duanya.	Semua bentuk kesalahan jenayah khalwat
	Dimasukkan ke suatu pusat pemulihan akhlak selama suatu tempoh tidak melebihi dua tahun.	Pesalah perempuan.
Perlis	Denda tidak melebihi RM5000.00 atau penjara selama tempoh tidak melebihi 3 tahun atau kedua-duanya.	Semua bentuk kesalahan jenayah khalwat
	Dimasukkan ke suatu rumah kebajikan selama suatu tempoh 3 tahun.	Pesalah perempuan
Kelantan, Kedah dan Sabah	Denda tidak melebihi RM2000.00 atau penjara tidak melebihi 1 tahun atau kedua-duanya.	Seorang lelaki dengan seorang perempuan; Seorang perempuan dengan seorang lelaki.

	Denda tidak melebihi RM1000 atau penjara selama tempoh tidak melebihi 6 bulan atau kedua-duanya sekali.	Seorang lelaki dengan lebih daripada seorang perempuan; Seorang perempuan dengan lebih daripada seorang lelaki.
	Dimasukkan ke suatu rumah kebajikan selama tempoh tiga tahun.	Pesalah perempuan
Melaka	Denda tidak lebih daripada RM3000.00 atau penjara selama tempoh tidak melebihi dari 24 bulan atau kedua-duanya sekali.	Seorang lelaki dengan seorang perempuan; Seorang lelaki dengan lebih daripada seorang perempuan; Seorang perempuan dengan seorang lelaki.
	Denda tidak melebihi RM2000.00 atau penjara selama tempoh tidak melebihi 24 bulan atau kedua-duanya sekali.	Seorang perempuan dengan seorang lelaki
Pahang	Denda tidak lebih daripada RM1000.00 atau penjara tidak lebih dari 6 bulan atau kedua-duanya. Jika didapati salah pada kali yang keduanya dan yang berikutnya maka ia bolehlah dihukum pada tiap-tiap kali ia didapati bersalah itu dengan didenda tidak lebih daripada RM2000.00 atau penjara tidak lebih daripada 1 tahun atau kedua-duanya.	Seorang lelaki dengan seorang perempuan; Seorang perempuan dengan seorang lelaki; Seorang lelaki bersekedudukan dengan seorang perempuan; Seorang perempuan bersekedudukan dengan seorang lelaki; Mana-mana lelaki atau perempuan yang bersubahat.

10 buah negeri (71.43%) iaitu, Pulau Pinang, Perak, Selangor, Wilayah-wilayah Persekutuan, Terengganu, Johor, Sarawak, Negeri Sembilan, Perlis dan Pahang tidak membezakan bentuk-bentuk kesalahan jenayah khalwat bagi menentukan sesuatu hukuman yang boleh dikenakan. Manakala empat buah negeri (28.57%) iaitu Kelantan, Kedah, Sabah dan Melaka membahagikan bentuk-bentuk hukuman berdasarkan kepada kesalahan yang dilakukan sebagaimana dijelaskan dalam jadual di atas. Dalam hal ini, negeri Kelantan, Kedah dan Sabah mempunyai peruntukan yang sama.

Dapat diperhatikan keseluruhan 14 buah negeri (100%) mempunyai hukuman berbentuk denda dengan wang ringgit dan juga dipenjarakan. Namun hanya 5 buah negeri (35.71%) sahaja yang memperuntukkan hukuman dimasukkan ke rumah kebajikan atau pusat pemulihan akhlak yang hanya dikhususkan kepada pesalah wanita. Bagi hukuman denda dan penjara, undang-undang membenarkan mahkamah untuk memilih salah satu hukuman untuk dikenakan kepada pesalah atau mengenakan kedua-dua bentuk hukuman iaitu denda dan juga dipenjarakan. Mahkamah juga diberi kebenaran untuk memerintahkan pesalah perempuan untuk dimasukkan ke mana-mana rumah kebajikan atau pusat pemulihan akhlak bagi negeri-negeri yang mempunyai peruntukan sedemikian. Berbanding dengan negeri lain, hanya negeri Pahang sahaja (7.14%) yang mempunyai peruntukan berkaitan dengan kesalahan untuk kali kedua bagi mana-mana kesalahan jenayah khalwat. Demikian juga hanya negeri Pahang (7.14%) yang mempunyai peruntukan bagi mana-mana orang sama ada lelaki atau perempuan yang bersubahat dalam kesalahan jenayah khalwat.

Bagi hukuman denda, dapat diperhatikan berlaku perbezaan antara negeri-negeri terhadap jumlah yang boleh dikenakan terhadap pesalah. Ini boleh dilihat dalam Jadual 5 berikut:

Jadual 5: Bentuk-bentuk hukuman denda

Negeri	Jumlah Denda	Kesalahan
Pulau Pinang, Perak, Selangor, Wilayah Persekutuan, Terengganu, Johor dan Sarawak, Negeri Sembilan	Denda tidak melebihi RM3000.00	Semua bentuk kesalahan jenayah khalwat
Perlis	Denda tidak melebihi RM5000.00	Semua bentuk kesalahan jenayah khalwat
Kelantan, Kedah dan Sabah	Denda tidak melebihi RM2000.00	Seorang lelaki dengan seorang perempuan; Seorang perempuan dengan seorang lelaki.
	Denda tidak melebihi RM1000	Seorang lelaki dengan lebih daripada seorang perempuan; Seorang perempuan dengan lebih daripada seorang lelaki.
Melaka	Denda tidak lebih daripada RM3000.00	Seorang lelaki dengan seorang perempuan; Seorang lelaki dengan lebih daripada seorang perempuan; Seorang perempuan dengan seorang lelaki.
	Denda tidak melebihi RM2000.00	Seorang perempuan dengan seorang lelaki
Pahang	Denda tidak lebih daripada RM1000.00 Jika didapati salah pada kali yang keduanya dan yang berikutnya maka ia bolehlah dihukum pada tiap-tiap kali ia didapati bersalah itu dengan didenda tidak lebih daripada RM2000.00.	Semua bentuk kesalahan.

Berdasarkan kepada jadual di atas, dari segi hukuman denda yang boleh dikenakan oleh mahkamah, dapat diperhatikan, negeri Pahang memperuntukkan denda maksimum yang paling rendah yang boleh dikenakan bagi semua bentuk kesalahan jenayah khalwat iaitu tidak melebihi RM1000.00 bagi kesalahan kali pertama. Sesuatu yang unik bagi negeri Pahang ialah meletakkan hukuman bagi kesalahan kali kedua dan seterusnya. Dalam hal ini, negeri Pahang menetapkan denda maksimum RM2000.00 kepada pesalah-pesalah terbabit. Manakala Negeri Perlis dilihat mempunyai jumlah denda maksimum tertinggi yang boleh dikenakan oleh mahkamah bagi semua bentuk kesalahan jenayah khalwat iaitu denda maksimum tidak melebihi RM5000.00 jika disabitkan bersalah. Majoriti negeri meliputi negeri Pulau Pinang, Perak, Selangor, Wilayah Persekutuan, Terengganu, Johor dan Sarawak, Negeri Sembilan, menetapkan denda maksimum sebanyak RM3000.00 bagi semua bentuk kesalahan berkaitan jenayah khalwat.

Sementara itu, peruntukan denda maksimum bagi 4 buah negeri lain adalah berbeza jumlahnya berdasarkan kepada bentuk kesalahan yang dilakukan. Bagi negeri Kedah, Kelantan dan Sabah, ketiga-tiga buah negeri ini memperuntukkan denda maksimum sebanyak RM2000.00 bagi kesalahan jenayah khalwat melibatkan seorang lelaki dengan seorang perempuan dan sebaliknya. Manakala hukuman denda maksimum RM1000.00 bagi kesalahan yang melibatkan seorang lelaki dengan lebih daripada seorang perempuan dan seorang perempuan dengan lebih

daripada seorang lelaki. Manakala negeri Melaka pula didapati jumlah denda maksimum RM3000.00 boleh dikenakan bagi kesalahan jenayah khalwat melibatkan seorang lelaki dengan seorang perempuan, seorang lelaki dengan lebih daripada seorang perempuan, dan seorang perempuan dengan seorang lelaki. Sementara itu hukuman denda tidak melebihi RM2000.00 dalam kes jenayah khalwat melibatkan seorang perempuan dengan seorang lelaki.

Bagi hukuman penjara pula, secara umumnya terdapat perbezaan antara negeri-negeri bagi tempoh maksimum hukuman penjara yang boleh dikenakan bagi pesalah yang disabitkan dengan jenayah khalwat. Perkara ini dijelaskan dalam Jadual 6 berikut:

Jadual 6: Bentuk-bentuk hukuman penjara

Negeri	**Bentuk Hukuman Penjara**	**Kesalahan**
Pulau Pinang, Perak, Selangor, Wilayah Persekutuan, Terengganu, Johor, Sarawak, Negeri Sembilan dan Melaka	Selama tempoh tidak melebihi 2 tahun.	Semua bentuk kesalahan jenayah khalwat
Perlis	Selama tempoh tidak melebihi 3 tahun.	Semua bentuk kesalahan jenayah khalwat
Kelantan, Kedah dan Sabah	Selama tempoh tidak melebihi 1 tahun.	Seorang lelaki dengan seorang perempuan; Seorang perempuan dengan seorang lelaki.
	Selama tempoh tidak melebihi 6 bulan.	Seorang lelaki dengan lebih daripada seorang perempuan; Seorang perempuan dengan lebih daripada seorang lelaki.
Pahang	Selama tempoh tidak lebih dari 6 bulan. Kesalahan kali kedua dan berikutnya, penjara tidak lebih daripada 1 tahun.	Semua bentuk kesalahan jenayah khalwat.

Dapat diperhatikan tempoh hukuman penjara maksimum adalah selama tidak melebihi 3 tahun sebagaimana diperuntukkan oleh negeri Perlis bagi semua bentuk kesalahan. Manakala tempoh yang paling pendek adalah pemenjaraan selama tempoh tidak melebihi 6 bulan sebagaimana diperuntukkan oleh undang-undang di negeri Kelantan, Kedah, Sabah dan Pahang. Bagi negeri Kelantan, Kedah dan Sabah, jenayah khalwat yang melibatkan seorang lelaki dengan lebih daripada seorang perempuan dan seorang perempuan dengan lebih daripada seorang lelaki boleh dikenakan hukuman penjara dengan tempoh tidak melebihi 6 bulan. Negeri Pahang dilihat sebagai negeri yang meletakkan hukuman penjara paling ringan yang boleh dikenakan kepada pesalah jenayah khalwat jika disabitkan pada kali pertama iaitu selama tempoh tidak melebihi 6 bulan. Namun negeri itu menetapkan tempoh maksimum tidak melebihi 1 tahun sekiranya seseorang pesalah itu disabitkan untuk kali kedua dan seterusnya.

Dapat diperhatikan majoriti negeri-negeri di Malaysia menetapkan hukuman penjara selama tempoh tidak melebihi 2 tahun boleh dijatuhkan oleh mahkamah jika disabitkan bersalah. Ini melibatkan negeri Pulau Pinang, Perak, Selangor, Wilayah Persekutuan, Terengganu, Johor, Sarawak, Negeri Sembilan dan Melaka bagi semua bentuk kesalahan jenayah khalwat. Sementara itu hanya 3 buah negeri meliputi Kelantan, Sabah dan Kedah yang membahagikan

hukuman penjara yang berbeza berdasarkan kepada bentuk kesalahan jenayah. Dalam hal ini, ketiga-tiga buah negeri terbabit memperuntukkan tempoh maksimum hukuman penjara yang tidak melebihi 1 tahun dalam kes jenayah khalwat melibatkan seorang lelaki dengan seorang perempuan dan seorang perempuan dengan seorang lelaki. Manakala bagi kesalahan jenayah khalwat melibat seorang lelaki dengan lebih daripada seorang perempuan dan seorang perempuan dengan lebih daripada seorang lelaki, hukuman penjara maksimum yang boleh dikenakan adalah untuk tempoh tidak melebihi 6 bulan.

Kajian juga mendapati sebanyak 5 buah negeri (35.71%) mempunyai peruntukan hukuman tambahan kepada pesalah perempuan. Negeri-negeri terbabit iaitu Perlis, Kedah, Kelantan, Sabah dan Negeri Sembilan. Ini boleh dilihat dalam Jadual 7 berikut:

Jadual 7 : Hukuman tambahan kepada pesalah wanita

Negeri	Bentuk Hukuman
Negeri Sembilan	Dimasukkan ke suatu pusat pemulihan akhlak selama suatu tempoh tidak melebihi dua tahun.
Perlis	Dimasukkan ke suatu rumah kebajikan selama suatu tempoh 3 tahun.
Kelantan, Kedah dan Sabah	Dimasukkan ke suatu rumah kebajikan selama tempoh tiga tahun.

Dalam hal ini, undang-undang membenarkan Mahkamah untuk mengeluarkan perintah terhadap mana-mana pesalah perempuan untuk dimasukkan ke rumah kebajikan atau pusat pemulihan akhlak untuk tempoh tertentu. Namun dilihat berlaku perbezaan berkaitan tempoh yang dikenakan. Bagi negeri Perlis, Kedah, Kelantan dan Sabah, Mahkamah boleh memerintahkan pesalah terbabit dimasukkan ke rumah kebajikan selama tempoh 3 tahun. Manakala Negeri Sembilan, pesalah boleh diperintah untuk dimasukkan ke Pusat Pemulihan Akhlak untuk tempoh tidak melebihi 2 tahun.

Penutup

Perbuatan zina adalah haram dan perkara-perkara yang merupakan *muqaddimah* kepadanya, seperti khalwat dan sesetengah perbuatan tidak sopan adalah haram. Hukuman yang setimpal untuk kesalahan ini adalah dalam bentuk hukuman takzir, sebagaimana yang telah dipersetujui oleh para ulama dan dinyatakan juga dalam Enakmen Jenayah Syariah negeri-negeri di Malaysia.

Dalam konteks undang-undang jenayah syariah, penguatkuasaan dan pendakwaan berpaksikan akta/enakmen tatacara jenayah syariah yang jelas mengandungi segala aspek tatacara berkaitan tindakan-tindakan bagi kesalahan yang dilakukan. Dengan peruntukan yang sedia ada, pihak penguat kuasa dan pihak pendakwa tidak akan tersasar dalam melaksanakan tugas masing-masing.
Bidang kuasa penguatkuasaan jenayah Syariah khususnya kesalahan jenayah khalwat adalah tertakluk kepada bahagian penguatkuasaan, jabatan agama Islam negeri-negeri. Secara umumnya, bidang kuasa ini merupakan sebahagian tanggungjawab hisbah secara umum. Prosedur dan modus operandi pihak berkuasa dalam mencegah maksiat dan tangkapan khalwat harus memenuhi kriteria konsep hisbah sebenar. Oleh itu, pentadbiran keadilan jenayah syariah perlu dilihat menjunjung keadilan dan berkesan dalam pelaksanaannya, pegawai-pegawainya

juga mestilah terlatih dan yang terpenting tahu serta faham undang-undang. Tanpa pemahaman yang jitu berkaitan kehendak undang-undang, sudah pasti akan timbul masalah dari segi pentafsiran dan pemakaiannya.

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REKA BENTUK PEMBUNGKUSAN DAN KEPUTUSAN PEMBELIAN PRODUK KESIHATAN

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Abstrak: *Reka bentuk pembungkusan yang menarik mempunyai daya tarikan sendiri dalam mencetus pembelian sesuatu produk. Justeru itu, kajian ini memfokus kepada ciri reka bentuk pembungkusan dalam keputusan pembelian produk minuman kesihatan jenama Pamoga. Aspek- aspek yang dikaji menjurus kepada elemen ciri reka bentuk pembungkusan yang dikelaskan kepada 4 bahagian utama yang terdiri daripada reka bentuk grafik, reka bentuk struktur, cetakan maklumat dan pembungkusan mesra alam. Ciri reka bentuk grafik menganalisis item berkaitan ilustrasi grafik, teknik penggabungan warna dan jenama manakala elemen reka bentuk struktur meliputi keboleh tahanan, saiz kotak dan botol, bentuk dan material pada kotak sesuatu pembungkusan dikaji bagi mendapatkan persepsi tentang produk tersebut. Elemen cetakan maklumat dan pembungkusan mesra alam turut dianalisis bagi melihat persepsi pengguna sebelum membuat keputusan pembelian. Kaedah kuantitatif menggunakan instumen soal selidik kepada 181 responden di Cheras, Selangor telah dipilih untuk mendapatkan maklum balas bagi menjawab persoalan kajian. Secara keseluruhannya, kajian mendapati, pengguna tertarik dengan visualisasi grafik, penggunaan warna, topografi, ketersediaan dan daya tahan sesuatu pembungkusan.*

Kata kunci: Rekabentuk pembungkusan, produk minuman kesihatan, keputusan pembelian

Abstract*: Attractive packaging design has its own attractions in inspire purchases a product. Therefore, this study focuses on packaging design features in the product purchase decisions health drink brand Pamoga. Aspects under review related to the elements of the design features of the packaging is classified into 4 main divisions consisting of graphic design, structural design, printing information and environmentally friendly packaging. Graphic design features to analyze related item illustration graphics, color and brand consolidation techniques while design elements include the structure, the size of the box prisoners maneuverability and bottle, form and material in a box packaging is reviewed for get the perception of the product. Elements of print information and environmentally friendly packaging also analyzed for looking at user perception before making purchase decisions. Quantitative method using a instumen questionnaire to respondents in 181 Cheras, Selangor was chosen to obtain feedback for journal review. Overall, the study found, users interested in visualization graphics, use of color, topography, availability and resilience of a packaging.*

Keywords: Packaging Design, health drink, product purchase decisions

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Pengenalan

Elemen ciri reka bentuk pembungkusan produk merupakan salah satu faktor yang mendorong pengguna dalam membuat keputusan pembelian. Menurut Olga (2006), pembungkusan merupakan suatu gabungan beberapa elemen seperti warna, tipografi, tulisan dan ilustrasi yang boleh memberi gambaran tentang sesuatu produk dalam fikiran pengguna. Pembungkusan juga berfungsi sebagai satu persembahan produk yang berfungsi untuk memujuk pengguna melakukan pembelian.

Malaysia yang kaya dengan kepelbagaian tumbuh-tumbuhan semulajadi menjadi faktor kepada pengeluaran minuman kesihatan berasaskan herba dan tumbuhan semulajadi. Tambahan pula, terdapat agensi seperti MARDI dan SIRIM yang menawarkan khidmat seperti bantuan, kerjasama, galakan, aktiviti penyelidikan dan pembangunan ke atas produk, pengeluaran ke atas produk berasaskan herba dan tumbuhan semulajadi menjadikan produk minuman kesihatan yang dikeluarkan semakin berkualiti dan selamat digunakan. Ibrahim (2004), mendapati bahawa berlakunya pertumbuhan luar biasa terhadap pasaran ubatan herba di Malaysia. Oleh sebab berlaku lambakan produk kesihatan dalam pasaran, pengeluar perlu mempunyai daya kreativiti dan inovasi yang tinggi dalam melakukan pembungkusan produk kesihatan yang dikeluarkan supaya produk yang dihasilkan itu mempunyai keunikan tersendiri dan dapat dibezakan dari produk lain. Pengeluar perlu mengenal pasti ciri-ciri reka bentuk pembungkusan yang boleh menarik minat pengguna dalam membuat keputusan pembelian. Penggunaan elemen gabungan ciri reka bentuk pembungkusan pada produk mampu menjadikan sesuatu produk itu nampak berkualiti dan kesempurnaan produk. Ia juga bertindak sebagai komunikasi produk. Dengan mengetahui ciri- ciri reka bentuk pembungkusan yang berjaya menarik minat pengguna, ia berjaya melariskan jualan sesuatu produk (Gonzales 2007). Justeru itu, objektif kajian ini adalah untuk:

i) mengenal pasti keputusan pembelian produk minuman kesihatan Pamoga berdasarkan ciri reka bentuk pembungkusan.
ii) mengenal pasti perbezaan keputusan pembelian produk minuman kesihatan Pamoga berdasarkan ciri reka bentuk pembungkusan mengikut jantina.

Sorotan Kajian

Pembungkusan Produk

Pembungkusan dapat ditakrifkan sebagai satu proses membalut produk yang telah siap dikeluarkan, menggunakan daya kreativiti, diolah secara kreatif, dirancang dengan teliti, menjalani fasa kajian, pembangunan produk, dan reka bentuk struktur pembungkusan, melibatkan rekaan grafik, mengambil kira aspek keselamatan, cara pembuatan, pemasaran, pengangkutan, penyimpanan serta jualan (Nur Asfarina 2015). Pembungkusan juga berfungsi sebagai jurujual senyap bagi pihak pemasar kerana penggunaan elemen warna, grafik, kemasan yang menarik dan paparan maklumat pada sesuatu pembungkusan dapat menawan pengguna dalam membuat keputusan pembelian (Pilditch 1961). Robert, Noreen & Raymond (2001) pula menyatakan bahawa pembungkusan sebagai satu medium yang digunakan dalam mengkomunikasikan sesebuah jenama. Oleh sebab itu, reka bentuk pembungkusan perlulah menarik supaya dapat dibezakan dari produk lain, di samping dapat mengekalkan keselamatan, kesegaran dan menambah nilai estetika pada sesuatu produk.

Pembungkusan berfungsi sebagai satu wadah yang menempatkan barang dengan selamat dan menjadi daya pemikat kepada bakal pembeli (Syukrianti & Muchammad Nurif 2015). Dengan menggunakan kepakaran dan daya kreativiti, pembungkusan mampu menambah seri pada kemasan produk, membentuk keunikan dan menjadikan produk itu kelihatan menarik. Keunikan pada pembungkusan sesuatu produk dapat dilihat daripada dua elemen, iaitu jenama serta kebolehfungsian (Lisa Henriksen 2012). Untuk melengkapkan keunikan sesuatu produk, ia perlu mempunyai reka bentuk pembungkusan yang menarik dengan mengabungkan tiga elemen iaitu reka bentuk grafik, reka bentuk struktur dan maklumat produk (Astri Cahyorini & Effi Z.R 2011). Dengan itu, ia mampu memujuk pengguna untuk mendorong keputusan pembelian. Antara ciri- ciri reka bentuk pembungkusan yang boleh menarik perhatian pengguna ialah:

i) Reka bentuk Grafik:

Merupakan elemen hiasan yang boleh menjadi tarikan pengguna, direka khusus secara visual pada permukaan pembungkusan dan mengandungi empat gabungan, iaitu jenama, warna, tipografi dan imej (Nilson & Ostrom 2005). Hal ini disokong oleh Moriarty's (1991) yang berpendapat, warna yang digunakan pada pembungkusan dapat membentuk ingatan terhadap produk yang akan menimbulkan keinginan untuk mendapatkan produk tersebut. Menurut Klimchuck dan Krasovec (2007) pula, tipografi adalah sejenis alat komukasi bukan lisan. Ia merupakan sebuah bahasa, menggunakan bentuk dan saiz tulisan yang menyatakan ramuan dan juga cara pengambilan. Jenis tulisan yang digunakan untuk ramuan produk maklumat ini mestilah yang mudah dibaca (Klimchuk & Krasovec 2000). Seterusnya, imej yang terdapat pada sesuatu pembungkusan seperti foto, ilustrasi, simbol/ ikon dan watak-watak (Klimchuk & Krasovec 2007).

ii) Dimensi Reka Bentuk Struktur:

Ia merupakan ciri-ciri fizikal yang wujud dalam pembungkusan seperti bahan, bentuk dan saiz. Bahan pembungkusan yang dipilih memberi persepsi tentang kualiti bagi sesuatu produk (Smith, 1993). Tanpa disedari, ia juga menimbulkan emosi dan keinginan, (Shimp Country 2000). Untuk menjimatkan kos dan alam sekitar, bahan pembungkusan itu mesti boleh dikitar semula. Selain itu, jenis dan bentuk tulisan yang mudah dibaca juga perlu digunakan pada bahan-bahan pembungkusan bagi mewujudkan komunikasi mudah dengan pengguna.

iii) Maklumat Produk:

Maklumat yang terperinci dan jelas serta tidak menyembunyikan fakta diperlukan bagi setiap pengguna untuk mengelak sebarang kekeliruan (Klimchuk & Krasovec 2007).

iv) "Green Packaging" (Pembungkusan Mesra Alam- PMA)

"Green Packaging" atau lebih dikenali sebagai "Pembungkusan Mesra Alam" (PMA) ditakrifkan sebagai sebahagian daripada inovasi usaha pembaharuan yang dibuat ke atas pembungkusan untuk menarik minat pengguna (Draskovic et. al 2009). Becker& Van Rompay (2011) berpendapat, pembungkusan ini menjadi medium komunikasi yang memperihalkan tentang atribut sesuatu produk. Oleh yang demikian, suatu pembungkusan yang mempunyai

kualiti tinggi boleh mendorong dan memotivasikan membeli untuk membuat pembelian (Verlegh et., al 2014). PMA menekankan penggunaan bahan yang boleh dikitar semula secara berulangkali pada material sesuatu pembungkusan (Rokka dan Uusitalo 2008); Rund (2009), dan menggunakan bahan yang tidak membahayakan kesihatan atau mendatangkan kecederaan kepada pengguna (Drascovic et al. 2009). Pengguna kini lebih peka dan menyedari tanggungjawab menjaga alam sekitar. Oleh yang demikian, pemilihan kandungan bahan pembungkusan yang selamat daripada ancaman bahan merbahaya sangat dititikberatkan dalam mengolah pembungkusan produk (I.S. dan R. Fitriyani 2016).

iv) Keputusan Pembelian:

Menurut Siti Aisyah et., al (2004), keputusan pembelian merupakan satu proses membuat pilihan dan kemudiannya melakukan pembelian produk atau perkhidmatan yang dijual. Astuti dan Cahyadi (2007) pula mendefinisikan keputusan pembelian sebagai rasa percaya, yakin, dan merasakan tindakan yang dilakukan adalah tepat untuk melakukan pembelian. Oleh itu, keputusan pembelian boleh disimpulkan sebagai satu proses yang dilakukan berdasarkan keyakinan diri, bertindak secara logik dan membuat pertimbangan untuk melakukan pembelian bagi memenuhi objektif tertentu.

Metodologi

Kajian ini menggunakan reka bentuk kaedah soal selidik dengan menggunakan pendekatan kuantitatif, yang bertujuan mengenal pasti ciri reka bentuk pembungkusan dan keputusan pembelian produk minuman kesihatan Pamoga.Populasi kajian ini adalah pengguna produk minuman kesihatan Pamoga. Oleh kerana tidak ada data yang tepat untuk mengenal pasti populasi kajian, maka pengkaji menggunakan kadar jumlah belian pelanggan sebagai penentu jumlah populasi. Pengkaji mendapatkan data pembelian daripada fail rekod jualan di setiap kiosk dan kedai jamu yang berdaftar di sekitar Cheras, Selangor. Daripada data jumlah jualan yang direkod sepanjang bulan Mei hingga Oktober 2017, terdapat sebanyak 3000 hingga 3200 pelanggan yang membeli pelbagai produk minuman kesihatan. Daripada jumlah jualan yang direkodkan itu juga, didapati sebanyak 750 hingga 1000 pelanggan merupakan pembeli bagi produk minuman kesihatan Pamoga. Oleh itu, sebanyak 220 set soal selidik telah diedarkan kepada pembeli produk minuman kesihatan Pamoga di Cheras, Selangor sebagai memenuhi syarat penentuan saiz sampel untuk mewakili 1000 populasi kajian seperti yang dicadangkan oleh (Krejcie & Morgan 1970). Kaedah pemilihan secara persampelan tujuan 'Porposive Sampling' telah digunakan bagi memilih sampel kajian. Pengkaji hanya memilih pembeli produk minuman kesihatan Pamoga sebagai responden kajian berdasarkan tujuan khusus penyelidikan pengkaji dalam mencapai objektif kajian. Oleh itu, soal selidik hanya diberikan kepada pembeli produk minuman kesihatan jenama Pamoga di kiosk dan kedai jamu sekitar Cheras, Selangor. Walau bagaimanapun, hanya 181 orang (82.27%) berjaya menjawab kesemua soalan soal selidik manakala 39 orang lagi gagal menandakan kesemua jawapan pada soal selidik. Namun begitu jumlah ini dianggap mencukupi untuk dianalisis dan dirumuskan sebagai dapatan kajian kerana telah memenuhi syarat 70% hingga 80% pulangan (Cohan dan Manion 1994).

Soal selidik merupakan instrumen yang paling sesuai untuk mendapatkan maklumat yang tepat (Wiersma& Jurs 2005). Justeru itu, penggunaan soal selidik menjadi instrumen utama bagi pengumpulan data kajian. Soal selidik ini mengandungi 2 bahagian iaitu Bahagian A (6 item),

bertujuan untuk mendapatkan maklumat demografi responden dan Bahagian B (19 item) untuk mengukur pengaruh reka bentuk pembungkusan dan keputusan pembelian produk minuman kesihatan Pamoga. Item soal selidik ini diadaptasi dan diubahsuai daripada beberapa kajian seperti Olga Ampuero NV (2006), Astri C & Effy ZR (2011) dan Nawaz Ahmad et., al. (2012). Pembinaan item reka bentuk pembungkusan bagi keputusan pembelian produk minuman kesihatan Pamoga diukur dengan menggunakan indikator seperti reka bentuk grafik, reka bentuk struktur, perincian maklumat dan pembungkusan mesra alam. Soal selidik menggunakan Skala Likert digunakan berdasarkan struktur kajian 5 Skala. Skala 1 menunjukkan "Sangat Tidak Setuju", manakala Skala 5 menunjukkan "Sangat Setuju". Interpretasi skor min yang diadaptasi daripada Norasmah (2002), seperti Jadual 1, telah digunakan untuk menentukan asas bagi menentukan tahap reka bentuk pembungkusan bagi keputusan pembelian poduk minuman Pamoga dalam kalangan pengguna. Tahap yang tinggi membawa maksud interpretasi yang positif manakala tahap yang rendah membawa maksud interpretasi yang negatif terhadap kecenderungan pembelian produk minuman kesihatan Pamoga berdasarkan reka bentuk pembungkusan.

Jadual 1 Interpretasi Tahap Skor Min

Skor Min	Tahap
1.00- 2.00	Rendah/ negatif
2.01-3.00	Sederhana Rendah
3.01- 4.00	Sederhana Tinggi
4.01- 5.00	Tinggi

Ujian Cronbatch Alpha telah digunakan bagi menguji keboleh percayaan soal selidik. Ia dibuat bagi memastikan indikator boleh digunakan dalam kajian. Hasil ujian Cronbatch Alpha menunjukkan indeks kebolehpercayaan bagi mengukur reka bentuk pembungkusan dan keputusan pembelian produk minuman Pamoga adalah 0.081. Kesahan bagi instrumen pula dibuat dengan mengukur nilai kolerasi antara skor setiap item dan didapati jumlah skor mengikut konstruk melebihi 0.3. Instrumen ini dianggap baik dan boleh diterima pakai kerana nilai boleh percayaan melebihi 0.6. dan kesahan melebihi 0.3 (Mohd Majid 2005). Nunaly & Bernstein (1994) pula menyatakan bahawa nilai kolerasi antara item dengan jumlah skor melebihi 0.25 adalah dianggap tinggi.

Dapatan dan Perbincangan

Analisis Latar belakang Responden

Daripada sejumlah 181 orang responden yang dipilih, 42% daripadanya adalah lelaki manakala 58% selebihnya adalah perempuan. Pecahan kumpulan umur menunjukkan responden berada dalam lingkungan umur bawah 20 tahun hingga 50 tahun ke atas, dengan majoriti 33.1% responden berada kumpulan umur 30 hingga 39 tahun, diikuti 27.1% responden berada dalam kumpulan umur 40 hingga 49 tahun. Hal ini memberi petunjuk bahawa kesedaran pengguna dalam kalangan dewasa yang berumur 30 hingga 49, merupakan pengguna yang mencatat peratus tertinggi mendapatkan produk minuman kesihatan, iaitu sebanyak 33.1%, diikuti oleh pengguna yang berada dalam kumpulan umur 40 hingga 49 tahun, iaitu sebanyak 27.1%. Majoriti pembeli produk minuman kesihatan jenama Pamoga adalah berbangsa Melayu iaitu sebanyak 70.7%, diikuti oleh kaum Cina sebanyak 12.2%, kaum India 8.8% dan lain- lain sebanyak 8.3%.

Dari aspek tahap pendidikan pula, 47.5% daripada responden yang dipilih merupakan golongan yang mendapat pendidikan sehingga ke peringkat ijazah, 5% daripadanya merupakan pemegang ijazah lanjutan manakala 47.5% lagi tidak menyambung pendidikan di peringkat ijazah. Ini menunjukkan penggunaan produk minuman kesihatan Pamoga ini melibatkan semua pihak tanpa mengira tahap pendidikan. Ini menunjukkan tahap kesedaran pengguna dalam mengamalkan produk minuman kesihatan bukan bergantung kepada tahap pendidikan semata-mata.

Pecahan kumpulan pendapatan bulanan pula menunjukkan 39.2% daripada responden berpendapatan di antara RM1001 ke RM3000 manakala 35.4% berpendapatan RM3001 ke RM 5000 dan 13.6% berpendapatan RM 5001 ke atas.

Berdasarkan harga yang ditawarkan, responden mampu membeli produk minuman kesihatan demi penjagaan diri mahupun keluarga. 48.1% responden mengulangi pembelian produk kesihatan yang sama untuk penjagaan kesihatan diri mahupun keluarga. Dapatan analisis berkaitan latar belakang responden ditunjukkan dalam Jadual 2.

Jadual 2 Profil Latar belakang responden

Profil Demografi	Kategori	Frekuensi	Peratus
Jantina	Lelaki	76	42
	Perempuan	105	58
Umur	Bawah 20 tahun	7	3.9
	20- 29 tahun	29	16
	30- 39 tahun	60	33.1
	40- 49 tahun	49	27.1
	50 tahun ke atas	36	19.9
Bangsa	Melayu	128	70.7
	Cina	22	12.2
	India	16	8.8
	Lain- lain	15	8.3
Pendapatan	RM 1000 ke bawah	25	13.8
	RM 1001- RM 3000	71	39.2
	RM 3001 hingga RM 5000	64	35.4
	RM 5001 hingga RM 7000	15	8.3
	RM 7001 hingga RM 9000	2	1.1
	RM 9001 ke atas	**4**	**2.2**

Objektif Kajian: Mengenal pasti Keputusan Pembelian Produk Minuman Kesihatan Pamoga Berdasarkan Ciri Reka bentuk Pembungkusan.

Bagi menjelaskan objektif kajian tentang mengenal pasti keputusan pembelian berdasarkan ciri reka bentuk pembungkusan produk minuman kesihatan Pamoga, 3 sub objektif dibina berdasarkan pengelasan kumpulan ciri reka bentuk. Ia terdiri daripada reka bentuk grafik, reka bentuk struktur, pemerihalan maklumat pada kotak pembungkusan dan ciri pembungkusan

mesra alam. Hal ini bertujuan untuk memudahkan penentuan interpretasi tahap skor min purata dan mengadakan perbincangan secara teratur dan lebih jelas.

Mengenal pasti Keputusan Pembelian Produk Pamoga Berdasarkan Ciri Reka bentuk Grafik Kotak Pembungkusan Produk.

Satu persoalan kajian telah di bina bagi menjawab objektif kajian di atas iaitu:
Adakah keputusan pembelian produk minuman kesihatan Pamoga dibuat berdasarkan ciri reka bentuk grafik yang dicipta pada kotak pembungkusan?
Empat pernyataan yang berkaitan ciri reka bentuk grafik yang dicetak pada kotak pembungkusan produk kesihatan telah dianalis. Dapatan ditunjukkan dalam Jadual 3. Skor min purata adalah 4.19, menunjukkan tahap kecenderungan pengguna melakukan pembelian berdasarkan ciri reka bentuk struktur pada kotak pembungkusan adalah tinggi dan positif. Analisis dalam Jadual 3 telah menunjukkan bahawa pengguna sememangnya mudah tertarik dengan pilihan gabungan warna- warna terang yang digunakan pada kotak pembungkusan produk Pamoga di samping jenama yang popular. Kajian ini menyokong kajian Akshay (1989), Gordon et., al (1994), dan Kauppinen (2001). Imej motif buah delima juga mampu memberikan persepsi bahawa produk yang dikeluarkan itu benar- benar berkhasiat. Dapatan kajian ini menyokong kajian Olga Ampuero (2006) yang menjelaskan bahawa gabungan warna, tipografi dan ilustrasi memainkan peranan penting dalam menarik minat pengguna terhadap sesuatu produk.

Jadual 3 Keputusan Pembelian Produk Minuman Kesihatan Pamoga Berdasarkan Ciri Reka bentuk Grafik

No	Item	STS (%)	TS (%)	SS (%)	S (%)	SS (%)
B1	Gabungan elemen warna yang terang menjadikan kotaknya nampak menarik dan berkualiti	0	0	17 (9.40%)	119 (65.70%)	45 (24.90%)
B2	Ilustrasi/ reka bentuk grafik dan imej motif buah delima, nampak menarik dan memberi khasiat	0	0	2 (1.10%)	153 (84.50%	26 (14.40%)
B3	Jenama yang popular	0	0	2 (1.10%)	132 (72.90%)	47 (26%)
B4	Jenamanya senang diingati	0	0	3 (1.70%)	133 (73.50%)	45 (24.90%)

$\bar{x}$: 4.19
S.P : 0.464
Tahap: Tinggi

Objektif Kajian: Mengenal pasti Keputusan Pembelian Produk Minuman Kesihatan Pamoga Berdasarkan Ciri Reka bentuk Struktur Pada Kotak Pembungkusan Produk

Satu persoalan kajian telah di bina bagi menjawab objektif kajian di atas iaitu:
Adakah keputusan pembelian produk minuman kesihatan Pamoga dibuat berdasarkan ciri reka bentuk struktur yang dicipta pada kotak pembungkusan?

Sehubungan dengan itu, tujuh pernyataan yang berkaitan ciri reka bentuk struktur yang dicetak pada kotak pembungkusan produk kesihatan Pamoga telah dianalis. Dapatan ditunjukkan dalam Jadual 4. Skor min purata adalah 4.20, menunjukkan tahap kecenderungan pengguna melakukan pembelian berdasarkan ciri reka bentuk struktur pada kotak pembungkusan adalah

tinggi dan positif. Penggunaan saiz dan bentuk tulisan, penting bagi menonjolkan lagi jenama Produk. Bentuk kotak, saiz botol dan kandungan isipadu produk sesuai dengan harga yang dikenakan. Pengguna juga menyukai pemilihan reka bentuk botol, yang memudahkan proses menyimpan produk minuman kesihatan Pamoga. Selain itu, kaedah pembungkusan produk juga jelas menggambarkan bahawa pengeluar mengutamakan kualiti produk tersebut. Kajian ini selari dengan kajian Deliya & Parmar (2012).

Jadual 4 Keputusan Pembelian Produk Minuman Kesihatan Pamoga Berdasarkan Ciri Reka bentuk Struktur

No	Item	STS (%)	TS (%)	SS (%)	S (%)	SS (%)
B5	Tulisan yang dicetak pada kotak pembungkusan produk ini bersaiz besar, boleh dibaca dengan jelas dalam jarak dekat. Pemilihan bentuk tulisan pun jelas	0	0	2 (1.10%)	130 (71.80%)	49 (27.10%)
B6	Boleh nampak produk ini dengan jelas walaupun diletakkan bersama dengan produk lain (menonjol)	0	0	7 (3.90%)	107 (59.10%)	67 (37%)
B7	Senang disimpan	0	0	5 (2.80%)	134 (74%)	42 (23.20%)
B8	Mudah dipegang	0	0	34 (18.80%)	132 (72.90%)	15 (8.30%)
B10	Kandungan isipadu boleh digunakan seisi keluarga	0	0	5 (2.80%)	151 (83.40%)	25 (13.80%)
B11	Isipadu dalam botol sesuai dengan harga	0	0	3 (1.70%)	149 (82.30%)	29 (16.0%)
B13	Kaedah/cara pembungkusan mengutamakan kualiti produk	0	0	3 (1.70%)	89 (49.20%)	89 (49.20%)

$\bar{x}$: 4.20

S.P : 0.47

Tahap : Tinggi

Objektif Kajian: Mengenal pasti Keputusan Pembelian Produk Minuman Kesihatan Pamoga Berdasarkan Maklumat Yang Dicetak Pada Kotak Pembungkusan Produk.

Satu persoalan kajian telah di bina bagi menjawab objektif kajian di atas iaitu:
Adakah keputusan pembelian produk minuman kesihatan Pamoga dibuat berdasarkan maklumat yang dicetak pada kotak pembungkusan?

Empat pernyataan yang berkaitan kesan maklumat yang dicetak pada kotak pembungkusan produk kesihatan telah dianalis. Dapatan ditunjukkan dalam Jadual 5. Skor min purata 4.26, menunjukkan tahap kecenderungan pengguna melakukan pembelian berdasarkan maklumat yang dicetak pada kotak pembungkusan adalah tinggi dan positif. Bagi menyempurnakan kotak pembungkusan, cetakan maklumat sebagei pelabelan pada kotak pembungkusan boleh mempengaruhi keputusan pembelian produk minuman kesihatan Pamoga. Aspek pemilihan bentuk tulisan, penggunaan bahasa, kandungan nutrisi produk, ramuan, tarikh luput dan cara pengambilan produk ada dicetak pada kotak produk. Pemilihan bentuk tulisan dan penggunaan bahasa yang mudah, membolehkan pengguna memahami cara pengambilan produk. Selain itu, ramuan yang dicetak pula menunjukkan bahan- bahan yang digunakan dalam menghasilkan produk kesihatan minuman Pamoga. Bentuk tulisan dan saiz tulisan mestilah senang dibaca

oleh pelbagai lapisan umur pengguna memandangkan pengguna produk minuman kesihatan Pamoga ini dibeli oleh pelbagai lapisan umur. Kajian ini menyokong kajian Prathiraja et., al (2003), Cowburn G (2004) dan Bandara et., al (2015).

Jadual 5 Keputusan Pembelian Produk Minuman Kesihatan Pamoga Berdasarkan Cetakan Maklumat Pada Kotak Pembungkusan

No	Item	STS (%)	TS (%)	SS (%)	S (%)	SS (%)
B18	Maklumat /cara penggunaan senang dibaca	0	0	2 (1.10%)	130 (71.80%)	49 (27.10)
B19	Saya suka beli produk ini kerana arahan penggunaannya senang diikut	0	0	3 (1.70%)	149 (82.30%)	29 (16.0%)
B20	Maklumat kandungan produk: boleh memberi penyembuhan/ pencegahan terhadap penyakit saya dan ahli keluarga	0	0	2 (1.10%)	116 (64.10%)	63 (34.80%)
B21	Maklumat kandungan produk: memenuhi keperluan saya dan ahli keluarga; tarikh luput, nutrisi, bahan, ramuan dan cara pengambilan ada dicetak pada kotak pembungkusan	0	0	4 (2.20%)	118 (65.20%)	59 (32.60%)

$\bar{x}$: 4.26

S.P : 0.47

Tahap : Tinggi

Objektif Kajian: Mengenal pasti Keputusan Pembelian Produk Minuman Kesihatan Pamoga Berdasarkan Ciri- ciri Lain Yang Ada Pada Kotak Pembungkusan Produk.

Satu persoalan kajian telah di bina bagi menjawab objektif kajian di atas iaitu:
Adakah keputusan pembelian produk minuman kesihatan Pamoga dibuat berdasarkan ciri- ciri lain yang dibuat pada kotak pembungkusan produk?

Empat pernyataan yang berkaitan ciri lain pada kotak pembungkusan produk kesihatan telah dianalis. Dapatan ditunjukkan dalam Jadual 6. Skor min purata adalah 4.14, menunjukkan tahap kecenderungan pengguna melakukan pembelian berdasarkan maklumat yang dicetak pada kotak pembungkusan adalah tinggi dan positif . Berdasarkan Jadual 6, responden didapati menggemari kaedah pembungkusan mesra alam. Responden bersetuju bahawa kaedah ini boleh menyelamatkan pengguna dan dapat mengawal penggunaan sumber alam dalam jangka panjang. Selain itu, pengguna tahu bahawa penggunaan bahan yang dikitar semula juga, dapat menjimatkan kos pembungkusan yang akhirnya boleh memberi kesan kepada harga produk tersebut. Responden tahu bahawa bahan yang digunakan seperti kertas dan botol pada produk minuman kesihatan Pamoga boleh dikitar semula. Kajian ini selari dengan kajian yang dijalankan oleh Schultz, (2000) yang membuktikan bahawa kesedaran pengguna tentang kepentingan menjaga sumber alam sekitar melalui Teori Altruism. Kesedaran pengguna dan rasa bertanggung jawab mengubah pengguna untuk memilih produk mesra alam. Kajian ini menunjukkan hubungan positif di antara ciri pembungkusan mesra alam dengan keputusan pembelian produk minuman kesihatan Pamoga.

Jadual 6 Keputusan Pembelian Produk Minuman Kesihatan Pamoga Berdasarkan Ciri- ciri Lain Yang Ada Pada Pembungkusan Produk

No	Item	STS (%)	TS (%)	SS (%)	S (%)	SS (%)
B12	Cara pembungkusan produk ini kerana ia menggunakan kaedah mesra alam	0	0	4 (2.20%)	151 (83.40%)	26 (14.40%)
B13	Bahan pembungkusannya boleh dikitar semula	0	0	5 (2.80%)	143 (79%)	33 (18.20%)
B15	Kaedah/ cara pembungkusannya mengutamakan keselamatan pengguna- konsep hijau	0	0	19 (10.50%)	136 (75.10%)	26 (14.40%)
B16	Saya suka pembungkusan produk ini kerana dengan mengitar semula kotak, ia dapat menjimatkan kos pembungkusan. Hal ini membolehkan pengeluar menurunkan harga produk	0	0	1 (0.60%)	129 (71.30%)	51 (28.20%)

$\bar{x}$:4.14

S.P : 0.45

Tahap : Tinggi

Objektif Kajian: Mengenal pasti Perbezaan Keputusan Pembelian Berdasarkan Ciri Reka bentuk Pembungkusan Produk Mengikut Jantina.

Satu persoalan kajian telah di bina bagi menjawab objektif kajian di atas iaitu:
Adakah terdapat perbezaan pembelian produk minuman kesihatan Pamoga berdasarkan ciri reka bentuk grafik, reka bentuk struktur, maklumat dan pembungkusan mesra alam dalam kalangan jantina pengguna?

Bagi menjawab persoalan kajian di atas, analisis telah dibuat dengan menggunakan jadual- T. Ia bertujuan untuk membanding keputusan pembelian mengikut jantina berdasarkan ciri reka bentuk grafik, reka bentuk struktur, maklumat dan pembungkusan mesra alam bagi pembungkusan produk minuman kesihatan Pamoga. Berdasarkan dapatan kajian, didapati bahawa pengguna lelaki lebih tertarik pada ciri reka bentuk grafik iaitu pilihan warna pada kotak pembungkusan produk minuman kesihatan Pamoga berbanding pengguna perempuan, (M= 21.38, SD= 2.026). Pengguna lelaki juga lebih cenderung memilih produk kesihatan berdasarkan jenama yang popular dan mudah diingati, meskipun terdapat pelbagai pilihan jenama dalam pasaran. Tidak ketinggalan juga, pengguna lelaki lebih tertarik pada ciri reka bentuk struktur yang merangkumi elemen imej, bentuk tulisan, material pembungkusan, bahan yang digunakan, bentuk dan juga saiz bagi produk minuman kesihatan Pamoga berbanding pengguna perempuan, (M= 33.63, SD= 1.477). Kajian ini menyokong kajian Soonyong Bae & Taesik Lee (2010).

Bagi pengguna perempuan pula, mereka lebih cenderung kepada aspek cetakan maklumat pada pembungkusan produk berbanding pengguna lelaki, (M=17.16, SD= 1.202). Kajian ini adalah selari dengan kajian Kajian Barber et., al (2006). Ini menunjukkan pengguna perempuan lebih berhati- hati dalam mencari produk kesihatan yang sesuai untuk diri dan keluarganya. Walau bagaimanapun, kedua- dua jantina bersetuju pengguna kini lebih cenderung memilih pembungkusan yang berkonsep mesra alam. Dapatan ini menyokong Kajian Tony L. H et., al (1997) dan Bartel-Sheehan (1999).

Jadual 7: Keputusan Pembelian Produk Berdasarkan Ciri Reka bentuk Pembungkusan Mengikut Jantina

Pembelian Berdasarkan Ciri Reka bentuk Pembungkusan	Jantina	n	Min	Sp	t	Sig
Reka bentuk Grafik	Lelaki	75	21.39	2.039	1.906	0.00
	Perempuan	105	20.9	1.42		
Reka bentuk Struktur	Lelaki	75	33.63	1.487	1.791	0.568
	Perempuan	105	33.24	1.397		
Maklumat	Lelaki	75	16.89	1.503	-1.33	0.013
	Perempuan	105	17.16	1.202		
Pembungkusan Mesra Alam	Lelaki	75	16.79	0.977	-0.027	0.196
	Perempuan	105	16.79	0.895		

p>0.05

Kesimpulan

Secara umumnya, pembungkusan memainkan peranan penting dalam keputusan pembelian. Penggunaan gabungan elemen warna yang menarik boleh memberi tarikan bagi sesuatu produk minuman kesihatan. Bantuan jenama yang memang sudah dikenali juga menyebabkan pengguna selesa memilih produk tersebut (Syed Saad Hussain 2012). Penggunaan imej, pengeksploitasian model dan ilustrasi gambar, bentuk tulisan, bahan yang digunakan, saiz dan aspek hijau turut memainkan peranan dalam menjadikan sesuatu pembungkusan menarik. Selain daripada itu, maklumat tentang cara penggunaan, khasiat, kesan dan kebolehupayaan produk itu amat penting untuk dicetak pada kotak pembungkusan bagi menjadikan kemasan produk itu sempurna. Pemilihan bahan pembungkusan yang boleh dikitar semula juga menjadi faktor yang mendorong keputusan pembelian produk.

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PEMBANGUNAN MODUL ROBOT PERMAINAN TOPIK RESPIRASI SEL MENGGUNAKAN MODEL ADDIE

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Abstrak: *Tajuk respirasi sel mengandungi konsep dan fakta yang abstrak dan memerlukan pendekatan yang berbeza dalam proses pembelajaran bagi membolehkan para pelajar dapat mengaitkan konsep-konsep yang abstrak dalam bentuk pemahaman yang komprehensif. Ini membolehkan para pelajar dapat meningkatkan pencapaian dalam topik ini seterusnya dapat meningkatkan motivasi pelajar dalam meneruskan proses pembelajaran respirasi sel. Oleh itu, pengkaji telah membangunkan bahan pembelajaran robot berasaskan permainan dalam bentuk modul yang bukan sahaja sebagai platform untuk meningkatkan pencapaian malah kemahiran abad ke-21 dan motivasi pelajar. Modul pembelajaran ini akan menyediakan model konseptual bagi pembelajaran untuk meminimumkan keperluan untuk teknik pembelajaran konvensional yang bersifat verbal terutama dalam topik respirasi sel. Penyelidik telah membangunkan modul robot permainan respirasi sel menggunakan reka bentuk pengajaran ADDIE yang terdiri daripada fasa analisis, reka bentuk, pembangunan, pelaksanaan dan penilaian. Modul ini akan digunakan dalam kalangan pelajar matrikulasi kendalian Bahagian Matrikulasi Kementerian Pendidikan Malaysia (BMKPM)*

Kata kunci: Robot permainan, Respirasi sel, Abstrak, ADDIE, Matrikulasi

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Pengenalan

ADDIE ialah nama singkatan bagi *Analyze*, *Design*, *Develop*, *Implementation* dan *Evaluation*. Falsafah pendidikan yang perlu diterapkan apabila model ADDIE digunakan ialah proses pembelajaran perlu berpusatkan pelajar, inovatif dan memberi inspirasi kepada para pelajar (Morrison, 2010). Model ADDIE boleh digunakan untuk menghasilkan alat bantu mengajar yang efektif khususnya berbantukan teknologi. Ini kerana model ini menyediakan panduan rangka kerja yang sistematik untuk disesuaikan dengan kepelbagaian situasi persekitaran pembelajaran (Gustafson & Branch, 1997). ADDIE ialah proses yang mengaplikasikan konsep dan teori dalam isi kandungan yang spesifik (Dick & Carey, 1996). Oleh hal demikian model ADDIE banyak digunakan oleh pendidik untuk menyediakan persekitaran pembelajaran yang membolehkan para pelajar membina sendiri pengetahuan dan kemahiran (Gustafson & Branch, 1997).

Rajah 1: Konsep ADDIE
Sumber: Morrison (2010)

ADDIE mengadaptasi input, proses dan output sebagai satu jalan untuk melengkapkan kesemua fasa (Dick & Carey, 1996). Input akan bertindak balas dengan pemboleh ubah yang dikenal melalui penerimaan data, maklumat dan pengetahuan (Branch, 2009). Proses pula dilihat jalan untuk merangsang pemikiran kreatif dalam menggunakan prosedur, menterjemah serta menerangkan pelbagai pendekatan yang boleh digunakan dalam proses pembelajaran (Branch, 2009). Output menghantar keputusan daripada fasa proses dalam tindakan yang sewajarnya (Morrison, 2010).

Rajah 2: Paradigma Input, Proses dan Output
Sumber: Morrison (2010)

Pembangunan Modul

Model ADDIE telah diserapkan dalam pembangunan modul robot permainan respirasi sel yang terdiri daripada fasa analisa, reka bentuk, pembangunan, pelaksanaan dan penilaian.

Analisa

Tujuan fasa analisa ialah untuk mengenal pasti masalah yang menyebabkan terdapat jurang dalam pencapaian dari segi akademik. Menurut Branch (2009), fasa analisa melibatkan proses mengenal pasti perkara yang perlu dipelajari. Pada fasa ini, masalah pengajaran, tujuan dan objektif pembelajaran, pengetahuan dan kemahiran yang dimiliki oleh pelajar yang disasarkan dikenal pasti dengan teliti.

Analisa Masalah Pengajaran

Penyelidik telah mendapatkan hasil kajian tinjauan yang dilakukan oleh Azmizan (2014) yang menyatakan markah kuiz para pelajar Kolej Matrikulasi Kedah rendah dalam topik respirasi sel disebabkan para pelajar gagal untuk menghubungkan konsep-konsep respirasi sel kerana gagal mengingat sub topik tertentu dalam respirasi sel. Seterusnya Fazzlijan (2014) menggunakan perisian multimedia dalam proses pembelajaran dalam kalangan pelajar matrikulasi dalam topik respirasi sel yang dianggap sukar pada peringkat matrikulasi. Konsep yang abstrak dalam respirasi sel menyebabkan golongan kemampuan akademik rendah dan sederhana sukar untuk menguasainya. Pemilihan pelajar di matrikulasi mengikut piawai yang telah ditetapkan iaitu sekurang-kurangnya memperoleh gred B dalam Biologi di peringkat SPM. Justeru itu wujud jurang pencapaian di antara para pelajar yang memperoleh gred A+ & A (tinggi) dengan sederhana (A- dan ke bawah). Para pensyarah matrikulasi sukar untuk mereka bentuk proses pembelajaran kerana sukar untuk memenuhi kehendak pembelajaran yang berbeza di antara dua golongan ini atas kekangan masa.

Analisa Sukatan Pelajaran Biologi PST Program Matrikulasi

Pengkaji telah membuat analisis daripada sukatan pelajaran Biologi PST daripada ketua unit Kolej Matrikulasi Kedah. Sukatan pelajaran ini menuntut para pelajar untuk menguasai proses-proses utama dalam respirasi sel iaitu glikolisis, kitar kreb dan rantaian pengangkut elektron yang kemudiannya mengaitkan dengan respirasi aerobik dan anaerobik.

Temu bual

Pengkaji telah menjalankan beberapa temu buat tidak berstruktur yang melibatkan 2 orang ketua unit Biologi, 2 orang pensyarah Biologi dan 3 orang pelajar matrikulasi untuk mengetahui masalah yang dihadapi bagi topik respirasi sel.

Jadual.1: Pihak Terlibat dalam Temu bual Fasa Analisis

Bil	Pihak yang terlibat	Masalah yang dikenal pasti
1	Ketua Unit Biologi	• pelajar tidak menjawab soalan tutorial • pelajar tidak boleh menghafal konsep-konsep utama dalam respirasi sel • pelajar tidak boleh menghubungkan proses-proses utama dalam glikolisis • pelajar sering mendapat markah yang rendah dalam kuiz yang melibatkan topik respirasi sel
2	Pensyarah Biologi	• pelajar tidak memahami di dalam kuliah, para pensyarah perlu mengulangi semula di dalam bilik tutorial dengan masa yang terhad • pelajar gagal menghafal topik glikolisis yang memberi kesan kepada hafalan proses yang lain iaitu kitar kreb dan rantaian pengangkut elektron • para pelajar yang memperoleh gred yang baik dalam PSPM 1 tidak mempunyai masalah untuk menguasai konsep ini • para pelajar yang menguasai konsep respirasi sel akan mudah memahami topik-topik lain seperti fotosintesis • para pelajar mula hilang fokus dan motivasi apabila sering mendapat markah yang rendah dalam kuiz melibatkan topik respirasi sel

3	Pelajar Matrikulasi	• banyak tema-tema baru dalam respirasi yang menyukarkan para pelajar menghafal • terlalu banyak untuk dihafal • tidak faham di dalam kuliah dan mengharapkan pensyarah tutorial mengulangi semula di dalam kelas tutorial • topik yang membosankan • sering mendapat markah yang rendah menyebabkan hilang motivasi untuk mengusai konsep ini.

Analisa Matlamat Modul

Meningkatkan skor pencapaian respirasi sel, kemahiran abad ke-21 (literasi komputer & komunikasi berkesan) dan motivasi terhadap bahan pengajaran.

Analisis Subjek Kajian

Subjek kajian yang mengikuti kaedah pembelajaran robot permainan merupakan para pelajar matrikulasi modul 1&3 melibatkan tiga kolej iaitu Kolej Matrikulasi Kedah, Kolej Matrikulasi Perak dan Kolej Matrikulasi Perlis. Ciri-ciri umum kumpulan pelajar yang disasarkan ialah mereka yang mengambil mata pelajaran Biologi di matrikulasi. Dalam kajian ini, hanya aspek perbezaan kebolehan akademik berbeza sahaja yang diambil kira dalam penilaian pengaruhnya terhadap pencapaian pelajar, kemahiran abad ke-21 dan motivasi terhadap bahan pengajaran. Berikut disenaraikan ciri-ciri pelajar daripada kumpulan sasaran adalah:

Umur :	18 -19 tahun
Tahap pendidikan :	Matrikulasi (Pra Universiti)
Kebolehan berbahasa Inggeris :	Sederhana hingga tinggi
Motivasi Umum :	Sederhana hingga tinggi
Kemahiran abad ke-21:	Sederhana hingga tinggi
Pengalaman dalam topik :	Peringkat pengenalan
Minat dalam topik :	Sederhana hingga tinggi
Kemahiran menggunakan komputer:	Boleh menggunakan persekitaran Windows dan tetikus dengan baik

Analisis Sumber

Terdapat tiga jenis bahan sumber yang perlu dikumpulkan iaitu (1) bahan sumber topik pelajaran (2) bahan sumber pembangunan pengajaran dan proses pembelajaran dan (3) sistem penyampaian pelajaran. Bahan-bahan sumber ini amat diperlukan untuk langkah-langkah seterusnya iaitu memahami isi kandungan, menjanakan idea dan mereka bentuk pengajaran. Bahan sumber yang diperoleh adalah seperti Jadual 1

Jadual 1: Bahan-Bahan Sumber Rujukan

Jenis Sumber	Topik pelajaran
Topik pelajaran	• Sukatan pelajaran Biologi Matrikulasi PST • Laporan Kerja Calon (LKC) PSPM 2 Semester 2 • Buku Bank Biologi Matrikulasi • Buku Tutorial PST Biologi Matrikulasi • Biology (Campbell) • Biology (Solomon)

Pembangunan pengajaran dan proses pembelajaran	• Kain Kanvas (Medan permainan) • 50 Robot (daripada CERA) • *Subject Matter Expect* Biologi Matrikulasi • Pakar Artificial Intelligence (Robot)
Sistem penyampaian pelajaran	• Bluetooth Adapter (Komputer yang tiada *bluetooh*) • *Lactop* (satu komputer bagi setiap kumpulan) • Perisian S4A

Robot Comel dan Perisian S4A

Pembangunan robot comel menggunakan otak *Adruino Uno* yang dilengkapi dengan *sensor* dan pengesanan menggunakan *Bluetooh.* Robot ini mampu menjalankan fungsi dan koordinasi yang hampir sama dengan Robot Lego, tetapi jauh lebih murah daripada pembelian Robot LEGO yang mencecah kos hampir RM 4500. Kos keseluruhan robot comel hanya RM 1000 dengan komponen-komponen yang berkualiti seperti Robot Lego. Robot Comel boleh diuraikan kepada komponen-komponen kecil dan dipasang semula secara fleksibel dan mudah. Dalam kajian ini penyelidik tidak mendedahkan kepada para pelajar teknik pemasangan Robot Comel kerana kesuntukan masa pembelajaran di matrikulasi. Para pelajar hanya akan menggunakan robot dengan proses pengekodan robot menggunakan perisian S4A yang boleh didapati secara terbuka atas talian. Para pelajar hanya perlu memuat turun perisian ini yang jauh lebih ringkas bagi tujuan pengekodan robot jika dibandingkan dengan perisian kompleks yang lain seperti C++.

Rajah 3: Robot Comel

Reka Bentuk

Fasa reka bentuk ialah kaedah sistematik dalam merancang, membangunkan, menilai dan menguruskan proses pembelajaran (Morrison, 2010). Reka bentuk ini mesti selari dengan objektif pembelajaran serta sukatan pelajaran yang telah ditetapkan. Setelah selesai fasa reka bentuk ini, penyelidik dapat menyediakan proses pembelajaran yang spesifik bagi mengurangkan jurang pencapaian atas sebab yang telah dinyatakan dalam fasa analisa.

Objektif Khusus

Objektif khusus menggunakan modul ini dalam pembelajaran respirasi sel terdiri daripada:

- Terdapat perbezaan skor min ujian pencapaian di antara kumpulan rawatan (robot permainan) dan kawalan (tradisional)
- Terdapat perbezaan skor min kemahiran abad ke-21 di antara kumpulan rawatan (robot permainan) dan kawalan (tradisional)
- Terdapat perbezaan skor min motivasi terhadap bahan pengajaran di antara kumpulan rawatan (robot permainan) dan kawalan (tradisional)

Teori dan Model Terlibat Bagi Kaedah Robot Permainan

Teori dan model ialah penting bagi merangka kaedah robot permainan topik respirasi sel. Dalam membangunkan kaedah robot permainan, satu perkaitan antara teori dan model telah dibincangkan dalam bab 2. Teori-teori yang dibincangkan kaitannya ialah:

I. Teori Pelaziman Operan
II. Teori Konstruktivisme Piaget
III. Teori Konstruktivisme Sosial Vygotsky
IV. Teori Pemprosesan Maklumat

V. Teori Motivasi Jangkaan-Nilai
VI. Model Motivasi ARCS

Strategi Pelaksanaan Modul Robot Permainan Respirasi Sel

Terdapat lima aspek yang dibincangkan bagi melaksanakan strategi pelaksanaan modul robot permainan respirasi sel iaitu pemilihan pensyarah, latihan pensyarah, sesi implementasi dan penilaian untuk pelajar.

Pemilihan Pensyarah

18 orang pensyarah Biologi matrikulasi melibatkan tiga kolej matrikulasi iaitu Kolej Matrikulasi Kedah, Kolej Matrikulasi Perak dan Kolej Matrikulasi Perlis. 18 orang yang dilibatkan dalam kajian ini untuk mengajar subjek kajian topik respirasi sel ditunjukkan dalam jadual 4.3 berdasarkan kerelaan untuk terlibat dalam kajian ini. Jadual waktu pensyarah yang terlibat tidak terganggu dengan implementasi kajian mengambil waktu sebenar subjek Biologi yang telah ditetapkan oleh kolej masing-masing. Kesemua pensyarah ini mempunyai 12 jam waktu mengajar bagi seminggu yang terdiri daripada 8 jam kelas tutorial dan 4 jam amali. Langkah mengekalkan pensyarah yang sama di dalam kelas tutorial ini dapat menggelakkan rasa tidak selesa pelajar kerana mendapat seorang pensyarah yang baru. Ini kerana para pelajar perlu menyesuaikan diri dengan persekitaran yang bakal diwujudkan oleh pensyarah baru tersebut seterusnya mungkin menjejaskan hasil dapatan kajian. Kesemua pensyarah yang terpilih mempunyai sekurang-kurangnya 8 tahun pengalaman mengajar Biologi di Matrikulasi KPM, dan kesemuanya mempunyai ijazah sarjana muda dalam bidang pendidikan Biologi sebagai kelayakan minimum dan lapan orang mempunyai kelayakan ijazah sarjana pendidikan Biologi sebagai kelayakan paling tinggi. Ini menunjukkan latar belakang pengalaman mengajar

dan tahap pendidikan pensyarah adalah setara. Penyelidik akan memberi taklimat berkaitan kajian kepada semua pensyarah terpilih ini di kolej masing-masing.

Jadual .2: Pensyarah Yang Dilatih Mengikut Kolej

Kolej	Bilangan Pensyarah	Kaedah Mengajar
Kolej Matrikulasi Kedah	6	Tradisional Robot Permainan
Kolej Matrikulasi Perak	6	Tradisional Robot Permainan
Kolej Matrikulasi Perlis	6	Tradisional Robot Permainan

Latihan Pensyarah

Latihan yang diberikan kepada pensyarah selama 2 hari bertempat di kolej masing-masing. 6 jam diperuntukkan dalam sehari menjadikan jumlah 12 jam bagi latihan yang melibatkan 2 hari. Latihan ini mendapat kerjasama yang baik daripada pihak pengurusan kolej masing-masing dengan menyediakan tempat latihan yang kondusif. Latihan ini dibahagikan kepada tiga aspek utama iaitu teknikal, perisian S4A dan permainan robot.

Jadual 4: Perincian Latihan Kepada Pensyarah

Aspek	Keterangan	Bilangan Jam
Teknikal	• menghidupkan butang buka robot • cara yang betul untuk mengecas robot • pengenalan kepada komponen-komponen robot • menghubungkan robot dengan perisian S4A di komputer menggunakan *Bluetooth*	• 2 jam
Perisian S4A	• pengekodan S4A untuk robot bergerak -hadapan -belakang -belok ke kiri -belok ke kanan -berpusing lawan jam -berpusing arah jam	• 6 jam
Permainan robot	• penerangan tentang cara permainan robot yang mengandungi 9 jenis permainan.	• 4 jam

Sesi Implementasi

Kaedah robot permainan akan dilaksanakan di dalam kelas tutorial selepas para pelajar telah menjalani proses pembelajaran respirasi sel di dalam kuliah. Setiap kelas tutorial mengandungi 20 hingga 30 orang pelajar dan dibahagikan kepada 3 orang pelajar bagi setiap kumpulan. Modul bercetak akan disediakan kepada semua pensyarah bagi melicinkan proses pembelajaran robot permainan respirasi sel.

Penilaian

Ujian pencapaian respirasi sel, soal selidik kemahiran abad ke-21 dan soal selidik motivasi pelajar akan digunakan untuk mengukur pencapaian, tahap kemahiran abad ke-21 (komunikasi berkesan & literasi digital) dan motivasi pelajar. Pengukuran akan dilakukan sebanyak tiga kali melibatkan ujian pra, ujian pasca 1 dan ujian pasca 2.

Pembangunan

Fasa pembangunan merujuk kepada alat digunakan untuk mencipta bahan pembelajaran (Branch, 2009). Tujuan fasa ini ialah untuk menghasilkan serta mengesahkan sumber-sumber pembelajaran (Dick & Carey, 1996). Setelah selesai fasa ini, penyelidik dapat mengenal pasti semua sumber yang diperlukan bagi proses pembelajaran yang telah dirancang. Hasil daripada fasa ini satu set lengkap yang komprehensif dapat dibentuk yang menyokong kepada proses pembelajaran. Selain itu juga aktiviti-aktiviti proses pembelajaran yang dibentuk ini dapat membantu pelajar untuk membina pengetahuan dan kemahiran.

Membangunkan Manual Robot Permainan Respirasi Sel

Manual robot permainan respirasi sel dibangunkan yang mengandungi 10 unit permainan. Setiap permainan mewakili proses-proses utama dalam respirasi sel iaitu glikolisis (3 permainan), kitar kreb (3 permainan) dan rantaian pengangkut elektron (3 permainan). Manual ini dilengkapi dengan panduan menggunakan modul, matlamat modul dan setiap perincian permainan bagi setiap tahap.

Membangunkan Alat Ukur

Pengkaji telah membangunkan satu instrumen ujian pencapaian respirasi sel dan dua soal selidik diadaptasi iaitu soal selidik kemahiran abad ke-21 untuk mengukur kemahiran abad ke-21 (komunikasi berkesan dan literasi digital) dan soal selidik motivasi pelajar terhadap bahan pembelajaran bagi mengukur motivasi pelajar.

Membangunkan Aktiviti Permainan Respirasi Sel

Terdapat satu aktiviti yang memerlukan pelajar mempelajari pengekodan robot menggunakan S4A dan sepuluh aktiviti permainan yang dibangunkan dalam modul robot permainan respirasi sel seperti ditunjukkan dalam jadual 5.

Jadual 5: Pengagihan Aktiviti Modul Robot Permainan Respirasi Sel

Unit	Nama Aktiviti	Proses Terlibat
1	Robot dan S4A	Pengekodan Robot
2	Glikolisis 1	Susunan molekul
3	Glikolisis 2	Susunan struktur molekul
4	Glikolisis 3	Pemilihan molekul
5	Kitar Kreb 1	Susunan molekul
6	Kitar Kreb 2	Susunan struktur molekul
7	Kitar Kreb 3	Pemilihan molekul
8	Rantaian Pengangkut Elektron 1	Susunan laluan NADH
9	Rantaian Pengangkut Elektron 2	Susunan laluan FADH
10	Rantaian Pengangkut Elektron 3	Kenal pasti

Para pelajar perlu mempelajari cara pengekodan robot menggunakan perisian S4A bagi membolehkan robot bergerak ke hadapan, belakang, belok ke kiri (90 darjah) dan belok ke kanan (90 darjah). Kesemua pergerakan ini akan digunakan dalam permainan robot respirasi

sel. Penyelidik telah membangunkan tatacara mudah (berperingkat) pengekodan dalam manual agar memudahkan para pelajar memahami konsep pengekodan menggunakan S4A.

Pelaksanaan

Tujuan fasa perlaksanaan ini ialah untuk menyediakan persekitaran pembelajaran yang mampu menampung proses pembelajaran yang telah dibangunkan (Branch, 2009). Fasa ini juga termasuk menyediakan para pelajar dan guru yang terlibat dalam proses pembelajaran ini (Dick & Carey, 1996). Sebelum pelaksanaan sebenar dilakukan, kajian rintis penggunaan modul ini dilakukan di Kolej Matrikulasi Kelantan yang melibatkan 70 orang pelajar. Prosedur kajian mengambil masa 13 minggu tetapi intervensi hanya dilaksanakan selama sembilan minggu iaitu bermula pada minggu ke tiga hingga ke dua belas. Tempoh masa ini memadai kerana kajian-kajian lepas berkaitan kajian yang bersifat kuasi eksperimen intervensi dilaksanakan dalam lingkungan 8 sehingga 16 minggu (Schimidt *et al.*, 2009; Martin *et al.*, 2008; Savin-Baden, 2008; Dogru & Kalender, 2008). Ujian pra diberikan kepada semua pelajar pada minggu pertama, manakala ujian pasca 1 dilaksanakan pada minggu ke tiga belas serta ujian pasca 2 pada minggu ke empat belas.

Penilaian

Tujuan fasa penilaian ialah untuk menilai kualiti produk dan proses pembelajaran sebelum dan selepas proses implementasi (Morrison, 2010). Prosedur biasa dalam fasa penilaian ialah menentukan kriteria penilaian, memilih atau membangunkan alat penilaian seterusnya melakukan penilaian (Morrison, 2010). Komponen biasa dalam fasa penilaian ialah mengumpul dan menganalisis data berkaitan kriteria yang ingin dinilai. Kajian ini mempunyai tiga kriteria penilaian iaitu pencapaian, kemahiran abad ke 21 dan motivasi pelajar terhadap bahan pengajaran. Kriteria pencapaian dipilih oleh penyelidik kerana pencapaian akan menunjukkan kepada penyelidik sejauh mana kesan modul robot berasaskan permainan boleh memberi kesan kepada pemahaman pelajar terhadap konsep respirasi sel. Selain itu juga kriteria kemahiran abad ke-21 merujuk kepada literasi komputer (penggunaan perisian S4A) & komunikasi berkesan (aktiviti berkumpulan) serta motivasi pelajar terhadap bahan pembelajaran juga ingin dilihat dalam modul yang dibina ini. Justeru itu penyelidik telah membangunkan ujian pencapaian untuk menilai prestasi pelajar serta soal selidik kemahiran abad ke 21 yang diambil daripada Kamisah *et al.* (2012) dan soal selidik motivasi pelajar bahan pengajaran oleh Keller (1987).

Kesahan dan Kebolehpercayaan Modul Robot Permainan

Sidek Mohd Noah (1997) menyatakan bahawa kesahan sesuatu modul adalah usaha untuk mengukur isi kandungan. Modul robot permainan bertujuan untuk menerangkan konsep yang abstrak dalam respirasi sel. Justeru itu penentuan kesahan modul ini dengan menggunakan pandangan pakar seperti yang disarankan oleh Mohd Majid Konting (1998). Pengkaji menggunakan 3 orang khidmat pensyarah Matrikulasi DG (54) yang telah dilantik oleh BMKPM sebagai pensyarah *subject matter expert* dalam subjek Biologi sebagai tenaga pakar untuk memberikan respons kepada modul yang telah dibina. Ketiga-tiga pensyarah ini mempunyai pengalaman mengajar 23 tahun subjek Biologi pra universiti dengan 12 tahun telah berkhidmat dengan program matrikulasi BKPM. Penyelidik telah menggunakan soal selidik adaptasi daripada Sidek Mohd Noah (1997) untuk mendapatkan kesahan modul robot

permainan ini. Untuk menentukan sama ada modul robot permainan ini mempunyai kesahan kandungan yang baik, maka pandangan Tuckman dan Waheed (1981) diambil kira yang menyatakan bahawa aras penguasaan atau pencapaian 70 peratus dianggap telah menguasai tahap pencapaian yang tinggi. Oleh hal demikian, modul dalam kajian ini akan dinilai berdasarkan nilai peratusannya dengan menggunakan formula berikut:

$$\frac{\text{Jumlah skor pakar}}{\text{Skor maksimum}} \times 100\% = \text{Pencapaian Kesahan Kandungan}$$

Jadual 8 di bawah pula menunjukkan peratus persetujuan daripada penilaian panel pakar mengikut kriteria penilaian kesahan kandungan modul yang diberikan.

Jadual 8: Dapatan Kesahan Modul Robot Permainan Respirasi Sel

Bil	Pernyataan	Pencapaian Kesahan Kandungan (%)
1	Kandungan modul ini menepati sasaran populasi	90%
2	Kandungan modul ini boleh dilaksanakan dengan sempurna	80%
3	Kandungan modul ini bersesuaian dengan masa yang diperuntukkan	87%
4	Kandungan modul ini boleh meningkatkan prestasi pencapaian pelajar	100%
5	Kandungan modul ini boleh mengubah motivasi pelajar	100%
6	Kandungan modul ini boleh meningkatkan kemahiran berkomunikasi pelajar	93%
7	Kandungan modul ini boleh meningkatkan literasi digital pelajar	100%

Russell (1974) menyatakan bahawa untuk menguji kebolehpercayaan sesuatu modul, pengkaji perlu melihat sejauh mana sampel (para pelajar) dapat mengikuti langkah-langkah setiap aktiviti di dalam modul dengan jayanya. Ini kerana setiap langkah-langkah aktiviti di dalam modul akan menentukan bahawa pelajar telah menguasai objektif modul tersebut. Oleh hal demikian, untuk menentukan nilai pekali kebolehpercayaan modul, item-item soalan boleh dicipta berdasarkan kepada langkah-langkah aktiviti modul tersebut. Justeru itu penyelidik akan membina empat soalan berdasarkan aspek teknikal dan objektif permainan bagi setiap permainan untuk menentukan nilai pekali kebolehpercayaan. Selain itu pada kajian rintis, penyelidik mengedarkan borang penilaian modul robot permainan respirasi sel seperti yang

telah dicadangkan oleh Sidek Mohd Noah (1997). Jadual 9 menunjukkan nilai pekali kebolehpercayaan modul robot permainan respirasi sel hasil daripada kajian rintis yang dijalankan oleh penyelidik.

Jadual 9: Nilai Alpha Cronbach Modul Robot Permainan Respirasi Sel

Unit	Tajuk	Alpha Cronbach	Bilangan Item
1	S4A	.74	4
2	Glikolisis 1	.80	4
3	Glikolisis 2	.78	4
4	Glikolisis 3	.78	4
5	Kitar Kreb 1	.71	4
6	Kitar Kreb 2	.70	4
7	Kitar Kreb 3	.77	4
8	Rantaian Pengangkut Elektron 1	.75	4
9	Rantaian Pengangkut Elektron 2	.75	4
10	Rantaian Pengangkut Elektron 3	.73	4
	Keseluruhan =	**.93**	**40**

Semua jenis permainan menunjukkan nilai Alpha Cronbach melebihi .70, manakala nilai keseluruhan ialah .96. Nilai ideal bagi kebolehpercayaan seharusnya melebihi 0.7 (Pallant, 2010). Justeru itu modul robot permainan respirasi sel ini mempunyai nilai kebolehpercayaan yang boleh diterima bagi meneruskan kajian.

Rumusan

Artikel ini telah menghuraikan tentang pembangunan modul robot permainan respirasi sel yang berlandaskan model reka bentuk pengajaran ADDIE. Penyelidik telah menjelaskan lima fasa dalam model ADDIE dan aplikasi dalam pembangunan modul robot permainan respirasi sel.

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KEBERKESANAN PROSES PEMBELAJARAN ROBOT PERMAINAN KEPADA MOTIVASI PELAJAR BAGI TOPIK RESPIRASI SEL

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Abstrak: *Kajian ini dijalankan bertujuan untuk mengkaji keberkesanan kaedah pembelajaran robot permainan terhadap motivasi pelajar bagi topik respirasi sel. Seramai 695 orang pelajar program satu tahun modul 1&3 matrikulasi KPM melibatkan tiga kolej iaitu Kolej Matrikulasi Kedah, Kolej Matrikulasi Perlis dan Kolej Matrikulasi Perak terlibat dalam kajian ini. Soal selidik motivasi terhadap bahan pembelajaran yang dibangunkan oleh Keller (1987) digunakan dalam kajian untuk mengukur motivasi pelajar. Kajian ini menggunakan kaedah pendekatan kuantitatif bukan tinjauan dengan reka bentuk kuasi-eksperimental yang melibatkan kumpulan rawatan dan kawalan. Robot yang dibangunkan menggunakan otak Arduino uno dan proses pengekodan bagi koordinasi robot melalui perisian Scratch for Arduino (S4A). Motivasi pelajar diukur pada tiga tempoh masa yang berbeza (soal selidik pra, soal selidik pasca1 dan soal selidik pasca 2). Pengujian statistik yang dilaksanakan ialah analisis pengulangan Analysis of variance (ANOVA) pada aras signifikan $p<0.05$, ujian Mauchly dan juga saiz kesan kerana pengukuran dilakukan pada tiga tempoh masa yang berbeza. Hasil analisis menunjukkan kedua-dua kumpulan kawalan dan rawatan menunjukkan peningkatan signifikan dalam tiga tempoh masa berdasarkan motivasi dengan nilai $p<0.05$. Namun hal demikian kesan saiz menunjukkan kumpulan rawatan mempunyai kesan yang tinggi dan kesan zon yang diingini daripada bahan pembelajaran jika dibandingkan dengan kumpulan kawalan.*

Kata kunci: Robot permainan, Respirasi sel, Abstrak, Kuasi Eksperimen, Matrikulasi

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Pengenalan

Tajuk respirasi sel ialah topik yang abstrak, kompleks dan sukar dipelajari (Alparslan *et al.*, 2012; Bahar *et al.*, 1999; Mann & Treagust, 2010; Smith, 2009) melibatkan proses yang kompleks dan penggunaan istilah teknikal menyebabkan sesetengah konsep respirasi sel sukar dipelajari dan menjurus kepada penyimpanan maklumat secara sementara sahaja iaitu ketika di dalam kelas sahaja (Patro, 2008; Tekkaya, 2002). Respirasi sel ialah kunci bagi proses yang komprehensif untuk memahami fungsi sistem lain dalam organism hidup sebagai contoh pernafasan, perkumuhan, sistem peredaran darah. Para pelajar yang gagal menguasai konsep

dalam proses respirasi sel akan mengalami kesukaran untuk memahami disiplin ilmu Biologi yang lain (Cakir *et al.*, 2001). Kesukaran mempelajari topik Respirasi sel ini akan menyebabkan para pelajar akan mula hilang minat atau motivasi untuk meneruskan pembelajaran respirasi sel (Tekkaya, 2002). Penggunaan video, animasi, multimedia, gambar interaktif sehinggalah kepada objek yang nyata sebagai alat bantu mengajar untuk memudahkan para pelajar mengingat setiap sub topik dalam proses respirasi sel yang abstrak (Cimer, 2004). Robot sebagai objek yang nyata boleh digunakan sebagai alat bantu mengajar utama bagi para guru untuk memudahkan proses pembelajaran dengan menarik minat pelajar terhadap sesuatu isi kandungan (Groff & Pomalaza- Raez, 2001). Robot mula digunakan di dalam kelas sebagai teknologi pendidikan lebih 20 tahun yang lepas dengan meluas (Bers & Portsmore, 2005; Cejka *et al.*, 2006; Chambers & Carbonaro, 2003). Proses pembelajaran menggunakan robot di dalam kelas selalunya melibatkan permainan (Challinger,

2005; Arkin, 1998). Konsep permainan ialah idea baru yang membawa kepada sistem pendidikan untuk membolehkan para pelajar meneroka isi kandungan melalui konsep mekanik dan dinamik yang terdapat dalam proses permainan (Losup & Epema, 2014). Permainan menggabungkan unsur-unsur bermain dan tidak bermain dalam proses yang komprehensif untuk menarik perhatian dan motivasi seseorang bagi meneruskan pembelajaran (Leaning, 2015; Reiners & Wood, 2014).

Pernyataan Masalah

Kesusahan mempelajari ilmu Biologi telah dikaji oleh banyak pengkaji seluruh dunia (Johnstone & Mahmoud, 1980; Finley *et al.*, 1982; Tolman, 1982; Anderson *et al.*, 1990; Lazarowitz dan Penso, 1992; Bahar *et al.*, 1999). Terdapat banyak sebab mengapa para pelajar sukar untuk mempelajari konsep dalam mata pelajaran Biologi (Tekkaya *et al.*, 2002; Cimer, 2004; Zeidan, 2010). Respirasi sel ialah kunci bagi proses yang komprehensif untuk memahami fungsi sistem lain dalam organism hidup sebagai contoh pernafasan, perkumuhan, sistem peredaran darah. Para pelajar yang gagal menguasai konsep dalam proses respirasi sel akan mengalami kesukaran untuk memahami disiplin ilmu Biologi yang lain (Cakir *et al.*, 2001). Respirasi sel merupakan topik yang paling sukar jika dibandingkan dengan topik lain di dalam subjek Biologi (Barrass, 1984). Banyak kajian telah dilakukan untuk memahami pemahaman pelajar tentang respirasi sel (Cakir *et al.*, 2001; Canal, 1999; Haslam & Treagust, 1987). Isu utama yang ditonjolkan dalam kajian-kajian ini ialah para pelajar gagal mengingat dengan baik dalam beberapa sub topik dalam respirasi sel iaitu definisi respirasi, pernafasan, kitar Kreb dan hubungan di antara fotosintesis dan respirasi. Para pelajar tidak dapat mengaplikasikan konsep respirasi sel dalam kehidupan kerana tidak dapat menyimpan maklumat tentang konsep ini dalam tempoh masa yang lama (Alparslan *et al.*, 2012). Para pelajar akan menghafal semua fakta dan konsep respirasi sel ketika untuk menghadapi peperiksaan semata-mata (Smith, 2009). Tajuk respirasi sel ialah topik yang abstrak, kompleks dan sukar dipelajari (Alparslan et al., 2012; Bahar *et al.*, 1999; Mann & Treagust, 2010; Smith, 2009) melibatkan proses yang kompleks dan penggunaan istilah teknikal menyebabkan sesetengah konsep respirasi sel sukar dipelajari dan menjurus kepada penyimpanan maklumat secara sementara sahaja iaitu ketika di dalam kelas sahaja. (Patro, 2008; Tekkaya, 2002).

Para pelajar matrikulasi yang gagal mengingat dengan baik konsep dalam topik respirasi sel, mendapat markah yang rendah dalam ujian pencapaian yang berbentuk sumatif dirangka oleh para pensyarah (Fazzlijan, 2014). Ini menyebabkan markah ujian pencapaian yang diperoleh

bagi topik respirasi sel agak rendah jika dibandingkan dengan topik-topik lain dalam semester dua sukatan pelajaran matrikulasi (Azmizan, 2014). Para pelajar mendapat markah yang rendah kerana tidak dapat menghubungkan dua atau lebih konsep respirasi sel dalam satu struktur yang tersusun (Tekkaya, 2002). Para pensyarah matrikulasi pula hanya menekankan pemindahan maklumat atau fakta kepada para pelajar dengan menggunakan teknik tradisional sekadar menjawab soalan tutorial kerana masa yang diperuntukkan agak suntuk bagi menghabiskan sukatan pelajaran (Syed Anwar Aly, 2000; Zainal Abidin Ahmad, 2006). Para pelajar sering mendapat markah yang rendah dalam ujian sumatif respirasi sel seterusnya akan kehilangan minat dalam proses pembelajaran di dalam kelas dan tidak mengambil bahagian secara aktif di dalam kelas (Tekkaya, 2002). Para pelajar yang sentiasa mendapat markah yang rendah dalam ujian pencapaian akan kehilangan motivasi terhadap sesuatu subjek (Alfi *et al.*, 2004). Ini kerana para pelajar akan mudah berputus asa kerana gagal untuk menguasai isi kandungan pembelajaran bagi setiap sub topik (Alonso-Tapia & Pardo, 2006). Persepsi negatif ini akan dibawa ke sub topik yang seterusnya menyebabkan para pelajar hilang minat untuk menguasai keseluruhan topik sesuatu subjek. Hasil kajian tinjauan oleh Habibah (2014) menyatakan subjek Biologi paling tidak digemari oleh para pelajar Kolej Matrikulasi Perak jika dibandingkan dengan subjek-subjek Sains yang lain seperti Fizik dan Kimia. Kajian ini juga menyatakan para pelajar tidak berasa seronok di dalam kelas tutorial Biologi kerana para pensyarah hanya menjawab soalan tutorial dan koleksi soalan tanpa melibatkan para pelajar secara aktif dalam proses pembelajaran. Hasil dapatan kajian Habibah (2014) selari dengan kajian Nazihah (2015) menyatakan para pensyarah Biologi hanya menjawab soalan yang disediakan di dalam kelas tutorial. Oleh hal demikian integrasi penggunaan robot permainan dalam proses pembelajaran respirasi sel boleh membuka dimensi baru agar para pelajar bukan sahaja menguasai isi kandungan pembelajaran topik respirasi sel dengan mendapat markah yang tinggi dalam ujian pencapaian malah dapat menarik minat pelajar untuk kekal bermotivasi mempelajari subjek Biologi. Apabila minat para pelajar bertambah dalam sesuatu mata pelajaran, maka pelajar akan lebih bermotivasi untuk mengambil bahagian secara aktif dalam proses pembelajaran (Cordova & Lepper, 1996). Salah satu alat terpenting dalam menarik minat pelajar dalam proses pembelajaran ialah penggunaan teknologi dalam pendidikan (Kukulska-Hulme, 2010).

Objektif Kajian

Dalam kajian pengkaji akan menyiasat kesan penggunaan robot permainan terhadap motivasi pelajar melalui tiga tempoh masa. Berikut ialah objektif-objektif kajian yang ditetapkan oleh penyelidik

Mengenal pasti perbezaan skor min motivasi bahan pengajaran dalam tiga tempoh masa bagi kumpulan rawatan.

Mengenal pasti perbezaan skor min motivasi bahan pengajaran dalam tiga tempoh masa bagi kumpulan kawalan.

Persoalan Kajian

Berdasarkan kepada objektif kajian yang dikemukakan, maka kajian ini bertujuan untuk menjawab persoalan kajian berikut:

Adakah terdapat perbezaan skor min motivasi bahan pengajaran dalam tiga tempoh masa bagi kumpulan rawatan?

Adakah terdapat perbezaan skor min motivasi bahan pengajaran dalam tiga tempoh masa bagi kumpulan kawalan?

Hipotesis Kajian

Terdapat perbezaan signifikan skor min motivasi bahan pengajaran dalam tiga tempoh masa bagi kumpulan rawatan.

Terdapat perbezaan signifikan skor min motivasi bahan pengajaran dalam tiga tempoh masa bagi kumpulan kawalan.

Teori Permainan

Teori permainan mengandungi konsep-konsep psikologi terutama berkaitan dengan motivasi, tingkah laku dan personaliti (Huotari & Hamari, 2012). Permainan ialah reka bentuk konsep yang menggabungkan banyak teori pembelajaran seperti teori pelaziman operan, teori kognitif Piaget, teori konstruktivisme sosial Vygotsky dan teori motivasi jangkaan-nilai (Plass *et al.*, 2015). Gabungan banyak teori ini menjadikan permainan mekanikal untuk menarik minat dan motivasi seseorang untuk mencapai objektif yang diinginkan (Plass *et al.*, 2015). Persekitaran pembelajaran berasaskan permainan mempunyai perbezaan dengan genre pembelajaran yang lain serta perlu dihuraikan dalam model atau teori yang unik (Gee, 2003; Prensky, 2003). Namun hal demikian reka bentuk proses pembelajaran berasaskan permainan yang baik perlu mempunyai unsur tingkah laku, kognitif dan konstruktivis (Denning, Flores, & Flores, 2011). Sesuatu aktiviti pembelajaran berasaskan permainan perlu mengalami transisi daripada tingkah laku, kognitif seterusnya kepada konstruktivis agar dapat mengukuhkan pengetahuan, kemahiran serta nilai yang baik dalam kalangan pelajar (Plass *et al.*, 2015).

Teori permainan menggabungkan banyak teori pembelajaran menjadi mangkin kepada reka bentuk proses pembelajaran yang memudahkan pemprosesan maklumat melibatkan memori jangka pendek ke memori jangka panjang dengan lebih komprehensif dalam tajuk respirasi sel (Cejka *et al.*, 2006). Proses reka bentuk permainan bermula dengan menyediakan satu tugas yang perlu dilaksanakan oleh pelajar dan menetapkan ganjaran atau hukuman selepas pelajar menyelesaikan tugas yang telah ditetapkan (Hamari *et al.*, 2014). Selain itu juga para guru perlu menyediakan tahap permainan berperingkat dengan setiap peringkat bertambah, tahap kesukaran akan meningkat (Miller, 2011). Ini mewujudkan persekitaran pembelajaran aktif kerana mewujudkan pertandingan sihat dalam kalangan pelajar. Dalam kajian ini, robot permainan respirasi sel mempunyai tiga peringkat permainan yang melibatkan proses-proses utama dalam respirasi sel iaitu glikolisis, kitar Kreb dan rantaian pengangkut elektron. Reka bentuk robot permainan berasaskan kepada gabungan teori-teori kognitif Piaget, teori konstruktivisme sosial Vygotsky, teori pemprosesan maklumat dan teori motivasi jangkaan-nilai. Rajah dan jadual di bawah menunjukkan integrasi teori-teori ini dalam reka bentuk pembelajaran respirasi sel.

Jadual 1: Keterangan Permainan Tahap 1 & 2

Arahan	Keterangan dan Teori
Para pelajar akan dibahagikan kepada kumpulan kecil iaitu satu kumpulan tiga pelajar	-Komunikasi berkesan antara pelajar (dalam kumpulan) diperlukan untuk menyelesaikan masalah -Para pelajar perlu berbincang membahagikan tugas untuk menyelesaikan permainan *Teori Konstruktivisme Sosial Vygotsky
Para pelajar perlu berbincang untuk menyusun molekul & struktur yang terlebih dahulu terlibat dalam proses glikolisis/kitar Kreb/ rantaian pengangkut elektron	
Setiap molekul yang dimasukkan dalam perisian S4A mempunyai arahan pergerakan yang spesifik	-Melibatkan penggunaan perisian S4A. Para pelajar perlu mempunyai tahap penggunaan komputer yang baik (literasi komputer). -Para pelajar perlu mengingat proses dalam respirasi sel * Teori pemprosesan maklumat
Pergerakan robot akan bergantung kepada susunan molekul & struktur glikolisis/kitar Kreb/ rantaian pengangkut elektron (laluan NADH) yang dibincangkan oleh pelajar	
Susunan molekul & struktur glikolisis/kitar Kreb/ rantaian pengangkut elektron (laluan NADH) yang betul membolehkan robot akan sampai ke tempat penamat.	-Pembelajaran konsep-konsep utama dalam respirasi sel melibatkan robot (objek yang wujud) *Teori konstruktivisme Piaget
Jika robot tidak sampai ke tempat penamat yang ditandakan, para pelajar perlu mengulangi semula sehingga robot sampai ke tempat tamat yang telah ditetapkan	-Pengulangan (hukuman) jika robot kumpulan pelajar tersebut tidak sampai ke tempat yang seterusnya -Para pelajar akan mengingat kembali semua konsep atau fakta dalam respirasi sel *Teori pelaziman operan
Kumpulan pelajar yang robotnya sampai terlebih dahulu akan diisytiharkan sebagai pemenang	

Jadual 2: Keterangan Permainan Tahap 3

Arahan	Keterangan dan Teori
Para pelajar akan dibahagikan kepada kumpulan kecil iaitu satu kumpulan tiga pelajar	-Komunikasi berkesan antara pelajar (dalam kumpulan) diperlukan untuk menyelesaikan masalah -Para pelajar perlu berbincang membahagikan tugas untuk menyelesaikan permainan * Teori konstruktivisme sosial Vygotsky
Setiap kumpulan akan mendapat 10 kad soalan (berdasarkan tajuk glikolisis) mewakili perhentian-perhentian tertentu.	
Para pelajar akan memilih jawapan dan pergerakan robot mewakili jawapan yang dipilih	-Melibatkan penggunaan perisian S4A. Para pelajar perlu mempunyai tahap penggunaan komputer yang baik (literasi komputer). -Para pelajar perlu mengingat proses dalam respirasi sel * Teori pemprosesan maklumat
Para pelajar perlu memilih laluan tersebut berdasarkan kad soalan yang diberikan	
Jika para pelajar memilih jawapan yang salah bagi setiap hentian, maka robot tidak akan sampai ke hentian yang sepatutnya.	-Pembelajaran konsep-konsep utama dalam respirasi sel melibatkan robot (objek yang wujud) * Teori konstruktivisme Piaget
Kumpulan pelajar yang robotnya sampai di hentian yang betul dan paling pantas akan diisytiharkan sebagai pemenang.	-Persaingan wujud antara kumpulan-kumpulan pelajar -Para pelajar lebih fokus dalam pembelajaran * Teori pelaziman operan dan teori pemprosesan maklumat

Metodologi Kajian

Kajian ini bersifat kuantitatif dan penyelidikan eksperimen merupakan satu satunya jenis penyelidikan yang boleh menguji hipotesis untuk menentukan hubungan berbentuk sebab dan akibat (Noraini, 2010). Penyelidik dalam kajian ini memilih kaedah kuasi eksperimen yang

sengaja merancang untuk mengenakan rawatan kepada sampel. Kuasi eksperimen sering kali digunakan dalam kajian pendidikan untuk dua sebab utama iaitu menilai keberkesanan intervensi dan memperluaskan sesuatu sumber dalam isu tertentu (Shadish *et al.*, 2002). Dalam kajian ini ujian pra soal selidik motivasi bahan pengajaran digunakan untuk menentukan perbezaan yang wujud di antara kumpulan eksperimen dan kawalan melalui skor motivasi. Perbezaan skor markah ujian pra yang rendah di antara dua kumpulan ini menunjukkan mereka mempunyai banyak ciri yang sama (Heiman, 1999). Dua ujian pasca (pasca 1 dan pasca 2) digunakan untuk mengukur motivasi pelajar terhadap bahan pengajaran (robot permainan). Pengukuran motivasi pelajar masa yang melibatkan tiga tempoh masa adalah langkah paling efektif bagi menentukan motivasi pelajar terhadap bahan pembelajaran (Keller, 1987).

Sampel Kajian

Dalam kajian ini populasi kajian yang akan dipilih terdiri daripada para pelajar matrikulasi kendalian Bahagian Matrikulasi Kementerian Pendidikan Malaysia (BMKPM) yang mengambil subjek Biologi melibatkan 10 kolej matrikulasi. Penyelidik menggunakan kaedah pensampelan bukan kebarangkalian dengan teknik pensampelan bertujuan. Pensampelan bertujuan boleh digunakan bagi kajian yang ingin melihat keberkesanan sesuatu intervensi atau program (Bernard, 2002). Di samping itu juga pensampelan jenis ini membolehkan penyelidik untuk memilih sampel yang boleh memberi maklumat, pengetahuan atau pengalaman kepada penyelidik (Bernard, 2002). Sampel kajian melibatkan 695 orang pelajar program satu tahun modul 1&3 matrikulasi BMKPM melibatkan tiga kolej iaitu Kolej Matrikulasi Kedah, Kolej Matrikulasi Perlis dan Kolej Matrikulasi Perak.

Instrumen Kajian

Skala Motivasi Bahan Pengajaran (*Instructional Materials Motivation Scale, IMMS*) yang dibina oleh Keller (1987) mengandungi 36 penyataan berskala likert. Keller menegaskan matlamat utama instrumen ini adalah untuk mengukur motivasi yang diperoleh (*perceived motivation*) terhadap sesuatu bahan pengajaran yang telah digunakan pelajar. Instrumen ini mengukur empat komponen motivasi dalam bahan pengajaran iaitu perhatian (*attention*), kerelevanan (*relevan*), keyakinan (*confidence)* dan kepuasan (satisfaction) pelajar terhadap bahan pengajaran yang digunakan. Sampel pelajar perlu memberi maklum balas terhadap kedua-dua penyataan positif dan negatif dengan menandakan pendapat pada skala 1 (sangat tidak bersetuju), 2 (tidak setuju), 3 (neutral), 4 (setuju) dan 5 (sangat setuju). Untuk tujuan analisis, skor penyataan negatif akan berlawanan dengan skor asal untuk mengekalkan keseragaman data di mana skor tinggi menunjukkan motivasi positif dan skor rendah menunjukkan motivasi negatif.

Keller (2010) mencadangkan penggunaan istilah '*lesson*' dalam soalan selidik IMMS boleh ditukar mengikut kesesuaian strategi pengajaran yang digunakan. Oleh itu, istilah '*lesson'* yang digunakan dalam beberapa item ditukar kepada '*robot permainan'* supaya memberi makna yang lebih jelas kepada setiap item tersebut. Keller (2010) melaporkan, skala motivasi bahan pengajaran mempunyai ketekalan dalaman yang baik dengan nilai kebolehpercayaan Cronbach's alpha 0.96. Kajian rintis dijalankan bagi konteks penggunaannya oleh pelajar matrikulasi kendalian BMKPM mendapati nilai kebolehpercayaan Cronbach's Alpha yang diperoleh ialah 0.92 bagi keseluruhan 36 item bagi soal selidik IMMS. Ini menunjukkan item

instrumen mempunyai kebolehpercayaan koefisien yang baik terhadap pelajar matrikulasi kendalian BMKPM. Nilai ideal bagi kebolehpercayaan seharusnya melebihi 0.7 (Pallant, 2010).

Jadual 3: Nilai kebolehpercayaan Cronbach's alpha bagi setiap konstruk Soal Selidik IMMS

Konstruk	Nombor Item	Bilangan Item	Alpha Cronbach
Attention	2,8,11,12*,15*,17,20,22* ,24,28,29*,31*	12	.76
Relevan	6,9,10,16,18,23,26*,30,33	9	.79
Confidence	1,3*,4,7*,13,19*,25,34*,35	9	.79
Satisfaction	5,14,21,27,32,36	6	.77
	Jumlah	36	.92

Soal selidik ini menggunakan lima Skala Likert untuk membantu pelajar menyatakan tahap persetujuan mereka. Jadual 4 menunjukkan tahap persetujuan tersebut.

Jadual 4: Tahap Persetujuan dalam Soal Selidik IMMS

Skor Motivasi	Pernyataan
1	Sangat Tidak Setuju (STS)
2	Tidak Setuju (TS)
3	Kurang Setuju (KS)
4	Setuju (S)
5	Sangat Setuju (SS)

Sumber: Boone dan Boone (2012)

Pengukuran ini dilakukan pada tiga tempoh masa iaitu melibatkan pra soal selidik, pasca 1 soal selidik dan pasca 2 soal selidik bagi menentukan perubahan motivasi dalam kalangan pelajar kumpulan eksperimen. Pengukuran motivasi pada tiga tempoh masa lebih efektif jika pengkaji ingin melihat perubahan motivasi pelajar terhadap bahan pembelajaran (Keller, 1987).

Alat-Alat Kajian

Terdapat dua alat kajian terpenting iaitu robot dan perisian yang menggerakkan robot. Robot yang digunakan penyelidik ialah robot comel , manakala perisian S4A digunakan bagi proses pengekodan.

Robot Comel

Robot yang dinamakan comel ini direka bentuk dengan menggabungkan komponen-komponen di pasaran terbuka. Robot comel boleh menjalankan fungsi yang sama dengan robot *LEGO* (yang sering digunakan dalam pendidikan) namun dengan harga yang jauh lebih murah. Penyelidik menggunakan 50 robot daripada *Community Education Robotics Education* (CERA) yang telah mendapat dana daripada Kementerian Sains, Teknologi & Industri (MOSTI) bagi pembangunan robot comel.

Rajah 1: Robot Comel

Perisian S4A

Perisian S4A boleh didapati secara percuma atas talian yang akan digunakan untuk pengekodan pergerakan robot. Penggunaan perisian ini lebih ringkas jika dibandingkan dengan perisian lain. Namun hal demikian para fasilitator dan pelajar perlu menjalani latihan yang ditetapkan dalam kajian ini bagi membolehkan permainan respirasi sel dimainkan dengan baik dan berkesan

Prosedur Kajian

Kebanyakan kajian kuasi eksperimen dilaksanakan dalam tempoh 8 hingga 16 minggu (Fazzlijan, 2014) 8 minggu, (Schimidt *et al.*, 2009) 10 minggu, (Martin *et al.*, 2008) 12 minggu dan (Savin & Baden, 2008) 16 minggu. Justeru itu tempoh masa kajian ini ialah 14 minggu yang melibatkan soal selidik pra, 12 kali intervensi, soal selidik pasca 1 dan soal selidik pasca 2.

Jadual 5: Prosedur Kajian dan Pengumpulan Data

Minggu	Perkara
Minggu 1	-Pengenalan komponen robot dan perisian S4A kepada pensyarah (Fasilitator). -Pengenalan komponen robot dan perisian S4A kepada pelajar.
Minggu 2	Soal Selidik Motivasi Bahan Pembelajaran (pra)
Minggu 3	Glikolisis 1
Minggu 4	Glikolisis 2
Minggu 5	Glikolisis 3
Minggu 6	Kitar Kreb 1
Minggu 7	Kitar Kreb 2
Minggu 8	Kitar Kreb 3
Minggu 9	Rantaian Pengangkut Elektron 1
Minggu 10	Rantaian Pengangkut Elektron 2
Minggu 11	Rantaian Pengangkut Elektron 3
Minggu 12	Soal Selidik Motivasi Bahan Pembelajaran
Minggu 13	Soal Selidik Motivasi Bahan Pembelajaran

Dapatan Kajian

Objektif utama kajian ini adalah mengkaji kesan penggunaan robot permainan terhadap skor motivasi bahan pembelajaran. Oleh itu, di peringkat awal penganalisisan data dilakukan, statistik deskriptif dijalankan bagi tujuan mengenal pasti nilai min, sisihan piawai, nilai minimum, nilai maksimum bagi soal selidik motivasi terhadap bahan pembelajaran bagi tiga tempoh masa. Seterusnya, analisis bagi statistik inferensi dibincangkan bagi menjawab persoalan yang telah dinyatakan oleh penyelidik. Kaedah analisis pengulangan ANOVA

digunakan bagi menjawab persoalan berkaitan kesan penggunaan robot permainan bagi terhadap skor min motivasi bahan pembelajaran. Penggunaan ujian pengulangan ANOVA juga tertakluk pada beberapa syarat yang perlu dipatuhi. Siri analisis yang berkaitan seperti normaliti taburan data, kehomogenan sampel dan *sphericity* dilakukan bagi memastikan syarat-syarat menggunakan ujian pengulangan ANOVA dipatuhi (Pallant, 2010).

Analisa Statistik Deskriptif Skor Min Motivasi

Statistik deskriptif bagi skor min motivasi ditunjukkan dalam Jadual 4. Didapati skor min motivasi yang diperoleh setelah pelajar mengikuti keseluruhan kajian eksperimental ini adalah 135.09 dengan sisihan piawai 12.78. Sementara itu nilai skor minimum dan nilai maksimum bagi skor min motivasi pelajar ialah 96 dan 171.

Jadual 5: Nilai Statistik Deskriptif Bagi Skor min motivasi bahan pengajaran

Min	Sisihan Piawai	Maksimum	Minimum
135.09	12.78	96	171

Analisa Statistik Deskriptif Skor Min Motivasi Kumpulan Rawatan dan Kumpulan Kawalan

Jadual 5 menunjukkan dapatan statistik deskriptif bagi skor min motivasi bahan pembelajaran bagi bahan pembelajaran kumpulan rawatan bagi tiga ujian yang melibatkan tempoh masa yang berbeza kumpulan rawatan yang didedahkan dengan pembelajaran robot permainan serta bagi kumpulan kawalan yang didedahkan dengan pembelajaran tradisional. Hasil analisis bagi bahagian ini mendapati skor min motivasi bahan pembelajaran pelajar kumpulan rawatan secara relatif adalah lebih tinggi (M=135.89, S.P=12.68) jika dibandingkan dengan kumpulan kawalan (M=133.37, S.P=12.85)

Jadual 6: Statistik Deskriptif Skor Min Motivasi Pelajar Kumpulan Rawatan dan Kawalan

Perkara	Rawatan	Kawalan
N	474	221
Min	135.89	133.37
Median	137.00	135.00
Sisihan Piawai	12.68	12.85
Maksimum	171	165
Minimum	98	96

Analisis Statistik Inferensi Bagi Motivasi Pelajar

Ujian pengulangan ANOVA digunakan untuk menyelidik kesan penggunaan robot permainan terhadap skor min motivasi bahan pembelajaran. Sebelum menguji hipotesis berkaitan dengan variabel bersandar skor min motivasi pelajar ini, penyelidik melakukan beberapa siri ujian bagi memastikan syarat penggunaan ujian pengulangan ANOVA dipenuhi iaitu taburan normaliti dan kehomogenan sampel. Taburan normaliti bagi skor min motivasi bahan pembelajaran disemak dengan melihat nilai pencongan dan kutosis. Didapati nilai pencongan dan kutosis ujian pra (-0.357, -0.110), pasca1 (-0.373, 0.096) dan pasca 2 (-0.278,0.259), masing-masing berada antara -1 hingga +1. Nilai pencongan dan kutosis dianggap menghampiri sifar jika berada antara -1 hingga +1 (George & Mallery, 2000) yang membawa kepada rumusan bahawa bentuk taburan skor min motivasi bahan pembelajaran adalah cenderung menghampiri normal. Ujian pra dijadikan sebagai ujian untuk menentukan kehomogenan sampel dengan ujian-t sampel-sampel bebas dijalankan untuk membezakan skor min motivasi pelajar kumpulan

rawatan dan kawalan bagi ujian pra. Hasil dapatan kajian mendapati tidak terdapat perbezaan pelajar kumpulan rawatan dan kawalan bagi ujian pra motivasi bahan pembelajaran dengan nilai p=.055. Nilai p ini melebihi 0.05 aras signifikan sesuatu kajian yang menyatakan tidak terdapat perbezaan kepada sesuatu kumpulan (Pallant, 2010). Ini menunjukkan tidak terdapat perbezaan yang signifikan skor min motivasi bahan pembelajaran antara kumpulan rawatan dan kumpulan kawalan bagi ujian pra.

Pengujian Hipotesis 1

Terdapat perbezaan signifikan skor min motivasi bahan pembelajaran sains dalam tiga tempoh masa bagi kumpulan rawatan.

Bagi analisis inferensi, hasil dapatan kajian daripada ujian pengulangan ANOVA yang membezakan skor min motivasimenunjukkan terdapat perbezaan yang signifikan skor min motivasi bahan pembelajaran dalam tiga tempoh masa (ujian pra, ujian pasca 1 dan ujian pasca 2). Hipotesis alternatif kajian diterima dengan nilai Wilk's Lambda =.148, F (2,472) =1359.92, p< .0005 dengan multivariat *partial eta squared*=.852. Selain itu juga penyelidik perlu mengenal pasti kesan saiz apabila terdapat perbezaan yang signifikan bagi tiga set skor dalam kajian ini. Penyelidik melihat kepada nilai *Partial Eta Squared* yang diberikan dalam output kotak ujian multivariat. Nilai yang diperoleh ialah 0.852. Mengikut tafsiran Cohen dan Hattie nilai ini mempunyai kesan yang tinggi dan kesan zon yang diingini daripada bahan pembelajaran. Hasil dapatan ujian *sphericity* menggunakan ujian Mauchly menunjukkan nilai signifikan ialah 0.01. Nilai ini mematuhi *sphericity* iaitu kurang daripada 0.05. Pembetulan perlu dilakukan jika nilai ujian ini melebihi 0.05 dengan menggunakan Greenhouse Geisser atau Huynh-Feldt. Jika nilai Greenhouse Geisser kurang daripada 0.75, maka nilai pembetulan ini diambil kira, sebaliknya jika nilai melebihi 0.75, maka nilai pembetulan Huynh-Feldt akan diguna pakai.

Pengujian Hipotesis 2

Terdapat perbezaan signifikan skor min motivasi bahan pembelajaran sains dalam tiga tempoh masa bagi kumpulan kawalan.

Bagi analisis inferensi, hasil dapatan kajian daripada ujian pengulangan ANOVA yang membezakan skor min motivasi bahan pembelajaran sains kumpulan kawalan bagi tiga ujian yang melibatkan tempoh masa yang berbeza menunjukkan terdapat perbezaan yang signifikan skor min motivasi bahan pembelajaran dalam tiga tempoh masa. Hipotesis alternatif kajian diterima dengan nilai Wilk's Lambda =.762, F (2,219) =34.136, p<.0005 dengan multivariat *partial eta squared*=.238. Selain itu juga penyelidik perlu mengenal pasti kesan saiz apabila terdapat perbezaan yang signifikan bagi tiga set skor dalam kajian ini. Penyelidik melihat kepada nilai *Partial Eta Squared* yang diberikan dalam output kotak ujian multivariat. Nilai yang diperoleh ialah 0.238. Mengikut tafsiran Cohen dan Hattie nilai ini mempunyai kesan yang kecil iaitu merujuk kepada kesan guru dan bukan kesan bahan pembelajaran yang diingini. Hasil dapatan ujian *sphericity* menggunakan ujian Mauchly menunjukkan nilai signifikan ialah 0.02. Nilai ini mematuhi *sphericity* iaitu kurang daripada 0.05. Pembetulan perlu dilakukan jika nilai ujian ini melebihi 0.05 dengan menggunakan Greenhouse Geisser atau Huynh-Feldt. Jika nilai Greenhouse Geisser kurang daripada 0.75, maka nilai pembetulan

ini diambil kira, sebaliknya jika nilai melebihi 0.75, maka nilai pembetulan Huynh-Feldt akan diguna pakai.

Kesimpulan

Hasil kajian mendapati terdapat perubahan yang signifikan motivasi pelajar bagi kedua-dua kumpulan pelajar iaitu rawatan dan kawalan. Namun hal demikian kesan saiz menunjukkan kumpulan pelajar rawatan mempunyai kesan yang tinggi dan kesan diingini iaitu daripada bahan pembelajaran. Hasil dapatan kajian ini selari dengan kajian yang dilakukan dengan Faazlijan (2014) yang menyatakan penggunaan multimedia dalam topik respirasi sel meningkatkan motivasi pelajar di dalam kelas tutorial. Ini menunjukkan intervensi proses pembelajaran respirasi sel yang melibatkan teknologi terkini memberi kesan yang positif terhadap motivasi pelajar. Reka bentuk pembelajaran permainan respirasi sel yang diterapkan dalam kajian ini berdasarkan integrasi teori-teori pembelajaran yang dapat menarik motivasi pelajar dalam topik respirasi sel selari dengan kajian yang telah dilakukan oleh Cakir *et al*. (2001). Oleh hal demikian reka bentuk pembelajaran robot permainan boleh diperluaskan kepada sub topik Biologi yang lain seumpama respirasi sel yang mempunyai konsep yang abstrak. Selain itu juga kajian ini hanya dijalankan di Kolej Matrikulasi kendalian BMKPM. Adalah dicadangkan, kajian lanjutan adakan di sekolah-sekolah menengah pada peringkat STPM dan program pra universiti yang bukan di bawah kelolaan KPM. Selain itu, kajian selanjutnya juga boleh dibuat di universiti dengan melibatkan pelajar tahun pertama jurusan biologi yang mengambil subjek Biologi sel.

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TAHAP TINGKAH LAKU PENYOKONG BOLA SEPAK DI STADIUM DALAM KALANGAN PELAJAR UNIVERSITI

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Abstrak: *Salah satu sukan yang terkenal di Malaysia pada masa kini adalah bola sepak dan menjadi kegemaran utama penduduk di Malaysia. Walaupun begitu, keganasan dalam kalangan penyokong bola sepak nampaknya semakin meningkat dan menjadi isu yang semakin membimbangkan dan selalu diperkatakan dalam akhbar hampir setiap minggu. Keganasan yang dilakukan oleh penyokong bola sepak dirujuk sebagai hooliganisma. Di negara Barat, kajian dari segi tingkah laku keganasan penyokong bola sepak banyak dibincangkan tetapi di Malaysia masih kurang penyelidikan tentang penyokong bola sepak terutamanya dalam kalangan pelajar. Kajian ini adalah untuk mengenal pasti apakah tahap keganasan yang biasanya dilakukan oleh penyokong bola sepak dalam kalangan pelajar. Soal selidik telah diedarkan kepada iaitu 100 pelajar lelaki dan 60 pelajar perempuan berumur 15 hingga 30 tahun. Responden merupakan pelajar ijazah sarjana muda sukan di salah satu universiti awam di Selangor. Ujian-t telah dilaksanakan untuk melihat perbezaan tahap tingkah laku lisan dan tahap tingkah laku fizikal penyokong bola sepak dalam kalangan pelajar universiti dari segi jantina. Dapatan kajian mendapati tidak terdapat perbezaan yang signifikan tahap tingkah laku lisan antara pelajar lelaki dan perempuan. Namun terdapat perbezaan yang signifikan tahap tingkah laku fizikal antara pelajar lelaki dan pelajar perempuan. Secara umumnya tahap tingkah laku lisan adalah hampir sama tanpa mengira jantina. Tingkah laku fizikal antara pelajar lelaki dan pelajar perempuan memang menunjukkan perbezaan bagi kedua-dua jantina, di mana pelajar lelaki lebih cenderung melakukan tingkah laku berbentuk fizikal. Semangat kesukanan perlu ditanam secara mendalam supaya menjadi unsur utama dalam diri setiap penyokong supaya mereka dapat menerima hakikat kemenangan atau kekalahan pasukan bola sepak mereka.*

Kata kunci: Tingkah laku lisan, tingkah laku fizikal, penyokong bola sepak, pelajar universiti

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Pengenalan

Bola sepak merupakan salah satu sukan paling popular di dunia kerana mempunyai bilangan penyokong yang cukup ramai malah ianya ditonton oleh hampir setiap orang di dunia (Pfister, Lenneis & Mintert, 2013). Istilah *hooliganisma* adalah istilah yang digunakan untuk menggambarkan tingkah laku yang kasar, ganas, dan merosakkan harta benda yang dilakukan oleh penyokong bola sepak (Kerr, 1994). Di Malaysia dan Indonesia, golongan ini lebih dikenali sebagai *ultras*. Dunning (2000) menyatakan penyokong yang tidak memikirkan sebab

dan akibat daripada perbuatan tersebut dan mereka tergolong dalam golongan yang mudah dipengaruhi oleh persekitaran sosial dan mudah di manipulasi dari segi emosi. Para penyokong memainkan peranan yang sangat penting kerana pemain berasa semangat dengan sokongan dan sorakan yang diberikan oleh para penyokong (Coakley, 2009). Keganasan biasanya berlaku pada waktu tertentu tetapi ianya berlaku apabila penyokong berasa tidak berpuas hati terhadap permainan, prestasi pemain, pengadilan dan lain-lain. Terdapat juga segelintir pihak menyatakan bahawa yang sengaja mencetuskan pergaduhan penyokong bola sepak ini adalah dari pihak lawan sendiri (Abalasei & Cojocariu 2012).

Faktor jumlah penyokong yang datang ke stadium juga memainkan peranan yang penting dalam tingkah laku penonton di stadium. Kebiasaannya jumlah penyokong bola sepak yang datang menyaksikan sesuatu perlawanan adalah sangat besar jumlahnya maka kecenderungan penyokong ini melakukan tingkah laku berbentuk lisan dan fizikal senang dipengaruhi oleh penyokong bola sepak yang lain dan sukar untuk memastikan kesemua para penyokong ini bertingkah laku secara berhemah dan profesional. Kebiasaannya penyokong datang ke perlawanan bola sepak untuk memberi sokongan kepada pasukan mereka tetapi mereka boleh bertindak di luar kawalan apabila perasaan marah tercetus akibat provokasi daripada penyokong pihak lawan (Nur Hafizah Yusoff, 2015). Malah suasana akan menjadi lebih teruk apabila terdapat penyokong yang hadir ke stadium dalam keadaan emosi yang tidak stabil dan sedang menghadapi masalah peribadi seperti masalah cinta, masalah di tempat kerja dan masalah keluarga (Madensen dan Eck, 2008). Ini akan menjadikan pencetus dan menambahkan lagi kemarahan apabila pasukan kegemaran mereka telah kalah dalam pertandingan dan diejek oleh penyokong pasukan lawan.

Tingkah laku agresif dan keganasan dilakukan oleh penyokong bola sepak ini dibahagikan kepada dua bentuk tingkah laku iaitu lisan dan fizikal (Nur Hafizah Yusoff, 2015). Tingkah laku agresif bermaksud cenderung untuk menyerang atau bermusuhan dengan pihak yang lain (Kamus Dewan Bahasa Edisi Keempat, 2010). Tingkah laku yang paling banyak dilakukan oleh penyokong bola sepak seperti menjerit-jerit, bersorak, memaki hamun, atau membuat isyarat tangan berunsur lucah dan berbentuk ancaman. Biasanya tingkah laku agresif secara lisan menggunakan perkataan yang kasar dan ditujukan kepada penyokong lain manakala tingkah laku fizikal pula berbentuk seperti isyarat tangan yang berunsur lucah dan ancaman kepada penyokong pihak lawan. Contoh lain bagi keganasan penyokong bola sepak berbentuk fizikal adalah merosakkan harta benda seperti membaling barang yang berbahaya seperti membaling batu bata, botol, kerusi dipecahkan dan ditujukan kepada sasaran tertentu atau secara rawak, membakar atau merosakkan kemudahan di stadium. Menurut Ward Jr (2002), tingkah laku penyokong pada abad ke-20 adalah lebih ganas daripada dahulu dan melibatkan penggunaan daya fizikal yang berlebihan seperti bertumbuk, memukul, membakar bendera dan lain-lain yang menyebabkan atau mempunyai potensi untuk menyebabkan kemudaratan atau kemusnahan kepada orang awam. Kebiasaannya yang menjadi permulaan kepada pergaduhan fizikal bermula dari kata-kata (Fikret & Bilal, 2005). Contohnya, penyokong pasukan bola sepak menuduh pasukan lawan mereka bermain tidak bagus, merendah-rendahkan martabat pasukan lawan, mengatakan bahawa pasukan lawan tidak layak memenangi pertandingan kerana tidak mempunyai pemain yang hebat dan mengutuk lain-lain perkara tentang permainan pasukan lawan dan ini membangkitkan kemarahan penyokong pasukan lawan. Lantas terjadilah pergaduhan kerana tidak puas hati, ditambah pula dengan kekecewaan pasukan mereka tidak dapat memenangi pertandingan (Mohammad Mahdi Rahmati & Omid Momtaz, 2013).

Kelancaran sesuatu permainan dan tahap prestasi permain bola sepak juga bergantung kepada peranan pengadil, pembantu pengadil dan penjaga garisan kerana perlawanan bola sepak tidak hanya melibatkan pemain mahupun penonton semata-mata (Abalasei & Cojocariu, 2012). Franki (2010), menyatakan sikap berat sebelah dan keputusan tidak adil oleh pengadil, pembantu pengadil dan penjaga garisan turut dikatakan menyumbang kepada pencetus penyokong untuk memberontak lalu bertindak ganas kerana tidak puas hati dan marah terhadap keputusan yang dibuat. Tidak hairanlah sikap tersebut menyebabkan penyokong mula bertindak tidak rasional dengan memaki hamun dan mengeluarkan kata-kata kesat, melempar objek ke padang kerana ianya cara mereka menzahirkan perasaan marah dan kecewa mereka dengan keputusan yang diberikan (King, 2001). Terdapat kes rusuhan yang berlaku di Stadium Negeri Sarawak yang dikatakan berpunca daripada rasa tidak puas hati akibat keputusan pengadil dan menyebabkan sebuah kenderaan peronda polis dibakar oleh para penyokong selepas menterbalikkan kereta berkenaan. Penyokong Sarawak bertindak ganas dengan merosakkan pintu pagar malah turut memecah masuk ke dalam padang. Selain membaling objek keras ke arah anggota keselamatan yang bertugas, mereka turut membakar dan membaling suar dan mercun (Angelina Sinyang, 2014). Kes bola sepak di Malaysia mengenai penyokong bola sepak memukul dan mencederakan pengadil perlawanan dan anggota keselamatan telah banyak dilaporkan. Jika dibiarkan, perkara ini akan menjadi satu racun untuk membangkitkan rasa amarah dan seterusnya menyebabkan para penyokong semakin berleluasa bersikap ganas dan akan mempengaruhi penyokong lain yang masih berkelakuan baik.

Permasalahan Kajian

Sukan bola sepak kini menjadi semakin popular di Malaysia kerana kebangkitan sukan ini sejak beberapa tahun yang lalu. Dari perspektif sosiologi, keganasan penyokong bola sepak telah menerima kurang perhatian terutamanya di Malaysia. Isu seperti tingkah laku penyokong bola sepak ini banyak dibincangkan oleh ahli akademik di negara Barat tetapi di Malaysia, masih terlalu sedikit. Dari pandangan lain, keganasan penyokong sukan mungkin mendapat lebih perhatian dari media dari penyelidikan saintifik. Hanya media sosial yang banyak melaporkan keganasan penyokong bola sepak. Tajuk-tajuk utama akhbar di luar negara mengenai keganasan dan keagresifan penyokong bola sepak telah menjadi isu besar. Keganasan penyokong bola sepak berlaku di semua peringkat sukan daripada profesional, sukan amatur, sukan di peringkat pengajian tinggi, sukan belia, peringkat negeri, antarabangsa dan sebagainya (Fields, Collins, & Comstock, 2007).

Keganasan penyokong bola sepak nampaknya semakin meningkat dan menjadi isu kritikal dalam akhbar hampir setiap minggu. Isu keganasan penyokong bola sepak telah mencabar pihak-pihak yang sepatutnya untuk menangani masalah ini daripada menjadi lebih teruk dan pada masa yang sama memerlukan jawapan yang segera dan penyelesaian yang dari pelbagai pandangan yang lebih luas terutamanya dari penyokong bola sepak itu sendiri. Kajian ini dilakukan untuk mengetahui apakah tahap tingkah laku dalam kalangan penyokong bola sepak di peringkat pelajar. Kajian ke atas tahap tingkah laku agresif penyokong bola sepak ini perlu dikaji kerana pada masa kini kerana keganasan penyokong bola sepak menjadi semakin membimbangkan di Malaysia.

Objektif Kajian

Objektif utama kajian ini adalah untuk:
Mengenal pasti tahap tingkah laku lisan dan fizikal penyokong bola sepak dalam kalangan pelajar universiti.
Mengkaji perbezaan tahap tingkah laku lisan dan fizikal penyokong bola sepak dalam kalangan pelajar universiti dari segi jantina.

Reka bentuk kajian

Kajian ini menggunakan kaedah kuantitatif dengan menggunakan soal selidik bagi mendapatkan data. Soal selidik ini telah diadaptasi dari Nur Hafizah Yusoff (2015). Sebelum kajian sebenar dijalankan, kajian rintis telah dilakukan terdiri terdiri daripada 30 orang sampel secara rawak. Nilai pekali kebolehpercayaan Cronbach Alpha bagi instrumen kajian ini adalah 0.864 bagi konstruk tingkah laku lisan dan 0.960 bagi konstruk tingkah laku fizikal. Bagi menganalisis min dan sisihan piawai data, Jadual 1 adalah dirujuk. Soal selidik dibahagikan kepada dua bahagian iaitu bahagian A (10 item) tentang profil responden manakala bahagian B (15 item) adalah tingkah laku semasa di stadium. Item-item di Bahagian B diukur menggunakan skala Likert lima mata yang bermula dengan skala 1 tidak pernah sehingga 5 sangat kerap.

Jadual 1: Interpretasi Skor Min

Skor Min	Interpretasi Tahap
1.00 – 2.00	Rendah
2.01 – 3.00	Sederhana rendah
3.01 – 4.00	Sederhana tinggi
4.01 – 5.00	Tinggi

Sumber: Adaptasi Norasmah Othman (2002)

Sampel Kajian

Penyelidikan ini adalah menggunakan persampelan rawak berlapis (Chua, 2006). Seramai 160 sampel responden merujuk kepada Krejcie and Morgan (1970), melibatkan pelajar ijazah sarjana muda daripada bidang pengajian sukan di Universiti Kebangsaan Malaysia. Responden kajian ini terdiri daripada penyokong bola sepak lelaki dan perempuan berumur antara berumur 18 hingga 30 tahun. Maklumat secara perinci mengenai responden adalah seperti Jadual 2.

Jadual 2: Profil Demografi

Pemboleh ubah	Kekerapan	Peratus
Umur		
15-20	41	25.6
21-25	115	71.9
26-30	4	2.5
Jantina		
Lelaki	100	62.5
Perempuan	60	37.5

Dapatan Kajian

Objektif kajian 1: Mengenal pasti tahap tingkah laku fizikal dan lisan oleh penyokong bola sepak dalam kalangan pelajar universiti.

Bagi mengenal pasti tahap tingkah laku fizikal dan lisan, data telah dianalisis secara deskriptif. Hasil kajian diperoleh seperti di Jadual 3 menunjukkan bahawa tahap tingkah laku lisan oleh penyokong bola sepak bagi pelajar universiti adalah pada tahap sederhana rendah dengan skor min 2.93 (sp. 0.857) sementara tahap tingkah laku fizikal penyokong bola sepak bagi pelajar universiti adalah pada tahap rendah dengan skor min 1.40 (sp. 0.701). Secara umumnya, keganasan berbentuk lisan yang dilakukan oleh penyokong bola sepak di Malaysia mencatatkan min tertinggi berbanding keganasan secara fizikal.

Jadual 3: Tahap Tingkah Laku Penyokong Bola Sepak antara Pelajar

Konstruk	Min	SP	Tahap
Lisan	2.93	.857	Sederhana Rendah
Fizikal	1.40	.701	Rendah

Objektif kajian 2: Mengkaji perbezaan tahap tingkah laku lisan & fizikal oleh penyokong bola sepak dalam kalangan pelajar universiti dari segi jantina.

Untuk memastikan adakah terdapat perbezaan yang signifikan ataupun tidak tahap tingkah laku lisan dan fizikal antara pelajar lelaki dan perempuan, maka ujian-*t* telah dilaksanakan. Hasilnya menunjukkan tidak terdapat perbezaan yang signifikan tahap tingkah laku lisan antara pelajar lelaki dan perempuan, oleh itu hipotesis nul (Ho1) gagal ditolak. Namun terdapat perbezaan yang signifikan tahap tingkah laku fizikal antara pelajar lelaki dan perempuan. Jadual 4 menunjukkan hasil ujian-*t* yang dijalankan.

Jadual 4: Ujian-t bagi Tingkah Laku Penyokong Bola Sepak berdasarkan Jantina

Tingkah laku	n	Min	SP	Nilai *t*	Sig. P
Lisan					
Lelaki	100	3.18	.775	5.208	.178
Perempuan	60	2.50	.827		
Fizikal					
Lelaki	100	1.53	.800	3.731	.000
Perempuan	60	1.17	.411		

Perbincangan

Jadual 4 menunjukkan keputusan ujian-*t* untuk membandingkan min skor tingkah laku lisan dan fizikal penyokong bola sepak dalam kalangan pelajar universiti. Analisis skor min di atas menunjukkan min tingkah laku lisan pelajar lelaki (m=3.18, sp=.775) adalah lebih tinggi daripada min tingkah laku lisan pelajar perempuan (m=2.50, sp=.827). Berdasarkan analisis data yang telah dibuat, nilai *t* bagi perbezaan tahap tingkah laku lisan penyokong bola sepak dalam kalangan pelajar lelaki dan perempuan berdasarkan skor tingkah laku lisan ialah t = 5.208 pada tahap signifikan p = .178. Tahap signifikan ini adalah lebih besar daripada 0.05 ($p > 0.05$). Oleh yang demikian, hipotesis nol (H_0) gagal ditolak. Oleh itu, dalam kajian ini memberi gambaran bahawa tidak terdapat perbezaan yang signifikan tahap tingkah laku lisan

antara kedua-dua jantina. Ini menggambarkan bahawa tahap tingkah laku lisan adalah hampir sama bagi pelajar lelaki dan pelajar perempuan.

Namun berbeza dengan tingkah laku fizikal. Jadual 4 menunjukkan analisis skor min tingkah laku fizikal pelajar lelaki (m=1.53, sp=.800) adalah lebih tinggi daripada min tingkah laku fizikal pelajar perempuan (m=1.17, sp=.411). Berdasarkan analisis data yang telah dibuat, nilai *t* bagi perbezaan tahap tingkah laku fizikal penyokong bola sepak dalam kalangan pelajar lelaki dan perempuan ialah $t = 3.731$ pada tahap signifikan $p = .000$. Tahap signifikan ini adalah lebih kecil daripada 0.05 ($p < 0.05$). Oleh yang demikian, hipotesis (H_1) gagal diterima. Oleh itu, dalam kajian ini memberi gambaran bahawa terdapat perbezaan yang signifikan tahap tingkah laku fizikal antara kedua-dua jantina pelajar. Berbeza dengan tingkah laku lisan, tingkah laku fizikal menunjukkan perbezaan bagi kedua-dua jantina antara pelajar lelaki dan pelajar perempuan di mana pelajar lelaki lebih cenderung untuk melakukan tingkah laku yang berbentuk fizikal.

Majoriti responden (70 peratus) menyatakan bahawa persekitaran di stadium adalah bising dan kecoh. Kebiasaannya penyokong mahukan pasukannya untuk menang dan terdapat sesetengah daripada mereka tidak bersedia untuk kalah. Kerana itu, timbul perasaan tidak puas hati dan marah di kalangan peminat fanatik kerana tidak dapat menerima hakikat pasukan mereka kalah. Melakukan provokasi seperti mengutuk pasukan lawan, menjerit dengan kata-kata kasar dan lucah, meluahkan ketidakpuasan hati dan menyumpah terhadap keputusan pegawai pertandingan merasakan perlawanan sebagai berat sebelah adalah dianggap ini normal. Tidak ada salahnya jika penyokong hanya datang menonton permainan tanpa melakukan perkara melanggar peraturan. Maka dengan itu, penyokong lelaki dan penyokong perempuan berpendapat yang sama iaitu melakukan provokasi, meluahkan kegembiraan dalam bentuk lisan adalah perkara normal kerana semangat kesukanan yang tertanam dalam diri mereka dan harga diri mereka terletak kepada keupayaan pasukan kegemaran mereka beraksi. Jika terdapat perkara yang tidak sepatunya, maka perlawanan itu berpotensi untuk menjadi punca pergaduhan di perlawanan lain.

Manakala penyokong wanita lebih ke arah untuk melakukan keganasan berbentuk lisan seperti menggunakan perkataan yang kasar dan memaki hamun, menyebut perkataan-perkataan lucah dan mengutuk pasukan lawan (Nur Hafizah Yusoff, 2015). Walau bagaimana pun, peningkatan penyokong bola sepak wanita di Barat semakin tinggi berbanding di Malaysia. Oleh itu, tidak mustahil bagaimana wujudnya golongan *ultras* dalam kalangan mereka. Semasa di Perancis pada Euro 2016, penyokong wanita Rusia dilihat turut mengamuk dan bergaduh seperti penyokong bola sepak lelaki (Stewart, 2016). Tidak diketahui berapa ramai *ultras* wanita berada di Perancis untuk kejohanan Euro 2016, tetapi media sosial menunjukkan bahawa wanita-wanita ini bersedia untuk Piala Dunia yang akan diadakan di Rusia 2018.

Spaaji (2006) menyatakan budaya keganasan penyokong bola sepak muncul sebagai salah satu budaya bagi belia khususnya tahun 1960-an di England tetapi dari masa ke masa, fenomena ini menular kepada lebih ramai remaja lelaki mengamalkan budaya berbentuk agresif. Keganasan penyokong sukan dapat dikaitkan dengan keganasan secara fizikal sama ada secara langsung atau tidak langsung, yang menyebabkan kecederaan kepada orang atau kerosakan harta benda (Young, 2000). Bergaduh dengan penyokong lawan, merosakkan harta benda, dan membaling objek adalah tingkah laku fizikal yang biasanya dilakukan oleh penyokong lelaki (Norhafizah Yusoff, 2015). Young (2000) mengatakan bahawa yang memulakan keganasan dalam kalangan

penonton bola sepak ini adalah penonton lelaki terutamanya lelaki muda. Penyokong lelaki pula cenderung keganasan berbentuk fizikal seperti bertumbuk dengan penyokong lawan, menunjukkan isyarat lucah, membaling objek dan mercun, menyalakan suar dan memancarkan cahaya laser pada pasukan lawan. Semasa pusingan kelayakan Piala Dunia 2018 dan Piala Asia 2019, insiden keganasan penyokong bola sepak melibatkan sebelas penyokong bola sepak termasuk lima pelajar universiti awam dan swasta ditahan kerana menimbulkan kekecohan sewaktu perlawanan antara Malaysia dan Arab Saudi (Syafiq Aznan, 2015). Terdapat segelintir penyokong yang sengaja mencetuskan provokasi, mempunyai niat membalas dendam dan melanggar peraturan yang telah ditetapkan. Keganasan biasanya berlaku apabila penyokong berasa tidak berpuas hati terhadap permainan, prestasi pemain, pengadilan dan lain-lain (Spaaji, 2006).

Kesimpulan

Melalui dapatan yang diperoleh daripada maklum balas responden, tingkah laku lisan dan fizikal penyokong bola sepak dalam kalangan pelajar universiti masih di tahap yang rendah. Oleh itu, peranan penyokong sangat besar kepada pembangunan sukan itu sendiri kerana sukan dan penyokong tidak dapat dipisahkan. Menonton bola sepak secara langsung di stadium lebih menyeronokkan dan dapat merasai pengalaman yang lebih berbanding duduk di hadapan televisyen. Disebabkan itu ramai penyokong bola sepak bersedia untuk melabur wang untuk membeli tiket hanya untuk memastikan mereka mempunyai peluang untuk menonton perlawanan secara langsung. Biasanya bilangan penyokong hadir di stadium adalah beribu-ribu penyokong dan ia akan menjadi satu cabaran kepada pegawai keselamatan untuk memastikan semua penyokong mengikuti etika dan peraturan.

Isu keganasan penyokong bola sepak tidak akan diselesaikan jika penyokong sendiri tidak mahu mengubah sikap mereka. Mereka perlu lebih bertanggungjawab terhadap sikap dan tingkah laku mereka. Oleh itu dicadangkan agar pihak-pihak yang berkaitan mewujudkan kesedaran kepada penyokong supaya mereka belajar mengawal sikap dan emosi mereka. Selain itu, usaha-usaha meningkatkan semangat kesukanan dalam diri penyokong bola sepak perlu dipertingkatkan supaya menjadi unsur utama dalam diri setiap penyokong supaya mereka dapat menerima hakikat menang atau kalah adalah adat permainan dan menerimanya dengan baik tanpa perlu melepaskan marah dan dendam atau perlu membahayakan orang lain tetapi menyelesaikannya dengan bijak dan secara baik. Pihak lain juga bertanggungjawab supaya tidak mengapi-apikan atau menghasut para penyokong sehingga menimbulkan pergaduhan supaya tidak memalukan nama baik pasukan bola sepak dan menjaga nama baik bola sepak Malaysia.

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TINGKAHLAKU PENGGUNA TERHADAP PEMILIHAN PEMERAH BIBIR

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Abstrak: *Pada masa kini, kosmetik dilihat sebagai satu keperluan khususnya bagi golongan wanita berdasarkan saiz pasaran dan juga trend permintaan pengguna yang semakin meningkat. Perkembangan ini juga telah mendapat perhatian para pengeluar produk kecantikan dan pelbagai inovasi telah dijalankan. Kini, industri kosmetik telah menjadi salah satu industri yang paling terkemuka dan amat berpengaruh di dunia di mana pengguna bagi produk pemerah bibir ini bukan sahaja terdiri daripada wanita dewasa tetapi juga dari golongan belia. Kajian ini dijalankan dengan tujuan untuk mengkaji hubungan di antara tingkah laku pengguna terhadap pemilihan pemerah bibir khususnya dalam kalangan belia dengan mengambil kira faktor-faktor yang mempengaruhi pembelian produk kosmetik khususnya produk pemerah bibir yang dipasarkan. Kajian ini dijalankan secara tinjauan dengan menggunakan soal selidik sebagai instrumen kajian dan sesi telah dijalankan terhadap 160 mahasiswi di Fakulti Sains Sosial (FSSK), Universiti Kebangsaan Malaysia (UKM) yang terletak di Bangi Selangor. Hasil analisis korelasi yang telah dijalankan menunjukkan wujudnya hubungan di antara tingkah laku pengguna dengan faktor-faktor tersebut khususnya dari faktor harga, jenama dan juga pembungkusan. Namun begitu, kajian ini juga mendapati bahawa kekuatan hubungan tersebut adalah bersifat kecil dalam tingkahlaku pengguna.*

Kata kunci: Tingkahlaku pengguna, pemerah bibir, produk kosmetik, mempengaruhi keputusan membeli

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Pendahuluan

Kosmetik adalah barangan yang dianggap sebagai satu keperluan khususnya bagi golongan wanita. Keperluan terhadap produk kosmetik dapat dilihat berdasarkan saiz pasaran dan juga trend permintaan pengguna yang semakin meningkat. Peningkatan ini seterusnya telah mendorong para pengeluar kosmetik untuk berusaha dalam mencari kaedah baru dan memahami keperluan pengguna bagi meningkatkan tahap kepuasan pengguna terhadap produk keluaran mereka memandangkan ianya akan memberikan kesan yang positif terhadap jualan produk mereka.

Dalam laporan Buyusa.gov (2007), pasaran kecantikan dan kesihatan di Malaysia pada masa kini sememangnya sedang mengalami perkembangan yang pesat di mana terdapat catatan anggaran yang menunjukkan bahawa rakyat Malaysia telah membelanjakan kira-kira US$500 juta setiap tahun pada pembelian produk kosmetik. Selain itu, laporan tersebut juga menambah

bahawa pasaran kosmetik dan kelengkapan dandanan tempatan yang bernilai kira-kira RM3 bilion atau US$ 800 juta telah mengalami kadar pertumbuhan sebanyak 13% setiap tahun.

Pada tahun 2008, Malaysia telah mengimport sebanyak US$225 juta produk kecantikan, iaitu peningkatan sebanyak 35 peratus daripada tahun yang sebelumnya manakala nilai import pada tahun 2006 dicatatkan bernilai US$156 juta dan US$167 juta pada tahun 2007 (Buyusa.gov, 2010). Kehebatan unit pemasaran dalam industri kosmetik ini juga telah menarik golongan belia wanita sebagai pengguna utama barangan kosmetik kerana mereka menganggap bahawa produk kosmetik adalah suatu barang keperluan yang tidak dapat dielakkan. Kajian yang dijalankan oleh Kumar (2005) telah menunjukkan bahawa pasaran produk kosmetik berwarna untuk muka, bibir, mata dan kuku telah mencatatkan 14% daripada US$175 billion manakala pemerah bibir yang juga dikenali sebagai gincu telah menjadi produk yang paling memberangsangkan pada tahun 2002 di mana pertumbuhan bagi produk ini telah berkembang sebanyak 10% pada suku kedua 2001.

Namun begitu, perkembangan dan kemajuan dalam industri kosmetik khususnya produk pemerah bibir yang tertumpu kepada golongan belia wanita mengalami pelbagai cabaran di mana golongan muda ini sangat mudah untuk mendapatkan maklumat, membuat perbandingan dan pilihan, menjalankan transaksi pembelian dan kemudiannya memberikan ulasan mengenai sesuatu produk kosmetik melalui kemajuan teknologi dan maklumat yang tersedia pada masa kini. Secara tidak langsung, keadaan ini telah memberikan impak kepada tingkah laku pengguna terhadap produk kosmetik.

Berpandukan kepada situasi tersebut, golongan pengguna merupakan golongan yang sensitif terhadap perubahan yang melibatkan sesuatu kepentingan untuk membuat pilihan dan pembelian. Ini juga menunjukkan bahawa kumpulan pengguna sememangnya mempunyai peranan penting dalam membangunkan ekonomi sesebuah negara dan juga memulihkannya. Dalam kajian yang dijalankan oleh Linda (2009), pengguna wanita adalah kumpulan pengguna yang sangat dipengaruhi oleh kecantikan secara fizikal seperti yang digambarkan oleh media dan ianya sering mendorong pengguna wanita untuk sentiasa mencari produk kosmetik ataupun kecantikan yang dapat membantu pengguna untuk kelihatan dengan lebih cantik. Risnawati, Nazliniwaty dan Djendakita Purba (2012) berpendapat bahawa kosmetik memiliki sejarah yang lama dalam kehidupan manusia berdasarkan penemuan arkeologi. Pendapat ini adalah selaras dengan penulisan kajian lalu yang dihasilkan oleh Mitsui (1997) di mana produk kosmetik telah menjadi salah satu produk kegunaan yang penting di mana jumlah penggunaanya semakin meningkat mengikut pertambahan saiz penduduk dari tahun ke tahun.

Kepentingan penggunaan produk kosmetik ini dapat dilihat melalui aktiviti seharian bagi kebanyakan golongan wanita di mana produk kosmetik digunakan sebaik sahaja individu tersebut bangun dari tidur hinggalah ke malam harinya. Keperluan seperti ini juga telah mendapat perhatian para pengeluar produk kecantikan dan rawatan badan. Selain itu, syarikat-syarikat tersebut telah menjalankan pelbagai inovasi bagi menjadi pemimpin dalam industri kosmetik dan diterima dengan baik di pasaran kerana ianya akan memberi pulangan lumayan sekiranya produk-produk kosmetik mereka mendapat sambutan menggalakkan. Kini, industri ini telah menjadi salah satu industri yang paling terkemuka dan amat berpengaruh di dunia.

Perkembangan industri produk kosmetik ini juga telah menimbulkan beberapa isu berhubung produk kosmetik yang berisiko tinggi kepada pengguna. Kenyataan dalam laman sesawang

rasmi Kementerian Kesihatan Malaysia telah menunjukkan sebanyak 2,277 jenis produk kosmetik yang telah dibatal dibatalkan dari segi status notifikasi bagi tahun 2013 sehingga 2016. Di samping itu, sebanyak 12,198 buah item produk kosmetik yang tidak bernotifikasi yang bernilai RM8.4 juga juga telah dirampas dalam sepanjang tahun 2015 hingga November 2016 (Ketua Pengarah Kesihatan Malaysia, 2017). Isu bahan-bahan produk kosmetik yang terbukti mengandungi bahan-bahan larangan seperti racun berjadual yang tidak dibenaran telah turut mempengaruhi industri kosmetik khususnya bagi negara ini.

Terdapat pelbagai kajian yang melibatkan produk kosmetik dan juga tingkahlaku pengguna sejak sekian lamanya telah dijalankan. Kajian yang dijalankan oleh Levi & Samsudin (2011) misalnya telah menumpukan kepada peranan periklanan Internet sebagai faktor pendorong yang merangsang pengguna dalam pembelian produk kecantikan. Selain itu, terdapat juga kajian yang dijalankan oleh Vidyarini (2007) mengenai peranan iklan produk kosmetik dan juga Kumar (2005) yang menjalankan analisis terhadap industri kosmetik di peringkat global.

Kajian yang melibatkan industri kosmetik ini juga telah dijalankan oleh Noel & Hon (2002) yang mengkaji apakah impak khususnya dari persepsi pengguna yang diperolehi daripada elemen-elemen yang berkaitan dengan keselamatan produk serta Sondoh et al. (2007) yang mengkaji kesan imej jenama sesuatu produk ke atas kepuasan dan kesetiaan pengguna terhadap produk kosmetik berwarna.

Kajian terhadap pemilihan produk kosmetik khususnya produk pemerah bibir didapati masih kurang dan agak sukar diperolehi sama ada di dalam ataupun luar negara khususnya yang melibatkan tingkah laku pengguna ataupun faktor-faktor yang mempengaruhi keputusan memilih ataupun membeli pengguna. Oleh yang demikian, keadaan ini telah memberikan inspirasi kepada pihak pengkaji untuk mengkaji hubungan di antara tingkah laku pengguna terhadap pemilihan pemerah bibir khususnya dalam kalangan belia dengan mengambil kira faktor-faktor yang mempengaruhi pembelian produk kosmetik khususnya produk pemerah bibir yang dipasarkan.

Kajian Literatur

Proses Pembuatan Keputusan Pengguna

Pengguna adalah merupakan sebahagian orang yang menunjukkan salah satu daripada aktiviti dalam proses penggunaan termasuklah kehendak, mencari dan membeli produk, serta menggunakan produk tersebut untuk mendapatkan faedah. Dalam proses pembuatan keputusan pengguna, Durvasula dan Lysonski (1993) telah menjelaskan bahawa proses pembuatan keputusan adalah merupakan orientasi mental yang memberi penjelasan bagaimana seseorang pengguna ataupun individu itu membuat pilihan dalam membuat pembelian sesuatu barangan. Ketika pengguna tersebut membuat keputusan pembelian barangan, pengguna itu mempunyai beberapa dimensi yang perlu dipertimbangkan. Menurut Ferrell dan Hartline (2011), terdapat beberapa faktor yang mempengaruhi proes membeli seseorang pengguna di mana di mana ianya terdiri daripada faktor kerumitan dalam membuat keputusan, pengaruh secara individual, pengaruh sosial dan juga pengaruh situasi.

Model Tingkahlaku pengguna

Menurut Bray (2008), terdapat sebilangan pendekatan teoritikal yang berbeza yang telah diaplikasikan dalam kajian-kajian berkenaan tingkahlaku pengguna khususnya dalam pembuatan keputusan yang memperlihatkan tradisi psikologi yang berlainan. Menurut Foxall (1990) yang dipetik daripada Bray (2008), Economic Man, Psychodynamic, Behaviorist dan Kognitif adalah di antara pendekatan alternatif yang menekankan keperluan agar pembolehubah yang agak berbeza dapat diperiksa.

Menurut Richarme (2007), pendekatan Eonomic Man adalah berkenaan keperluan pengguna untuk mengetahui kesemua pilihan penggunaan yang ada bagi membolehkan pengguna mampu untuk membuat penilaian yang betul bagi setiap alternatif untuk membuat pemilihan yang optimum. Manakaa Schiffman dan Kanuk (2007) turut menambah bahawa pendekatan ini mencadangkan agar pengguna bersifat lebih rasional dalam membuat keputusan pembelian.

Selain itu, tradisi psikodinamik yang terdapat dalam psikologi pula sering dikaitkan dengan kajian-kajian terdahulu mengenai kelakuan seseorang yang tertakluk kepada pengaruh biologi iaitu menerusi daya naluri untuk bertindak di luar pemikiran sedar (Bray, 2008). Bray (2008) juga menambah, pendekatan ini juga mempunyai prinsip di mana tingkah laku seseorang individu ditentukan oleh pemacu biologi dan bukannya berdasarkan kognisi individu mahupun rangsangan daripada persekitaran.

Bagi pendekatan Behaviorist, dasar tingkahlaku seseorang itu adalah berdasarkan kepada persekitaran luar individu tersebut. Oleh yang demikian, tanggapan seseorang pengguna itu adalah bergantung dengan positivsme logik dalam mengandaikan sesuatu (Eysenck dan Keane, 2000). Manakala pendekatan kognitif yang digunakan oleh Cziko (2000) ini memperakui pengaruh daripada peranan alam persekitaran dan pengalaman sosial pengguna di mana pengguna akan memainkan peranan yang aktif dalam mencari dan menerima rangsangan daripada persekitaran dan lingkungan sosial sebagai maklumat yang digunakan untuk membuat keputusan.

Proses Membuat Keputusan dalam Pembelian Produk Pemerah Bibir

Dalam penulisan Ferrell dan Hartline (2011), terdapat ramai penyelidik yang menyetujui bahawa teori penggunaan adalah bermula pada peringkat sebelum sesuatu produk ataupun perkhidmatan itu dibeli di mana ianya melibatkan kehendak dan juga keperluan pengguna dan ianya akan berlanjutan sehingga tahap selepas pembelian tersebut dibuat iaitu penilaian pengguna terhadap tahap kepuasan mereka. Gordon (1994) juga menjelaskan bahawa terdapat empat peringkat yang dikenalpasti biasanya terlibat dalam membuat keputusan belian ke atas sesuatu iaitu persepsi keperluan dan kehendak, perancangan sebelum pembelian dan proses pembuatan keputusan, tindakan membeli pengguna serta sikap pengguna setelah pembelian dibuat.

Sekiranya pihak pembeli telah berpuashati maka pembeli akan menonjolkan sikap yang positif terhadap produk itu. Menurut Puccinelli, Goodstein, Grewal, Price, Raghubir dan Stewart (2009), proses membeli adalah terdiri daripada satu siri berperingkat daripada tindakan pengguna. Pada setiap peringkat ini, para pembekal perlulah memainkan peranan yang bijak

untuk mengesan sebarang masalah yang akan timbul supaya mereka dapat memahami dan juga mengetahui kehendak pengguna selain cuba untuk memenuhi kehendak pengguna tersebut.

Kepuasan terhadap belian akan dapat dicapai bila belian tersebut menepati aspek yang diharapkan oleh pengguna. Namun begitu, ketidakpuasan akan berlaku jika belian itu adalah berbeza daripada apa yang telah diharapkan. Oleh itu, pembelian juga dapat dilihat sebagai proses yang berterusan dan pada penghujung dalam satu proses keputusan belian ini adalah permulaan kepada proses seterusnya (Ferrel & Hartline, 2011). Pada tahap ini, pengguna akan mencari maklumat yang diperlukan bagi menyelesaikan permasalahan misalnya maklumat produk dan jenama, tempat membeli terbaik, harga dan khidmat lepas jualan. Maklumat boleh diperolehi daripada pengalaman pengguna sendiri dan sumber luaran iaitu melalui keluarga, kawan, majalah, iklan dan sebagainya. Seterusnya, pengguna akan membandingkan beberapa kriteria seperti produk dan tempat membeli untuk membuat penilaian dan pemilihan terbaik.

Persepsi adalah salah satu elemen penting dalam proses pembuatan keputusan pengguna untuk memahami dan mengetahui sesuatu barangan. Melalui rangsangan-rangsangan deria, persepsi akan timbul. Dalam jangka masa yang singkat, maklumat-maklumat dihasilkan melalui persepsi ini akan memainkan peranan penting dalam proses pemikiran dan penilaian pengguna serta seterusnya proses pembuatan keputusan pengguna.

Produk Kosmetik dan Pemerah Bibir

Secara umumnya, istilah kosmetik adalah merupakan istilah yang digunakan ke atas semua produk persiapan yang dijalankan secara luaran badan bagi mencantikkan badan dengan cara membersihkan, meletakkan warna, melembutkan kulit, menguruskan atau menghias rambut, kuku, mahupun bibir ataupun mata (Khraim, 2011). Manakala The U.S. Food and Drug Administraition (FDA) selaku organisasi yang mengawal selia produk kosmetik di Amerika Syarikat telah mentakrifkan kosmetik sebagai produk yang digunakan ke atas tubuh manusia untuk membersih, mencantikkan, meningkatkan daya tarikan ataupun mentransformasi penampilan seseorang tanpa menyebabkan struktur ataupun fungsi badan seseorang itu terjejas. Definisi ini seterusnya digunakan secara meluas termasuklah penggunaan sebarang bahan yang ingin digunakan untuk tujuan pembuatan produk kosmetik.

Produk kosmetik sememangnya tidak dapat dinafikan mempunyai sejarah yang lama dalam kehidupan manusia di mana sejarah penggunaan produk kosmetik telah pun mencecah sekurang-kurangnya sejak 6,000 tahun dalam sejarah manusia (Khraim, 2011). Di dunia Barat, penggunaan produk kosmetik telah menjadi begitu dikenali khususnya dalam kalangan golongan kelas atasan pada zaman pertengahan. Tambah Kraim (2011) lagi, biarpun produk kosmetik ini dipercayai berasal dari Timur Jauh, kajian budaya yang dijalankan telah menunjukkan kewujudan penggunaan produk kosmetik di setiap tempat di dunia ini.

Pasaran bagi produk kosmetik kemudiannya dibangunkan di Amerika Syarikat di sekitar tahun 1910an oleh tokoh-tokoh kosmetik yang terkenal termasuklah Helena Rubinstein, Max Factor dan juga Elizabeth Arden dan kemudiannya diikuti oleh Revlon sebelum berlakunya Perang Dunia Kedua dan seterusnya Estee Lauder sejurus selepas perang tersebut (Mayell, 2004). Dalam penulisan kajian Khraim (2011), L'Oreal adalah merupakan firma utama yang diasaskan oleh Eugene Schueller pada tahun 1909 dan firma ini adalah merupakan organisasi yang tertua dan terbesar dalam mengeluarkan produk pewarna rambut Perancis.

Kini, produk kosmetik adalah aspek yang penting dalam kehidupan sehari-hari di mana jumlah penggunaan produk kosmetik terus mengalami peningkatan seiring dengan pertambahan jumlah penduduk setiap tahun. Manakala pertumbuhan bagi industri produk kosmetik dan juga pasaran bagi produk kecantikan telahpun mengalami lonjakan yang ketara dengan meningkatnya kesedaran pengguna yang semakin meningkat terhadap penampilan diri, aspek kecantikan, hasil dandanan dan juga pemilihan produk untuk penjagaan diri (Khraim, 2011).

Berdasarkan kajian Whittaker (2007), terdapat lebih daripada 3,300 syarikat yang terlibat dalam pembuatan dan pengedaran produk kosmetik serta penjagaan kulit hanya di Amerika Syarikat sahaja. Manakala sektor perindustrian kecantikan dan produk kosmetik di UAE juga telah mengalami pertumbuhan di mana statistic telah menunjukkan pertumbuhan mengikut kategori telah meningkat sebanyak 12 peratus setiap tahun dengan nilai pasaran sebanyak US$1.7 bilion dan ianya dijangka akan terus meningkat melebihi US$2.1 bilion pada tahun 2008 (Chaudry, 2008).

Dalam Laporan Mena pada tahun 2009, adalah dijangkakan bahawa golongan wanita di negara Emiriah Arab Bersatu (UAE) ini telah membelanjakan hampir US$272 bilion setahun ke atas produk-produk dan juga rawatan kecantikan. Manakala Chaudry (2008) telah menjelaskan bahawa pasaran produk kosmetik adalah bernilai US$1.7 bilion dan ianya dijangkakan akan melebihi nilai US$2.1 bilion pada tahun berikutnya.

Pemerah bibir ataupun gincu adalah merupakan produk kosmetik yang digunakan untuk menyolek bibir bagi meningkatkan estetika di dalam wajah. Dihasilkan dalam pelbagai bentuk, sama ada ianya dlm bentuk cecair, krayon, dan juga krim, produk pemerah bibir ini telah menjadi suatu ikon kewanitaan sejak beribu tahun yang lalu. Menurut Risnawati, Nazliniwaty dan Dhendakita Purba (2012), pemerah bibir yang juga dikenali sebagai gincu ataupun lipstick adalah merupakan suatu pewarna bibir yang telah disediakan dalam bentuk yang padat daripada beberapa bahan termasuklah minyak, lilin dan juga lemak.

Dalam kajian yang dijalankan oleh Khraim (2011) mengenai pengaruh kesetiaan jenama produk kosmetik dalam kalangan pengguna kosmetik wanita yang berumur di antara 16 hingga 42 tahun di sekitar tiga pusat membeli belah di Abu Dhabi, sebanyak tujuh faktor kesetiaan jenama yang digunakan sebagai pemboleh ubah dalam kajian ini. Tujuh faktor tersebut termasuklah nama jenama produk, kualiti produk kosmetik; harga produk; reka bentuk produk, promosi yang digunakan; kualiti perkhidmatan dan juga keadaan persekitaran yang menjual produk tersebut. Hasil kajian yang dijalankan ini telah menunjukkan wujudnya hubungan yang signifikan dan positif di antara faktor-faktor yang mempengaruhi kesetiaan jenama dengan kesetiaan produk kosmetik.

Manakala kajian Wijaya & Sugiharto (2015) berkenaan pengaruh beberapa faktor seperti kredibiliti, tarikan, imej jenama dan kuasa terhadap keinginan membeli produk kecantikan melalui iklan. Daripada analisis yang telah dijalankan, kajian tersebut mendapati terdapat beberapa pemboleh ubah yang terdiri daripada daya penarik yang mempunyai pengaruh yang signifikan di mana ianya menunjukkan imej produk yang dapat digunakan bagi mendorong pengguna untuk mempunyai keinginan untuk membeli.

Berdasarkan perbincangan yang telah dijalankan dalam sorotan literatur ini, wujudnya persoalan untuk mengetahui apakah tingkah laku pengguna dalam pembelian produk kosmetik khususnya produk pemerah bibir. Oleh itu, kajian ini dijalankan dengan objektif untuk mengkaji tingkah laku pengguna dalam pembelian produk pemerah bibir berdasarkan faktor-faktor pembelian produk pemerah bibir tersebut.

Metodologi

Kajian ini merupakan kajian deskriptif yang menggunakan kaedah analisis data secara kuantitatif. Kajian ini menggunakan soal selidik. Sampel kajian ini terdiri daripada para mahasiswi yang sedang menuntut di Universiti Kebangsaan Malaysia (UKM), program Linguistik di Fakulti Sains Sosial dan Kemanusian (FSSK) berikutan mahasiswi yang paling ramai adalah di FSSK dan ianya bersifat homogen.

Pemilihan lokasi dan sampel kajian ini dibuat berdasarkan pendapat Zaleha Yazid, Che Aniza Che Wel dan Nor Asiah Omar (2016) yang menjelaskan bahawa golongan mahasiswa universiti mempunyai sikap ingin tahu dan mencuba yang amat tinggi yang seterusnya mendorong kepada perasaan mudah mempercayai sesuatu produk dan terus membuat pembelian. Jumlah populasi bagi mahasiswi yang menuntut di universiti bagi program tersebut adalah seramai 270 orang. Daripada jumlah populasi tersebut, pengkaji telah menentukan saiz sampel kajian dengan merujuk kepada jadual Krejcie & Morgan (1970) iaitu seramai 159 orang mahasiswi. Namun begitu, pengkaji telah menetapkan seramai 160 responden yang akan digunakan dalam kajian ini.

Instrumen Kajian

Soal selidik telah digunakan sebagai instrumen kajian ini selaras dengan pendapat Sekaran (2003), yang membolehkan pengkaji membantu responden dalam menjawab kemusykilan yang terdapat dalam borang soal selidik. Berpandukan kepada kajian-kajian lepas serta jurnal-jurnal yang berkaitan tingkah laku pengguna terhadap pemilihan pemerah bibir dalam kalangan belia, soal selidik yang telah diubahsuai bagi mendapatkan data-data mentah yang dikehendaki. Penggunaan kod Skala Likert lima mata juga turut digunakan dalam kajian ini untuk mengukur skala jawapan responden dalam menjawab objektif kajian ini. Penggunaan Skala Likert ini juga telah disokong oleh ahli sarjana Cohen et al. (2000) di mana beliau berpendapat bahawa penggunaan skala ini sesuai dalam mengukur pandangan yang diberikan oleh responden dengan mengikut ruang yang tertentu terhadap suatu amalan mahupun persepsi dan juga sikap.

Dapatan Kajian Dan Perbincangan

Demografi Responden

Jadual 1 yang disediakan menunjukkan maklumat demografi responden yang terlibat sebagai sampel kajian ini berdasarkan umur, status perkahwinan, dan juga pekerjaan responden. Hasil dapatan menunjukkan seramai 30 responden (56.3%) berumur 20 hingga 24 tahun dan diikuti oleh 64 responden (40.0%) yang berumur 18 hingga 19 tahun serta 6 responden (3.8%) yang berumur 25 hingga 29 tahun.

Jadual 1 juga menunjukkan terdapat 154 responden (96.3%) yang belum berkahwin dan hanya terdapat 6 orang responden (3.8) yang telah berkahwin. Manakala berdasarkan pekerjaan

responden pula, sebanyak 139 responden (86.9%) yang merupakan pelajar sepenuh masa; 9 responden (5.6%) yang bekerja sendiri, 5 responden (3.1%) merupakan kakitangan kerajaan dan 7 responden (4.4%) merupakan kakitangan swasta.

Jadual 1 : Demografi Sampel Kajian

Maklumat Demografi		Frekuensi	Peratusan (%)
Umur	18 - 19 tahun	64	40.0%
	20 - 24 tahun	90	56.3%
	25 - 29 tahun	6	3.8%
Status Perkahwinan	Berkahwin	154	96.3%
	Bujang	6	3.8%
Pekerjaan	Pelajar sepenuh masa	139	86.9%
	Kakitangan kerajaan	5	3.1%
	Kakitangan swasta	7	4.4%
	Bekerja sendiri	9	5.6%

Analisis Diskriptif Tahap Tingkahlaku Responden

Jadual 2 menunjukkan hasil analisis diskriptif yang diperolehi oleh pengkaji mengenai tahap tingkahlaku responden terhadap produk pemerah bibir. Melalui analisis diskriptif yang dijalankan, pengkaji telah mendapati bahawa purata minadalah 3.8 dan tahap tingkahlaku adalah sederhana. Tahap tingkahlaku responden secara keseluruhannya adalah pada tahap yang sederhana berdasarkan kepada nilai purata min yang diperolehi.

Jadual 2: Analisis Diskriptif Tahap Tingkahlaku Responden Dalam Penggunaan Produk Pemerah Bibir

Pernyataan	Skor Min	Tahap
C1. Ke kelas	3.9625	Sederhana
C2. Mesyuarat	3.4500	Sederhana
C3. Aktiviti ko-kurikulum Kolej	3.8937	Sederhana
C4. Menghadiri sesuatu majlis	4.3125	Tinggi
C5. Membeli-belah	3.9750	Sederhana
C6. Keluar bersama kawan	3.8875	Sederhana
C7. Temujanji	3.8188	Sederhana
C8. Di rumah/kolej kediaman	3.2312	Sederhana
C9. Bergambar, selfie	4.0750	Tinggi
Jumlah Purata	3.845133	Sederhana

Analisis Diskriptif Tahap Faktor-faktor Membuat Keputusan Dalam Pemilihan Produk Pemerah Bibir

Jadual 3 menunjukkan hasil analisis diskriptif yang diperolehi oleh pengkaji mengenai tahap faktor-faktor membuat keputusan dalam pemilihan produk pemerah bibir. Melalui analisis diskriptif yang dijalankan, pengkaji telah mendapati bahawa tahap bagi faktor harga, packaging, jenama dan bahan yang digunakan adalah pada tahap yang sederhana.

Jadual 4.7: Analisis Diskriptif Tahap Faktor-faktor Membat Keputusan Dalam Pemilihan Produk Pemerah Bibir

Pernyataan	Skor Min	Tahap
Harga		
D1. Murah dan mampu dimiliki	4.0625	Tinggi
D2. Harga tidak memberikan kesan terhadap pembuatan keputusan	3.9375	Sederhana
D3. Produk lebih diutamakan berbanfing harga	3.6000	Sederhana
D4. Harga adalah faktor utama dalam membuat keputusan pembelian	3.2375	Sederhana
D5. Membuat pembelian berdasarkan diskaun yang diperolehi	4.2000	Tinggi
Jumlah Purata	3.8075	Sederhana
Packaging		
D6. Pemilihan untuk pembelian produk pemerah bibir ditentukan oleh gaya packaging produk tersebut	3.4563	Sederhana
D7. Packaging yang baik dan menarik adalah merupakan nilai tambahan dan kualiti kepada produk tersebut	4.1375	Tinggi
D8. Packaging yang menarik sememangnya membuatkan sesebuah produk pemerah bibir senang dikenali	3.8937	Sederhana
D9. Package produk adalah perkara pertama yang menarik perhatian saya berbanding aspek yang lainnya	3.9437	Sederhana
D10. Kadang kala saya membeli produk pemerah bibir yang tidak saya rancangkan hanya disebabkan oleh packaging mereka yang menarik	4.1500	Tinggi
Jumlah Keseluruhan Min	3.91624	Sederhana
Jenama		
D11. Pemilihan untuk pembelian produk pemerah bibir ditentukan oleh jenama produk tersebut	3.7750	Sederhana
D12. Jenama yang terkenal dan menarik adalah merupakan nilai tambahan dan kualiti kepada produk tersebut	3.9750	Sederhana
D13. Jenama sememangnya membuatkan sesebuah produk pemerah bibir senang dikenali	4.2188	Tinggi
D14. Jenama produk adalah perkara pertama yang menarik perhatian saya berbanding aspek yang lainnya	3.1125	Sederhana
D15. Kadang kala saya membeli produk pemerah bibir yang tidak saya rancangkan hanya disebabkan oleh jenama produk tersebut	3.8563	Sederhana
Jumlah Purata	3.78752	Sederhana
Bahan yang digunakan		
D16. Pemilihan untuk pembelian produk pemerah bibir ditentukan oleh bahan yang digunakan untuk produk tersebut	3.5625	Sederhana
D17. Bahan-bahan yang baik dan selamat adalah merupakan nilai tambahan dan kualiti kepada produk tersebut	4.0125	Tinggi
D18. Khasiat bahan produk pemerah bibir sememangnya membuatkan sesebuah produk pemerah bibir senang dikenali	4.3063	Tinggi
D19. Bahan kandungan produk adalah perkara pertama yang menarik perhatian saya berbanding aspek yang lainnya	3.9312	Sederhana
D20. Kadang kala saya membeli produk pemerah bibir yang tidak saya rancangkan hanya disebabkan oleh bahan kandungan yang terdapat dalam produk tersebut	3.7438	Sederhana
Jumlah Keseluruhan Min	3.91126	Sederhana

Hubungan Di Antara Tingkah Laku Pengguna Dengan Faktor-faktor Pemilihan Produk Pemerah Bibir

Jadual 4 menunjukkan hasil analisis korelasi yang telah dijalankan bagi mengkaji hubungan di antara tingkah laku pengguna terhadap pemilihan pemerah bibir khususnya dalam kalangan belia dengan mengambil kira faktor-faktor yang mempengaruhi pembelian produk kosmetik khususnya produk pemerah bibir yang dipasarkan. Berdasarkan kepada jadual tersebut, konstruk tingkah laku responden dalam menggunakan produk pemerah bibir hanya mempunyai hubungan dengan faktor bahan yang digunakan dalam mempengaruhi pemilihan produk pemerah bibir di mana nilai korelasi yang dicatatkan adalah -.140. Manakala tiga faktor yang lainnya iaitu faktor harga, packaging dan jenama tidak mempunyai hubungan yang signifikan dengan tingkahlaku pengguna dalam pemakaian produk pemerah bibir.

Jadual 4: Hasil Analisis Korelasi Pearson Dengan Tingkah Laku Pengguna

Tingkahlaku Pengguna	Faktor-faktor Yang Mempengaruhi Pemilihan Produk Pemerah Bibir	Korelasi Pearson	Kekuatan Hubungan
	Harga	.068	Tiada
	Packaging	-.084	Tiada
	Jenama	-.049	Tiada
	Bahan yang digunakan	-.140	Kecil

Penggunaan produk pemerah bibir sememangnya dapat dilihat secara meluas dalam kalangan belia wanita. Hasil dapatan kajian yang telah dijalankan menunjukkan tingkah laku responden dalam penggunaan produk pemerah bibir dalam aktiviti mereka seharian adalah pada tahap yang sederhana. Manakala analisis diskriptif bagi faktor-faktor yang mempengaruhi pembelian produk pemerah bibir juga adalah pada tahap yang sederhana. Dalam kajian ini juga, analisis korelasi yang telah dijalankan ke atas faktor-faktor pemilihan untuk pembelian produk pemerah bibir dengan tingkahlaku responden selaku pengguna mempunyai hubungan dengan dengan konstruk tingkahlaku pengguna.

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POLITIK BIROKRASI SEMASA PELAKSANAAN DASAR PERUMAHAN NEGARA (DRN) TERHADAP PROJEK PEMAJUAN PERUMAHAN KERAJAAN

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Abstrak: *Politik sering mempengaruhi sistem pentadbiran terutama apabila melibatkan pelaksanaan dasar serta program- program kerajaan. Ini dapat dilihat dengan jelas pada sektor perumahan di mana kerap berlakunya campurtangan dari ahli serta parti politik dalam urusan pentadbiran yang akhirnya menjejaskan keberkesanan pelaksanaan sesebuah projek perumahan. Akibatnya berlaku masalah berkaitan projek perumahan lewat dimajukan, projek terbengkalai serta projek sakit yang dilaporkan setiap tahun mengakibatkan rakyat menerima kesan secara langsung daripada masalah ini sehingga tidak mampu untuk memiliki rumah yang diidamkan. Kajian sektor perumahan banyak tertumpu kepada mengenalpasti faktor serta kesan berlakunya projek- projek perumahan yang bermasalah namun belum ada kajian yang dilakukan terhadap keberkesanan proses awal yakni melibatkan proses kelulusan oleh pihak berkuasa untuk memulakan projek pemajuan perumahan. Kegagalan inilah yang telah menyumbang kepada isu perumahan yang berlaku kini. Benarkah wujudnya campurtangan politik dalam pentadbiran proses kelulusan dan pemajuan yang dipanggil 'politik birokrasi' semasa peringkat awal ini yang menyumbang kepada isu perumahan negara? Justeru, penulisan ini berfokus kepada penilaian terhadap proses awal pemajuan projek perumahan dalam melaksana Dasar Perumahan Negara (DRN) bagi memastikan setiap projek perumahan terlaksana dengan jayanya. Objektif utama kertas kajian konsepsual ini adalah untuk mengenalpasti punca kepada berlakunya campurtangan atau pengaruh politik birokrasi dan menilai elemen atau ciri yang membentuk kepada situasi politik birokrasi semasa pelaksanaan dasar perumahan melalui projek pemajuan perumahan yang dijalankan. Kertas konsep ini ditulis dengan menggunakan kaedah analisis kandungan sorotan kajian lepas menggunakan data dari sumber sekunder iaitu melalui carian perpustakaan, analisis jurnal dan artikel dengan merujuk kepada beberapa model politik birokrasi dan pelaksanaan dasar yang digunakan oleh pengkaji terdahulu.*

Kata Kunci: Politik Birokrasi, Dasar Perumahan Negara (DRN) dan Sektor Pemajuan Perumahan.

Pengenalan

Dasar Perumahan Negara (DRN) yang dilancarkan pada 2011 diwujudkan bagi menggariskan hala tuju serta dijadikan asas dalam perancangan dan pembangunan sektor perumahan di peringkat persekutuan, negeri dan tempatan. Matlamat DRN adalah untuk menyediakan perumahan yang mencukupi, selesa, berkualiti, dan mampu dimiliki bagi meningkatkan kesejahteraan hidup rakyat. Bagi mengimbangi keperluan masa kini, pihak kerajaan dan swasta memainkan peranan penting untuk memenuhi tanggungjawab sosial kepada rakyat. Pendekatan secara komprehensif dan menyeluruh diperkenalkan bagi memudahkan aksesibiliti rakyat untuk memiliki atau menyewa rumah yang disediakan oleh kerajaan (Kementerian Kesejahteraan Bandar, Perumahan dan Kerajaan Tempatan, 2015). Namun begitu, isu perumahan dan pemilikan rumah bukanlah sesuatu yang baru di negara ini dan telah banyak kajian yang dilakukan berkenaan isu pemajuan perumahan ini baik dari segi kenaikan harga rumah sehinggalah kepada isu melibatkan projek perumahan yang tergendala disebabkan gangguan semasa proses pemajuan sama ada di peringkat mendapatkan kelulusan sehinggalah kepada peringkat penyerahan selain dari kesan proses urbanisasi yang pesat menyebabkan jumlah penduduk di seluruh bandar kian meningkat dan mengakibatkan permintaan terhadap perumahan turut meningkat namun kerajaan tidak dapat memenuhi permintaan tersebut.

Masalah semasa proses kelulusan salah satu punca kepada isu perumahan di Malaysia

Antara isu yang sering dikaitkan dengan sektor perumahan ialah kegagalan sesuatu projek untuk dimulakan akibat tidak mendapat kelulusan daripada pihak berkuasa tempatan (PBT) negeri selain kegagalan mendapatkan kebenaran guna tanah dari kerajaan negeri untuk memajukan projek perumahan. Hal ini berlaku disebabkan adanya pengaruh politik dalam setiap proses pentadbiran tersebut yang dikenali sebagai politik birokrasi. Akibatnya, berlaku peningkatan projek perumahan terbengkalai, projek sakit, projek lewat mengakibatkan rakyat selaku pembeli gagal untuk memiliki rumah yang diharapkan (Wolman, 1971). Isu berkaitan politik birokrasi sering mempengaruhi pelaksanaan sesebuah dasar kerajaan dan turut berlaku semasa pelaksanaan Dasar Perumahan Negara (DRN) yang akhirnya menimbulkan pelbagai masalah dari segi sistem penyampaiannya seperti yang berlaku kepada projek- projek perumahan yang dibangunkan kerajaan. Di dalam sektor pemajuan perumahan, proses kelulusan bermula dari proses pembangunan tanah, pelan susur atur dan pelan bangunan yang mana ia biasanya mengambil masa lebih daripada setahun (Nor Áini, 2001). Kelewatan ini berlaku disebabkan adanya pengaruh politik di dalam pelaksanaan DRN terutama apabila melibatkan perolehan tanah daripada kerajaan negeri.

Selain daripada itu, pengaruh politik di agensi- agensi yang berkaitan turut berlaku terutama melibatkan aktiviti dalam merancang, melulus dan melaksana setiap projek serta dasar yang telah ditetapkan dan ini pasti memberi impak kepada sektor awam seperti agensi perumahan yang sering berhadapan dengan masalah dan halangan seterusnya melambatkan usaha untuk membantu kerajaan dalam pelaksanaan program pemajuan perumahan. Sebagai contoh isu tanah Taman Manggis timbul apabila Anggota Parlimen Tasek Gelugor Datuk Shabudin Yahaya membawanya kepada pengetahuan Dewan Rakyat dan meminta Suruhanjaya Pencegahan Rasuah Malaysia (SPRM) menyiasat penjualan beberapa bidang tanah di Pulau Pinang, yang pada asalnya diperuntukkan bagi Projek Perumahan Rakyat (PPR) namun

digunakan untuk pembinaan hospital swasta. Ini membuktikan adanya campurtangan kerajaan negeri dalam hal pemajuan perumahan tersebut yang dipengaruhi oleh elemen politik mengakibatkan kesulitan kepada rakyat untuk memiliki rumah. Justeru, kajian ini dibuat untuk mengetahui punca berlakunya pengaruh atau campurtangan politik di dalam pentadbiran pemajuan perumahan seterusnya mengenalpasti elemen atau ciri- ciri yang menunjukkan berlakunya politik birokrasi semasa pelaksanaan dasar perumahan ini.

Objektif

1. Untuk menilai punca berlakunya politik birokrasi semasa pelaksanaan DRN terhadap pemajuan projek perumahan kerajaan.
2. Untuk mengenalpasti elemen politik birokrasi yang mempengaruhi pelaksanaan DRN berkaitan pemajuan projek perumahan kerajaan.

Definisi Politik birokrasi

Dahl (1975) mendefinisi Politik sebagai satu hubungan antara sebuah organisasi atau hubungan antara individu yang melibatkan kuasa dan peraturan serta kecenderungan atau kepentingan dan berusaha memastikan kepentingan tersebut dipenuhi oleh kerajaan. Pengkaji awal dalam bidang Sains Politik, Plato dan Aristotle melihat politik sebagai satu kepentingan moral yang dihajat oleh setiap pembuat keputusan. Walaupun Aristotle melihat kepentingan moral sebagai elemen utama dalam politik namun beliau tidak menafikan kepentingan struktur politik itu sendiri, terutama dari segi pemilihan pentadbir dalam mentadbir sesebuah kerajaan di mana kebanyakan ahli politik kini menjawat jawatan di dalam pentadbiran kerajaan dan mereka melihat politik sebagai satu kesempurnaan dalam kehidupan melalui keterlibatan bersama yakni antara rakyat dan pentadbir serta politik yang diwakili mereka (Morten & Syed Serajul, 2006).

Birokrasi pula seperti yangdimaksudkan oleh Weber (1947), merujuk kepada sistem pentadbiran kerajaan yakni sistem pentabiran awam yang melibatkan pegawai- pegawai yang dilantik oleh kerajaan atau birokrat dalam melaksanakan setiap produk politik iaitu dasar atau program yang telah dirangka. Birokrasi biasanya dianggap sebagai satu konotasi negatif kerana seringkali dilihat sebagai sesuatu yang kompleks yang mengakibatkan kelewatan terutama apabila berurusan dengan agensi kerajaan. Jadi, politik birokrasi bolehlah didefinisikan sebagai satu sistem pentadbiran atau pengurusan yang melibatkan struktur serta proses yang formal yang dikawal oleh kuasa, prosedur atau hirarki yang teratur bagi memastikan kecenderungan pelaksana terhadap matlamat untuk memenuhi kehendak rakyat dapat dilaksana dengan jayanya dan direalisasikan (Peter & Pierre (2012); Abdul Rashid & Syed Sirajul (2006)).

Proses pembuatan dasar melibatkan pelbagai agensi atau aktor seperti kementerian, kerajaan negeri, jabatan serta agensi kerajaan serta pentadbir dan setiap dari penglibatan ini mempunyai keinginan atau kepentingan tersendiri yang seringkali dikaitkan sebagai politik dalam pentadbiran (Stern & Verbeck, 1998). Politik birokrasi juga merupakan satu proses pengambilan keputusan yang melibatkan banyak aktor/ kelompok yang berkepentingan yang mana masing- masing mempunyai hasrat dan agenda untuk membangunkan strategi tersendiri

melalui perundingan atau kompromi sesuai dengan tujuan yang ingin dicapai (Charles, Peter & Thompson, 1990). Selain itu, politik birokrasi merujuk kepada satu kaedah melibatkan birokrat yang terdiri daripada pelbagai latar belakang, keinginan serta pandangan dan memainkan peranan penting dalam pembuatan dan pelaksanaan dasar. Hasilan daripada dasar tersebut biasanya diperoleh daripada interaksi dan perbincangan dari pelbagai pelaksana eksekutif berbanding daripada legislatif yang dipilih (Halperin & Morten, 1974; Bendor & Moe, 1985).

Punca berlakunya politik birokrasi semasa pelaksanaan Dasar Perumahan Negara (DRN): Konflik antara politik dan pentadbir serta peningkatan isu berkaitan perumahan

Politik birokrasi merujuk kepada pengaruh politik dalam sesebuah proses pentadbiran kerajaan. Pengaruh ini pula berlaku kerana wujudnya campurtangan yang berpunca daripada salah faham antara kedua entiti utama proses pelaksanaan iaitu pembuat dasar yang terdiri daripada ahli politik serta pelaksana dasar iaitu birokrat atau pentadbir awam. Perbalahan antara kedua ini menyebabkan wujudnya konflik akibat daripada perbezaan pendapat. Ini menyokong kepada senario semasa yang berlaku terhadap sektor pemajuan perumahan. Kajian yang dilakukan Haradian Shah Hamdan (2016) berkaitan kelewatan isu perumahan diselesaikan adalah dengan melihat campurtangan kerajaaan negeri dengan REHDA di mana kerajaan negeri telah meminta dan mengkaji syarat yang ditetapkan namun tidak akan berkompromi dengan isu keselamatan dan lain-lain. Ini jelas menunjukkan bahawa berlaku campurtangan semasa projek pemajuan perumahan dilaksanakan. Kajian Nor Áini (2001) juga menganalisis hubungan antara pemaju dengan pegawai birokrasi negeri dan ahli politik dalam proses pemajuan di Malaysia yang mana beliau mendapati wujudnya konflik antara pihak- pihak tersebut menyebabkan saling hubungan antara kedua pihak telah mewujudkan keadaan yang menjamin keuntungan yang tinggi kepada pemaju mengakibatkan kerajaan perlu campur tangan bagi memastikan rumah kerajaan dapat dibina bagi memenuhi keperluan pembeli.

Ini turut disokong hasil penulisan Yazit Razali (2016) berkaitan Projek Perumahan Generasi Baru FELDA yang mana timbul beberapa masalah antaranya isu pengambilan tanah, kemudahan utiliti, kelulusan pihak berkuasa tempatan (PBT) dan kerajaan negeri. Ini jelas menunjukkan bahawa konflik berlaku antara kerajaan negeri dengan pelaksana projek dalam memajukan projek akibat kegagalan mendapatkan kelulusan dan menunjukkan bahawa sebelum proses pemajuan dilakukan lagi telah berlakunya campurtangan antara dua pentadbiran. Justeru, politik birokrasi yang berlaku semasa pelaksanaan dasar perumahan adalah berpunca daripada konflik antara agensi yang melaksana dengan struktur pentadbiran baik di peringkat kerajaan Persekutuan mahupun kerajaan negeri yang merujuk kepada campurtangan politik sama ada secara langsung mahupun tidak langsung dalam mempengaruhi pentadbiran kerajaan semasa melaksana setiap projek berkaitan pemajuan perumahan.

Selain daripada itu, turut menyumbang kepada politik birokrasi semasa pelaksanaan dasar perumahan adalah kerana peningkatan jumlah bilangan projek perumahan yang bermasalah seperti projek terbengkalai, projek lewat, projek sakit yang berpunca daripada masalah kelemahan pemantauan dan penguatkuasaan undang- undang terhadap pemaju dari segi kegagalan pemaju dalam menyiapkan projek yang dimajukan. Apabila tiada tindakan diambil oleh pihak berwajib, maka tindakan segera perlu dilakukan bagi memastikan masalah ini dapat diselesaikan dan tindakan yang diperlukan adalah dengan cara menggunakan pengaruh individu yang mempunyai kuasa yakni merujuk kepada ahli politik serta pelaksana utama di

peringkat kerajaan Persekutuan dan kerajaan negeri supaya membolehkan tindakan diambil ke atas pemaju yang menyumbang kepada masalah tersebut. Menurut Nor 'Aini (2001), pemaju terpaksa melalui sembilan hingga sebelas proses utama dalam membina dan menjual rumah di Malaysia termasuklah proses mendapatkan tanah, penyediaan pelan, penggunaan dan pembahagian tanah, mendapatkan kelulusan pelan, permit iklan, lesen pemajuan sehinggalah kepada proses agihan rumah. Ini jelas menunjukkan bahawa kerumitan yang diberikan untuk melalui setiap fasa proses tersebut menjadi punca kepada wujudnya isu perumahan yang menyebabkan kerajaan terpaksa campurtangan dalam memastikan setiap proses dilepasi tanpa perlu proses yang rigid. Di sinilah, campurtangan atau pengaruh politik akan berlaku yang merujuk kepada situasi politik birokrasi.

Elemen politik birokrasi (PB): struktur organisasi, konflik kepentingan dan pengaruh kuasa mempengaruhi pelaksanaan DRN

Seperti yang dibincangkan, politik birokrasi berlaku apabila pentadbiran kerajaan yang sepatutnya bersifat neutral dipengaruhi oleh unsur politik. Setiap aktor yang terlibat mempunyai kepentingan sendiri untuk dipenuhi dan bagi mencapai hajat ini mereka perlu untuk mengambil kesempatan dalam setiap proses pentadbiran bermula dari penetapan agenda, pembuatan keputusan sehinggalah ke peringkat pelaksanaan. Politik birokrasi melibatkan persaingan antara setiap aktor bagi memastikan impian individu atau parti politik yang diwakili akan tercapai. Terdapat pelbagai faktor yang mempengaruhi politik birokrasi. Weldes (2006) dalam penulisannya mengenalpasti tiga konsep utama politik birokrasi iaitu kepentingan, kuasa dan rasionaliti. Bagi Etzioni- Halevy (1985); Page (1985) dan 'T Hart dan Rosenthal (1991), mereka bersetuju bahawa politik birokrasi berlaku disebabkan pengaruh kuasa di dalam proses pembuatan dasar yang membawa kepada memenuhi kepentingan diri atau organisasi yang diwakili. Allison dan Halperin (1972) menilai politik birokrasi dari sudut unit asas kepada analisis iaitu melibatkan sturuktur serta bilangan aktor yang terlibat, konsep atau proses yang belaku semasa pelaksanaan dan halangan yang dihadapi semasa proses dijalankan. Jelas menunjukkan bahawa politik birokrasi yang berlaku di dalam sistem pentadbiran awam dipengaruhi oleh beberapa faktor iaitu struktur organisasi atau jumlah aktor yang terlibat dalam kawalan agenda, agihan kepentingan dan tanggungjawab sektoral serta kuasa dan autoriti yang diberikan kepada setiap aktor, semasa proses pembuatan keputusan dan pelaksanaan berlaku.

Bilangan pelaksana dan kepelbagaian idea dalam struktur organisasi

Allison dan Zelikow (1999) menyatakan bahawa semakin ramai yang terlibat di dalam proses pembuatan dasar, semakin tinggi kepelbagaian kepentingan dan perspektif yang akan mempengaruhi hasil keputusan dasar (Boin & Rhinard, 2009). Kebanyakan pentadbiran memberi ruang kepada penglibatan lebih ramai individu untuk terlibat sama dalam proses pembuatan dasar namun ada juga yang menghadkan bilangan peserta bagi memudahkan keputusan dibuat tanpa dipengaruhi dengan pendapat yang pelbagai (Rourke, 1984). Apabila sesuatu keputusan dasar diambil daripada segelintir bilangan individu yang terlibat, pasti akan mengurangkan konflik sesama pesaing. Ini kerana kebarangkalian bilangan keputusan yang ingin dicapai adalah sedikit dan memudahkan pembuat keputusan untuk menilai dan mengambil keputusan dengan lebih cepat berdasarkan bilangan alternatif yang terhad (Preston dan 't Hart, 1999). Struktur pembuatan keputusan secara terbuka yang melibatkan ramai individu mengundang kepada kepelbagaian perspektif terhadap permasalahan dasar dan kepentingan individu yang berbeza- beza. Pastinya setiap pemain dasar akan cuba untuk

mencadangkan idea dan pendapat masing- masing untuk diambilkira sebagai elemen di dalam keputusan dan ini menyumbang kepada bilangan alternatif yang tinggi yang akan menyebabkan berlakunya saingan antara setiap yang terlibat. Ini adalah sesuatu yang baik dalam membantu kepada pemilihan keputusan yang lebih efektif kerana setiap keputusan akan dinilai dari segi baik buruknya terlebih dahulu, namun adakalanya kepelbagaian ini akan membawa kepada konflik sekiranya pemain dasar berkeras dalam memastikan idea mereka harus diterima sebagai keputusan. Di sinilah, kaedah penawaran dan kompromi diperlukan apabila situasi seperti ini berlaku dalam politik birokrasi. Kajian yang dilakukan oleh Christiansen (2006) terhadap pelaksanaan dasar di Eropah memutuskan bahawa keputusan akhir di peringkat Parlimen adalah dibuat melalui bilangan aktor yang ramai iaitu terdiri daripada dua puluh tujuh pesuruhjaya dan untuk mendapatkan persetujuan ini, proses perundangan telah diadakan diantara setiap individu terlibat baik pentadbir kerajaan mahupun ahli politik (Christiansen, 2001).

Bagi Allison dan Halperin (1972), mereka merujuk aktor yang terlibat dalam pembuatan dan pelaksanaan dasar adalah terdiri daripada pemain senior (*senior players*). Ia terdiri daripada ahli-ahli politik, pentadbir- pentadbir utama organisasi samada kerajaan atau bukan kerajaan dan organisasi yang terlibat dalam menguruskan kewangan kerana bajet adalah elemen utama dalam memastikan dasar kerajaan dapat terlaksana. Selain itu, terdapat juga pemain- pemain junior yang terdiri daripada media, kumpulan berkepentingan serta wakil- wakil awam yang secara langsung atau tidak langsung terlibat dalam proses dasar. Namun, kerjasama yang berlaku di antara kedua pemain ini adalah berdasarkan kepada isu dan dasar yang dirangka. Tidak semua memerlukan campurtangan atau sokongan daripada pemain junior kerana adakala mereka merupakan penerima kepada hasil pelaksanaan jadi mereka tidak perlu terlibat dengan poses pembuatan dan pelaksanaan. Idea yang sama turut dibangkitkn oleh ‘t Hart dan Preston (1999) yang berpendapat politik birokrasi melibatkan saiz organisasi dan perbezaan idea. Pembahagian kakitangan dalam birokrasi di peringkat eksekutif adalah disebabkan oleh politik birokrasi (‘t Hart & Preston, 1997). Perbezaan di dalam unit organisasi yang menyebabkan berlakunya pertindanan tanggungjawab dan tugasan membawa kepada masalah komunikasi, koordinasi dan akhirnya mencetus kepada persaingan. Hal ini berlaku apabila unit terbabit beroperasi di dalam organisasi yang diperhati secara politik dan mempunyai sumber yang sangat terhad. Apabila pengaruh politk mempengaruhi tindakan sesebuah organisasi maka setiap aktiviti pasti dibatasi dengan kuasa ketua politik itu dan setiap keputusan atau tindakan yang ingin diambil perlu dirujuk terlebih dahulu. Ini tentu menyukarkan setiap pelaksana untuk bertindak terutama apabila berlaku konflik kepentingan sesama ketua pentadbiran bagi organisasi yang terlibat (Bendor & Hammond, 1992; Rhodes, 1994).

Konflik Kepentingan dan tanggungjawab

Salah satu cabaran utama dalam organisasi birokrat adalah bagi memastikan kesepaduan dalam pentadbiran (Kaufman, 1960). Masalah dasar yang kompleks biasanya berlaku di dalam bidang kuasa organisasi tersebut (Pressman & Wildavsky, 1984; Peters, 2001). Justeru kaedah koordinasi antara unit yang terlibat adalah perlu bagi mengurangkan situasi pemecahan atau fragmentasi ini. Setiap unit atau pecahan mempunyai kepentingan tersendiri dan adakalanya mereka melakukan sesuatu demi mencapai kepentingan menggunapakai kaedah yang bertentangan dengan prosedur yang ditetapkan oleh organisasi. Akibatnya berlaku kekeliruan dan perbezaan tindakan yang akhirnya memberi kesan tidak baik kepada organisasi. Perpecahan ini mengakibatkan mereka yang terlibat menolak untuk berkongsi informasi dan

bekerjasama dalam mencapai matlamat yang dibina. Akibatnya akan berlaku permusuhan di dalam organisasi seterusnya memberi kesan kepada keseluruhan dasar yang ingin dilaksana (Allison & Zelikow, 1999; Rhinard & Boin, 2009). Bagi meminimumkan perpecahan ini, keseimbangan kuasa harus diberikan yakni dengan cara memberi tanggungjawab kepada setiap unit (Page, 1992; Larsson et al., 2005; Wallace, 2005). Setiap unit perlu diberi tanggungjawab fungsi, prosedur operasi dengan budaya kerja tersendiri yang pasti memudahkan interaksi di dalam ruang kerja tersebut (Kassim, 2003). Tanggungjawab yang diberi adalah berkaitan dengan kepentingan yang ingin dicapai. Di dalam politik birokrasi, setiap keputusan adalah berdasarkan kepada kepentingan aktor yang terlibat yakni berusaha memastikan matlamat dan harapan mereka dapat dipenuhi. Oleh yang demikian sekiranya mereka diberikan tanggungjawab, pasti mereka berusaha agar kepentingan mereka diterima dan diambil sebagai keputusan kerajaan. Politik birokrasi memberi fokus kepada analisis politik plural juga terhadap konflik kepentingan (Kaarbo, Juliet & Deborah, 1998). Kepentingan di sini merujuk kepada kepentingan nasional, kepentingan organisasi, kepentingan domestik mahupun kepentingan individu (Allison, 1971) ataupun kepentingan dari sudut kedudukan pemain dalam organisasi iaitu merujuk kepada Peraturan Miles 'pendirian yang dibawa, tertakluk kepada kedudukan di dalam pentadbiran (*where you stand (on a policy issue) depends upon where you sit (in the bureaucracy)*' (Kozak, 1988). Minat atau kepentingan ini biasanya terhasil, dihasilkan semula dan berubah berdasarkan kepada perilaku aktor terlibat terutama apabila menghadapi sesuatu situasi. Mereka cuba untuk mempengaruhi setiap pemain yang terlibat untuk menerima pandangan dan idea agar dapat memenuhi impian yang diharapkan. Segala bentuk pandangan atau syor adalah menjurus kepada keinginan untuk memperoleh faedah yang maksimum bukan hanya untuk diri sendiri malahan buat organisasi yang diwakili. Disebabkan itulah adakalanya bagi memastikan impian ini dapat dicapai, pengaruh kuasa digunakan dan biasanya kuasa diperolehi melalui pengaruh politik.

Kecenderungan atau minat ini biasanya dipengaruhi oleh kepentingan dan persepsi terhadap kedudukan yang sedang dikecapi. Allison (1971) bersetuju bahawa 'untuk memotivasikan ahli di dalam organisasi, pemain utama harus sensitif terhadap kehendak organisasi itu sendiri'. Weldes (1998) menyatakan bahawa manusia akan bertindak balas terhadap sesuatu objek termasuk orang sekeliling sekiranya objek tersebut akan memberi manfaat kepada mereka. Memenuhi kepentingan individu atau organisasi dalam politik birokrasi adalah berhubung kait dengan objek, subjek dan situasi yang dihadapi dan adakalanya ia akan berubah mengikut kepada peraturan atau keadaan semasa.

Kuasa Neutral vs kuasa Politik

Pentadbiran dalam kerajaan terdiri daripada agensi pusat dan operasi yang terdiri daripada kementerian, jabatan, badan- badan berkanun dan bukan berkanun serta pentadbiran awam yang mana semua terbentuk hasil daripada proses politik bertujuan untuk menyampaikan perkhidmatan terbaik kepada rakyat. Dalam usaha memastikan pekhidmatan yang berkesan sampai dan diterima oleh rakyat, persaingan merupakan asas di dalam politik birokrasi. Persaingan wujud apabila adanya kuasa di mana masing- masing berusaha untuk menggunakan kuasa demi untuk mencari pengaruh yang mampu bekerjasama dalam memenuhi kepentingan sendiri dan mencapai matlamat yang diidamkan. Dinyatakan bahawa agensi sedaya upaya berusaha untuk mendapatkan lebih banyak sumber yakni sumber kewangan, sumber manusia mahupun sumber kuasa dan segala sumber ini hanya akan dapat dicapai sekiranya pemain atau aktor terlibat mempunyai kuasa (Carpenter, 2001; Ellison, 1995; Niskanen, 1971). Terdapat

dua sumber asas kuasa iaitu kuasa kepakaran (*expertise*) dan sokongan pemilih (constituency support) yang digunakan dalam melaksana proses dasar (Rourke, 1984). Kepakaran adalah asas dalam sesebuah pentadbiran di mana setiap kemahiran yang diperolehi individu ini digunakan secara optimum dalam memastikan setiap hasrat pelaksanaan dapat dicapai dengan efektif. Kepentingan rakyat pasti terjamin apabila setiap agenda yang dilaksana diambilalih oleh profesional mengikut kepada bidang keutamaan masing- masing berbanding ahli politik. Kepakaran merupakan sumber kuasa utama dalam pentadbiran kerana ia dapat mengawal pengaliran informasi. Oleh itu, adalah penting agar informasi ini disalurkan dan diterima oleh mereka yang benar- benar mempunyai kuasa terutama dari segi kepakaran dan kebijaksanaan yang diperlukan oleh organisasi (David Easten, 1965).

Kuasa bagi sokongan pemilih pula merujuk kepada pengaruh dalam pengurusan unit- unit lain samada unit di peringkat dalaman mahupun luar organisasi iaitu unit kerajaan atau swasta, yang mana kesemua unit ini biasanya terlibat dalam proses pelaksanaan dasar (Rourke, 1984). Kebiasaannya proses penetapan agenda dan pembuatan keputusan dilakukan oleh kerajaan namun dari segi pelaksanaan adakalanya melibatkan pihak ketiga justeru penting bagi agensi kerajaan terlibat berkuasa dalam mempengaruhi kawalan agenda bagi memastikan setiap objektif dasar dapat dicapai. Pihak ketiga yang dimaksudkan di sini ialah parti atau ahli politik, kumpulan berkepentingan atau badan bukan kerajaan yang terlibat serta terkesan secara langsung dalam proses dasar kerajaan selain daripada pelaksana- pelaksana dasar yang lain. Pentadbir memelihara kuasa melalui persaingan dengan cara mengawal setiap keputusan dan sentiasa bersuara di dalam proses dasar (Moe, 1989).
Peters (2001) turut bersetuju bahawa dalam sistem pentadbiran pusat, kuasa politik boleh digunakan dalam mengawal kesepaduan sumber (Rhinard & Boin, 2009). Ini dapat mengurangkan konflik dikalangan ahli birokrat kerana sekiranya konflik ini berlanjutan maka akan memberi kesan kepada keputusan yang tidak berkualiti dan gagal memenuhi keperluan rakyat. Secara realiti, struktur kerajaan yang berbeza mempunyai bidang kuasa yang berbeza (Peters, 2001). Di Eropah, sebagai contoh, kuasa diagihkan antara tingkat dasar di peringkat nasional dan supranasional manakala di Amerika Syarikat, kuasa politik diagihkan berdasarkan kepada kerajaan di peringkat persekutuan dan negeri. Ia juga berlaku di Malaysia di mana di dalam Perlembagaan Persekutuan telah diperuntukkan bidang kuasa ketiga- tiga peringkat kerajaan samada kerajaan Persekutuan, negeri dan kerajaan tempatan. Ianya dibentuk bertujuan mengagihkan kuasa agar setiap perkara dan keputusan boleh diambil berdasarkan ruang lingkup yang telah dimaktubkan seterusnya mampu melicinkan urusan pentadbiran kerajaan dan segala permasalahan rakyat dapat diselesai dengan segera. Namun, kesukaran biasa berlaku apabila memerlukan pertembungan kuasa di antara peringkat kerajaan yang akhirnya apabila tiada titik persetujuan dicapai maka implikasi berlaku terhadap keputusan yang bakal diambil. Inilah masalah yang sering dihadapi apabila politik mempengaruhi dalam pentadbiran kerajaan (Smith, 1983; Kozak, 1988). Mereka menggunakan kuasa dan keutamaan dasar sebagai instrumen bagi memenuhi cita- cita tersendiri. Usul yang dicadangkan oleh Rosati (1981) yang mana tiada seorang pun individual atau organisasi yang terlibat, menjadi dominan terhadap segala keputusan yang dibuat. Di dalam pespektif politik birokrasi, Presiden atau Perdana Menteri tidak mempunyai kuasa mutlak dalam membuat keputusan berkaitan pelaksanaan sesuatu dasar. Ini kerana, walaupun sesuatu keputusan telah dibuat, namun ia pastinya tidak dianggap muktamad kerana keputusan tersebut mungkin perlu dinilai semula atau diubah mengikut kepada keadaan atau keperluan semasa (Allison, 1971; Halperin, 1974). Persoalan berkaitan kuasa turut ditanya oleh Rhodes (1994) dalam kajiannya di mana beliau berpendapat, kebolehan pemain dasar dalam mempertahan dan mempengaruhi minat atau kepentingannya

sangat reflek terhadap kuasa. Kuasa dalam konteks ini merujuk kepada fungsi kuasa yang bersangkutan dengan kedudukan, kebolehan pemain dasar dalam mengekploitasi kedudukan sumber serta reputasi pemain itu sendiri dalam melaksana tanggungjawab yang diberi Allison, 1971; Halperin, 1974). Di sini jelas menunjukkan bahawa kuasa mempengaruhi keadaan politik birokrasi kerana mereka pemain dasar yang terlibat akan menggunakan kuasa dan pengaruh demi memastikan segala hasrat dan keinginan mereka dipenuhi.

Politik Birokrasi: Rasionalisasi dalam pembuatan keputusan serta tahap penyelarasan antara agensi dalam memajukan projek perumahan kerajaan.

Adakah keputusan di buat secara rasional dalam politik birokrasi?

Welch (1992) menyatakan bahawa politik birokrasi bersifat '*event-centric'*. Menurut Allison & Halperin (1972) permainan politik birokrasi bermula apabila pelaksanaan sesuatu agenda itu bermula samada dilaksana kerana hampir kepada tempoh tamatnya (perbelanjaan bajet tahunan) atau melibatkan pelaksanaan program dan projek yang telah dirancang. Fokus pelaksanaan ini membawa juga kepada fokus pemilihan agenda mahupun program dan projek itu tadi. Penerangannya mudah, program atau projek tadi dianggap penting kerana ia merupakan hasil pilihan atau keputusan daripada set alternatif yang memerlukan tindakan segera diambil kerana program atau projek tersebut memberi impak yang besar kepada penerimanya yakni rakyat. Pemilihan ini secara tidak langsung merujuk kepada jangkaan rasional yang dilakukan oleh pembuat keputusan dan pelaksana dasar (Weldes, 1998). Tiada teori tingkahlaku yang menyatakan bahawa setiap pilihan yang dibuat adalah sebagai memenuhi niat semata sebaliknya setiap keputusan yang diambil adalah berdasarkan kepada rasionalisasinya terhadap keupayaan dalam mencapai matlamat yang disasarkan (Simon, 1995). Oleh yang demikian, selain Allison (1971), ramai yang bersetuju bahawa kaedah rasionalis diperlukan dalam membuat keputusan dasar terutama apabila melibatkan kepentingan dan kuasa yang berbeza- beza. Di sini, pelaksana dasar memilih opsyen yang terbaik, mengambil kira setiap halangan yang bakal dihadapi dengan memastikan kepentingan dan situasi dikenalpasti terlebih dahulu. Rasionaliti merujuk kepada ciri- ciri pemilihan yang mengesahkan hubungan antara situasi semasa, opsyen yang diberikan dan kepentingan yang ingin dicapai. Keputusan rasional yang diambil mampu untuk mengawal suasana politik birokrasi dalam pentadbiran. Keputusan yang rasional diperoleh hasil daripada proses perbincangan, penawaran dan kompromi antara mereka yang terlibat. Rosati (1981) menyatakan bahawa setiap hasil keputusan dianggap sebagai produk politik dimana melibatkan perbincangan pelbagai pihak dalam mencapai keputusan yang rasional itu tadi. Walaupun keputusan telah diperoleh, namun proses membuat keputusan tidak berhenti setakat itu, dan akan berlanjutan sehingga ke proses pelaksanaan sehingga kepada proses penilaian dasar. Adalakanya, kurangnya halatuju dan kawalan pusat menyebabkan jurang berlaku semasa proses formulasi dan pelaksanaan keputusan. Ini kerana, segala tindakan dipengaruhi dengan prosedur operasi standard dan kecenderungan para pelaksana (Allison & Halperin, 1974). Sekiranya terdapat kekurangan dalam prosedur tersebut, maka kaedah yang terbaik dalam menetapkan keputusan adalah dengan cara mengenalpasti rasional keputusan yang bakal diambil terhadap kumpulan sasaran. Ini yang diterangkan oleh Rhodes (1994) mengenai saluran tindakan (action channels). Struktur ini terbentuk dengan cara memilih pemain dasar utama, mengenalpasti faktor yang mempengaruhi individu untuk terlibat sama dalam permainan dasar dan seterunya mengenalpasti sebab dan akibat apabila telah turut sama dalam permainan dasar tersebut. Ini juga merupakan pendekaan yang boleh diambil dalam membuat

keputusan secara rasional (Allison, 1971; Krasner, 1972; Art, 1973). Bendor & Hammond (1992) dalam menilai semula Model Allison menyatakan bahawa sifat rasional perlu ada pada setiap pembuat keputusan. Namun dalam memastikan setiap keputusan yang diambil itu benar-benar rasional, perlulah digarap dengan informasi serta maklumat yang lengkap kerana dapat membantu pembuat keputusan memperoleh input yang optimum dalam memastikan keputusan yang diambil tepat dan mendatangkan faedah kepada rakyat.

Tahap penyelarasan dan kerjasama

Masalah- masalah yang melibatkan rakyat, sukar untuk diselesaikan oleh satu- satu agensi atau organisasi sahaja dan memerlukan kerjasama dari pelbagai agensi. Sebagai contoh, isu berkaitan perumahan. Rakyat kini sudah mula bersuara untuk mendapatkan hak untuk memiliki rumah dan isu ini bukan semata diberi tanggung jawab kepada kementerian perumahan sahaja tetapi melibatkan pelbagai agensi lain seperti syarikat- syarikat perumahan, syarikat- syarikat pembekal, institusi kewangan dan sebagainya. Perbincangan serta kerjasama antara semua pihak ini akan membantu kerajaan bagi memastikan rakyat mendapat apa yang dihajatkan dan dalam masa yang sama menjaga reputasi syarikat yang terbabit tanpa merugikan mana- mana pihak seperti yang disimpulkan oleh O'Toole (2003) bahawa hubungan antara organisasi akan menjadi sesuatu yang sangat penting dalam memastikan pelaksanaan sesuatu dasar itu berjaya. Apabila sesuatu pelaksanaan memerlukan kerjasama dari pelbagai pihak, maka pastinya SOP yang dibincangkan sangat diperlukan agar penetapan kepada sesuatu keputusan untuk pelaksanaan dapat digunapakai oleh setiap agensi yang terlibat. Ini akan memberi kelancaran kepada proses pelaksanaan.

Setiap program pembangunan yang dilaksanakan haruslah diteliti dan dinilai terlebih dahulu dari sudut impak positif terhadap penerimanya bagi memastikan tidak mendatangkan sebarang masalah kepada kerajaan tatkala dilaksanakan. Bagi memastikan keberkesanan pelaksanaannya, setiap agensi yang terlibat haruslah memainkan peranan masing- masing untuk melakukan yang terbaik. Seperti yang dibincangkan, sesuatu program atau dasar itu tentunya menghadapi kesukaran sekiranya dilakukan oleh satu individu atau agensi sahaja terutama bagi program berskala besar justeru, kerjasama beberapa agensi yang terbabit amatlah diperlukan dalam melaksanakan program tersebut. O'Toole (2003) menyatakan bahawa, asas kepada kerjasama antara organisasi dapat dilihat dari segi keperluan sumber juga capaian matlamat yang sama antara kesemua organisasi. Ini disokong oleh Smith, Carroll dan Ashford (1995) dan mereka juga beranggapan bahawa selain sumber dan matlamat yang sama, tahap kepercayaan antara sesama agensi juga membantu dalam membentuk satu kerjasama yang berjaya. Kejayaan pelaksanaan sesuatu dasar juga dapat dilihat apabila adanya penglibatan dari pelbagai agensi dan kumpulan yang bekerjasama dalam memastikan objektif dasar tersebut tercapai dan ini melibatkan satu tugasan yang berat kerana melibatkan multi-aktor dan adalah sukar dalam memastikan kumpulan yang ramai ini dapat bertindak dengan efekif dan kreatif serta mampu mencari solusi yang fleksibel dalam menghadapi segala cabaran. Wood dan Waterman (1991) berpendapat, dalam pemajuan pembangunan luar bandar, adalah penting agar diwujudkan satu jaringan menegak (koordinasi) antara organisasi tempatan dengan agensi di peringkat tertinggi iaitu kerajaan pusat. Miriam, Julia & Christian (2012) mendefinisi koordinasi kepada tiga aktiviti utama iaitu perkongsian maklumat (*information sharing*), perkongsian sumber (*resource sharing*), dan tindakan bersama (*joint action*). Perkongsian maklumat adalah berkaitan komunikasi antara satu agensi atau sub unit yang memaklumkan kepada unit yang lain mengenai perkembangan terkini aktiviti yang sedang dan telah

dilaksanakan. Perkongsian sumber pula merangkumi sumber yang dikawal oleh satu organisasi yang kemudiannya diperuntukkan kepada organisasi lain bagi tujuan sesuatu pelaksanaan seperti dalam bentuk pinjaman, geran, kontrak dan lain-lain manakala tindakan bersama melibatkan dua atau lebih entiti yang berkolaborasi dalam melaksanakan sesuatu aktiviti bersama-sama. Namun, bagi memastikan koordinasi ini dapat dilaksana dengan jayanya, mereka yang terlibat haruslah terlebih dahulu mengenalpasti tiga masalah yang sering dihadapi oleh inter-organisasi iaitu ancaman kepada kuasa, tiada persetujuan terhadap tugasan yang diberi serta konflik yang dihadapi sama ada dalam bentuk menegak mahupun melintang (Miriam, Julia & Christian, 2012). Jadi dapatlah disimpulkan bahawa koordinasi antara ketiga jaringan yang dibincangkan merupakan mekanisme terbaik dalam sesuatu pelaksanaan dasar berbanding hanya menyerahkan kuasa semata- mata kepada institusi pelaksana yang dipilih. Justeru, bagi memastikan penyampaian dapat dilakukan dengan berkesan, fokus harus diberikan terhadap aktiviti penyelarasan dan jika perlu, insentif juga boleh diberikan sebagai usaha untuk memastikan kerjasama dan kolaborasi ini boleh diteruskan bagi memastikan dasar dapat dilaksana sehingga ke akhirnya.

Analisa: Benarkah politik birokrasi berlaku semasa pelaksanaan DRN?

Politik Birokrasi (PB) berlaku tidak kira di dalam atau di antara tingkat kerajaan yang berbeza-beza termasuk di dalam sektor dasar mahupun di setiap peringkat proses pembuatan dasar. PB juga adalah pembolehubah dalam menerangkan tentang hasil dasar dan merupakan aktiviti yang mengutamakan kepada pencapaian matlamat. Daripada penelitian mendapati bahawa punca berlakunya pengaruh atau campurtangan politik dalam urusan pentadbiran birokrat adalah disebabkan wujudnya konflik antara ahli atau parti politik dengan birokrat itu sendiri selain daripada peningkatan isu berkaitan projek perumahan seperti projek terbengkalai, lewat atau sakit yang menyebabkan perlu untuk kerajaan campurtangan dalam urusan pelaksana dasar atau pemaju untuk menyelesaikan isu berkaitan. Ini dapat dilihat dengan jelas seperti yang berlaku di Pulau Pinang melibatkan projek perumahan Taman Manggis serta Projek Perumahan Generasi Kedua Felda yang mana projek- projek perumahan tersebut gagal untuk dibina atau disiapkan kerana kegagalan dalam mendapatkan kebenaran guna tanah daripada kerajaan negeri untuk membina projek perumahan yang merujuk kepada campurtangan atau pengaruh politik semasa proses kelulusan mahupun semasa proses pemajuannya. Ini menunjukkan bahawa telah berlaku politik birokrasi di situ.

Selain itu, politik birokrasi turut berlaku semasa pelaksanaan DRN dengan melihat kepada lima elemen yang dibincangkan iaitu melibatkan bilangan pelaksana yang ramai dan mereka menggunakan kuasa dalam memastikan kepentingan dipenuhi. Semasa proses kelulusan lagi telah melibatkan banyak agensi di bawah seliaan One Stop Center (OSC) di PBT seperti Pentadbiran Tanah Negeri, Pihak Berkuasa Air Negeri (PBAN), Jabatan Perancang Bandar dan Desa Negeri (JPBDN), Jabatan Kerja Raya (JKR), Jabatan Perparitan dan Saliran (JPS), Jabatan Alam Sekitar (JAS), Jabatan Mineral dan Geosains (JMG), Jabatan Bomba dan Penyelamat Malaysia (JBPM) dan Tenaga Nasional Berhad (TNB) yang mana masing- masing mempunyai kepakaran tersendiri dan saling memerlukan dalam menilai projek yang ingin dimajukan maka sudah pasti keputusan yang diambil dianggap rasional selepas mengambil kira setiap kelebihan dan kelemahan keputusan yang dicadang seterusnya membantu kepada proses pemantauan dan penyelarasan kerana setiap pelaksana memainkan peranan masing- masing dalam memastikan setiap proses pelaksanaan dasar dilakukan dengan berkesan. Namun, daripada penelitian menunjukkan bahawa, semasa proses pelaksanaan DRN dijalankan, tahap penyelarasan yang melibatkan agensi terlibat dianggap lemah. Ini kerana kurang koordinasi

berlaku terutama apabila melibatkan kerjasama dan komitmen daripada kerajaan Persekutuan dan kerajaan negeri dalam urusan memantau pemajuan dan setiap projek yang dijalankan. Ini berlaku disebabkan pengaruh fahaman politik yang berbeza antara kedua- dua tingkat kerajaan. Masing- masing cuba untuk menunjukkan kuasa seterusnya apabila isu gagal diselesaikan, barulah mereka akan merujuk kepada jabatan atau pihak yang berkaitan. Ini dilihat dengan jelas menerusi beberapa projek perumahan yang berlaku di Pulau Pinang, Selangor dan Kelantan yang merupakan negeri berbeza pentadbiran politiknya. Ini membuktikan selain daripada lima faktor di atas, fahaman politik juga sebenarnya menyumbang kepada politik birokrasi semasa pelaksanaan Dasar Perumahan Negara. Justeru, dapat dirumuskan bahawa terdapat enam elemen yang membentuk politik birokrasi iaitu 1) melibatkan dua atau lebih pelaksana; 2) dipengaruhi oleh kuasa; 3) setiap pelaksana mempunyai kepentingan individu atau agensi untuk dipenuhi; 4) keputusan yang diambil adalah rasional; 5) tahap penyelarasan berlaku namun tidak secara total; dan 6) dipengaruhi oleh perbezaan fahaman politik terutama melibatkan kerajaan negeri dan kerajaan Persekutuan.

Kerangka konsep bagi elemen yang menyumbang kepada politik birorasi

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PENGARUH AMALAN PENGURUSAN KESELAMATAN TERHADAP TINGKAH LAKU KESELAMATAN DI KALANGAN GURU-GURU

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Abstrak : *Tingkah laku adalah penentu kepada kelangsungan keselamatan di sekolah. Amalan pengurusan keselamatan mampu mengukuhkan tingkah laku keselamatan di sekolah. Kajian ini bertujuan mengenal pasti pengaruh amalan pengurusan keselamatan berteraskan peraturan dan prosedur, komunikasi dan maklum balas, komitmen pengurusan, latihan, penyertaan dan promosi dalam konteks tingkah laku keselamatan. Kajian tinjauan keratan rentas dijalankan terhadap guru-guru sekolah di seluruh Semenanjung Malaysia. Seramai 444 responden dipilih berdasarkan gabungan teknik pensampelan bertujuan dan pensampelan rawak bersistematik. Analisis Partial Least Squares-Structural Equation Modeling (PLS-SEM) digunakan untuk menguji model hipotesis kajian. Hasil analisis mendapati amalan pengurusan keselamatan memberi pengaruh langsung yang signifikan terhadap tingkah laku keselamatan. Kesimpulannya, amalan pengurusan keselamatan dibina berdasarkan elemen berkenaan mampu menjamin kelangsungan keselamatan guru dan murid di sekolah.*

Kata kunci: Amalan pengurusan keselamatan, Tingkah laku keselamatan sektor pendidikan

Abstract : *Behaviour is generally accepted as the determinant of safety continuity in school. Moreover, the safety management practices supposedly could reinforce the safety behaviours in schools. This study seeks to identify the effect of safety management practices based on rules and procedures, communication and feedback, management commitment, training, participation and promotion in the context of safety behavior. Therefore, the cross-sectional survey was conducted to the school teachers throughout Peninsular Malaysia. A total number of 444 respondents were selected based on a combination of purposive and systematic random sampling techniques. The analysis of Partial Least Squares-Structural Equation Modelling (PLS-SEM) was applied to examine the hypothesis model of the study. The result of the analysis indicates that the safety management practices have a significant direct effect on safety behavior. In conclusion, safety management practices that are built based on the particular elements could establish the safety of teachers and pupils in school.*

Keywords: Safety management practices, safety behaviour, education sector

Pengenalan

Persekitaran sekolah ialah suasana atau keadaan sesebuah sekolah. Amalan pengurusan keselamatan di sekolah berlaku apabila terdapat hubungan di antara guru, pentadbir dan murid melaksanakan aktiviti yang selamat (Husna et al., 2017). Murid merupakan produk bagi melahirkan kecemerlangan pendidikan. Produk tersebut terdedah dengan pelbagai risiko dan bahaya (Wirawani & Rosnani, 2013). Terdapat beberapa negara telah melaksanakan sistem pengurusan keselamatan di sekolah. Amerika syarikat merupakan negara yang pertama menggunakan sistem keselamatan di sekolah (Alolah, Anthony Stewart, Panuwatwanich, & Mohamed, 2014). Hasil perlaksanaan menunjukkan dapat mengurangkan kemalangan dan kecederaan di setiap sekolah.

Kemalangan dan kecederaan berlaku adalah berpunca daripada dua faktor iaitu faktor dalaman dan faktor luaran (Azir, 2010). Faktor dalaman adalah berpunca daripada masalah dalaman organisasi dan individu pekerja. Manakala faktor luaran berpunca daripada persekitaran tempat kerja. Namun begitu Vinodkumar & Bhasi (2010) menyatakan kemalangan dan kecederaan ini adalah disebabkan kecuaian dan kesilapan individu. Teori Penyebab Kemalangan Domino dengan merujuk dokumen tuntutan insurans oleh Heinrich menyatakan bahawa kesilapan manusia merupakan penyumbang tertinggi kepada kemalangan pekerjaan iaitu sebanyak 85% hingga 95% (Goetsch 2008 dipetik daripada Subramaniam, Mohd Zin, & Nadir, 2013). Kecuaian individu mungkin disebabkan mengambil jalan mudah dalam menyelesaikan tugasan harian.

Merujuk kepada tugasan harian, guru berhadapan dengan dua faktor iaitu menjaga keselamatan diri sendiri dan faktor kedua menjaga keselamatan produk (murid) (Tahir, Rahman, & Pongsu, 2011). Kecuaian dan kesilapan akan menyebabkan kesan kepada kemalangan yang mengakibatkan nyawa mahupun kecederaan. Berbeza dengan sektor pembuatan, pengilangan dan pembinaan. Pekerja hanya perlu menjaga keselamatan diri sendiri dengan mematuhi peraturan sedia ada. Bertepatan dengan akta keselamatan dan kesihatan pekerjaan 1994 menyebut , seksyen (2) menyatakan seperti berikut :

> *Suatu Akta untuk membuat peruntukan lanjut bagi memastikan keselamatan, kesihatan dan kebajikan orang-orang yang sedang bekerja bagi melindungi orang lain terhadap risiko kepada keselamatan atau kesihatan berkaitan dengan aktiviti orang-orang yang bekerja untuk menubuhkan Majlis Negara bagi Keselamatan dan Kesihatan Pekerjaan dan bagi perkara yang berkaitan dengannya.*

Kajian lalu tidak konsisten membincangkan tingkah laku keselamatan di kalangan pekerja. Namun begitu kebanyakan kajian terdahulu memfokuskan kepada pematuhan dan penglibatan dalam tingkah laku keselamatan (Aryee & Hsiung, 2016; Lee & Dalal, 2016; Milosevic & Radomsky, 2013; Morrow et al., 2010). Manakala penilaian tingkah laku keselamatan berpandukan kepada *exit, voice, loyalty dan neglect* EVLN masih kurang dikaji secara empirikal.

Kajian ini bertujuan mengenal pasti pengaruh amalan pengurusan keselamatan yang dicirikan kepada komitmen pengurusan, komunikasi dan maklum balas, latihan, promosi polisi keselamatan, penyertaan keselamatan dan peraturan dan prosedur sebagai faktor anteseden dalam mengukuhkan tingkah laku keselamatan. Sehubungan itu *exit, voice, loyalty dan neglect* EVLN merupakan dimensi kepada tingkah laku keselamatan.

Sorotan literature

Amalan pengurusan keselamatan

Amalan pengurusan keselamatan merupakan faktor peramal kepada tingkah laku keselamatan dalam pekerjaan. Sudah pasti amalan pekerjaan dilaksanakan seperti rutin biasa namun aturan pengurusan untuk keselamatan belum pasti dijalankan mengikut prosedur dan peraturan. Amalan pengurusan keselamatan ini didefinisikan sebagai amalan, peranan dan fungsi dengan merujuk kepada persekitaran tempat kerja (Kirwan 1998 dipetik daripada Vinodkumar & Bhasi 2010). Vredenburgh (2002) telah menggunakan amalan pengurusan keselamatan dalam kajian organisasi keselamatan. Begitu juga Chen & Chen (2014) menggunakan sistem amalan pengurusan keselamatan dalam kajiannya. Hayes, Perander, Smecko, & Trask (2013) dalam kajian mereka mendedahkan amalan pengurusan keselamatan merupakan satu elemen skala pengukuran keselamatan kerja yang terbaik terhadap kepuasan kerja.

Komitmen pengurusan keselamatan merupakan tanggungjawab pihak pengurusan atasan terhadap keselamatan pekerja. Komitmen pihak pengurusan dilihat berdasarkan aktiviti keselamatan yang dijalankan, tingkah laku serta percakapan mereka (Hofmann 1996) Berdasarkan persepsi tersebut, pekerja percaya bahawa keselamatan adalah penting dalam organisasi (Griffin & Neal 2006). Namun begitu aktiviti keselamatan di persekitaran sekolah tidak dibudayakan dalam amalan tugasan harian secara sistematik (Husna et al., 2017) sedangkan Surat pekeliling ikhtisas bilangan 8 tahun 2011, pengurusan keselamatan murid di sekolah antaranya menyatakan seperti berikut:

"Pihak pengurusan sekolah hendaklah bersikap tegas terhadap sebarang perkara yang boleh mengancam keselamatan dan kesejahteraan murid. Pihak pengurusan sekolah juga hendaklah sentiasa mengingatkan semua guru akan tanggungjawab tersebut agar perkara ini perlu diberi perhatian sewajarnya."

"Menekankan aspek keselamatan diri murid pada setiap masa sama ada semasa pengajaran dan pembelajaran dalam bilik darjah atau aktiviti-aktiviti luar bilik darjah yang dianjurkan dari semasa ke semasa."

Laporan ketua audit negara telah menegur pengurusan kawalan keselamatan di 35 buah sekolah mendapati kurang memuaskan. Antara teguran audit ialah perkhidmatan kawalan keluar masuk tidak memuaskan, rakaman *watchman clock* tidak teratur, kehadiran pengawal tidak mencukupi dan denda tidak dikenakan. (ketua Audit negara, 2012). Syarat pengawal keselamatan menjalani ujian air kencing tidak dinyatakan dalam perjanjian (Ketua Audit Negara, 2015).

Latihan keselamatan merujuk kepada program latihan yang disediakan kepada pekerja merangkumi kaedah dan prosedur keselamatan, tindak balas terhadap situasi kecemasan dan penilaian terhadap situasi yang membahayakan di tempat kerja. Mutakhir terdapat beberapa agensi keselamatan dan kesihatan pekerjaan seperti NIOSH telah memperkenalkan latihan keselamatan di sekolah melalui program OSH in school. Program latihan yang sistematik dan komprehensif dapat membantu pekerja memahami dan meningkatkan sistem keselamatan dan kesihatan yang berkualiti (Vredenburgh 2002). Davies dan Tomasin (1996) pula menyatakan bahawa latihan keselamatan yang berkesan dapat meningkatkan tahap pematuhan keselamatan seseorang semasa melaksanakan kerja. Matlamat program latihan ini adalah untuk melengkapkan pekerja dengan kemahiran yang diperlukan untuk mengenali dan menguruskan bahaya dalam persekitaran yang kompleks (Namian, Albert, Zuluaga, & Jaselskis, 2016). Transformasi latihan adalah penting kerana anggaran menunjukkan bahawa hanya 10-15% dari pelaburan latihan diterjemahkan ke dalam perubahan, amalan, atau manfaat tempat kerja yang diinginkan (Baldwin dan Ford 1994; Cromwell dan Kolb 2004).

Penyertaan keselamatan merujuk kepada individu pekerja yang diberi peluang oleh majikan dalam menyertai jawatankuasa keselamatan pekerjaan. Mereka juga diberi ruang untuk memberi pendapat dalam membuat keputusan. Penyertaan pekerja juga adalah "sejauh mana pekerja dapat mempengaruhi dan mengendalikan isu-isu pengurusan OHS di tempat kerja". Proses pengurusan keselamatan melibatkan aliran komunikasi menaik di kalangan individu atau kumpulan dan proses membuat keputusan dalam organisasi (Vredenburgh, 2000). Selain itu membantu organisasi untuk mencapai matlamat utama dan matlamat pelaksanaan keselamatan dan kesihatan pekerjaan serta meningkatkan prestasi keselamatan organisasi untuk manfaat pekerja dan organisasi. Garrett dan Perry (1996) mendapati bahawa penyertaan pekerja dalam membuat keputusan keselamatan dapat mengurangkan kecederaan dalam tempoh satu tahun.

Komunikasi dan maklum balas keselamatan merupakan alat penyampaian maklumat keselamatan pekerjaan yang berkesan dalam menangani isu-isu keselamatan. Komunikasi yang berkesan dan mudah difahami oleh pekerja dapat membantu mewujudkan komitmen pekerja untuk mematuhi peraturan dan melaksanakan kerja dengan selamat (Glendon & Mckenna 1995). Ini kerana komunikasi yang jelas tentang isu-isu keselamatan di antara pengurusan, penyelia dan tenaga kerja merupakan amalan pengurusan yang berkesan untuk meningkatkan keselamatan di tempat kerja (Cohen, Smith & Anger 1979; Cox & Cheyne 2000; Goetch 2008; Vredenburgh 2002)

Peraturan dan prosedur keselamatan adalah berkaitan tatacara garis panduan atau perundangan yang disediakan oleh pihak majikan. Garis panduan ini perlu dipatuhi oleh semua pekerja bagi menjamin keselamatan di tempat kerja. Kajian keselamatan yang dijalankan oleh Cox dan Cheyne (2000) dalam kalangan pekerja pesisir pantai mendapati bahawa penyediaan peraturan dan prosedur keselamatan adalah faktor penting dan mempunyai hubungan yang signifikan dengan kadar kemalangan. Berdasarkan kepada hasil dapatan kajian tersebut peraturan dan prosedur keselamatan merupakan sebahagian daripada dimensi amalan pengurusan keselamatan (Vinodkumar & Bhasi, 2010). Sehubungan itu pihak pengurusan perlu menyampaikan dasar dan peraturan keselamatan melalui promosi keselamatan bagi mengelak dan mengurangkan kadar kemalangan di tempat kerja.

Dasar promosi keselamatan adalah berkaitan polisi keselamatan pekerjaan dan usaha pihak pentadbir untuk menyampaikan dan mempromosikan maklumat keselamatan di tempat kerja (Subramaniam et al., 2013). Poses promosi keselamatan mempunyai pelbagai kaedah untuk membudayakan amalan keselamatan di tempat kerja, Pemberian insentif, anugerah dan pengiktirafan untuk memotivasikan para pekerja untuk melaksanakan dengan selamat adalah ciri promosi keselamatan yang diterima dari pengurusan tingkah laku organisasi dan keseluruhan model pengurusan kualiti (Hagan et al., 2001)

Berdasarkan perbincangan di atas, hipotesis berikut dikemukakan

H1 Amalan pengurusan keselamatan mempunyai hubungan yang signifikan dengan tingkah laku keselamatan pekerjaan

Kerangka kajian

Tujuan kajian ini adalah untuk mengkaji pengaruh amalan keselamatan pekerjaan dalam kalangan guru-guru sekolah rendah dan menengah di semenanjung Malaysia. Dimensi amalan pengurusan keselamatan ini merangkumi komitmen pihak pengurusan sekolah yang menerangkan sejauh mana pihak pengurusan komited untuk memastikan guru-guru bekerja dalam keadaan yang selamat. Dimensi latihan keselamatan melihat penyediaan dan keterlibatan individu guru dalam latihan keselamatan yang relevan dalam konteks pekerjaan. Manakala dimensi penyertaan pekerja merujuk kepada kebolehan guru menyertai dalam jawatankuasa keselamatan bagi menangani isu-isu berkaitan keselamatan pekerjaan.

Komunikasi dan maklum balas merujuk kepada amalan guru-guru menyediakan suasana yang menggalakkan komunikasi antara kedua-dua pihak majikan dan pekerja dalam membincangkan isu keselamatan pekerjaan. Dimensi peraturan dan prosedur pula merujuk kepada amalan guru-guru dalam mematuhi dan melaksanakan peraturan serta prosedur keselamatan untuk memastikan tempat kerja itu selamat. Manakala dimensi terakhir dasar promosi keselamatan melihat kepada amalan guru-guru dalam mempromosikan keselamatan tempat kerja. Kerangka kajian dipamerkan dalam Rajah 1.

Rajah 1: kerangka kajian

Methodologi kajian

Kajian ini dijalankan berpandukan kepada reka bentuk tinjauan keratan rentas. Borang soal selidik digunakan sebagai instrumen kajian untuk meninjau persepsi responden terhadap konstruk yang membentuk model hipotesis kajian. Unit analisis kajian ini adalah pada tahap individu iaitu guru-guru yang bertugas di sekolah-sekolah kelolaan Kementerian Pendidikan Malaysia. Kaedah pensampelan adalah berpandukan teknik pensampelan rawak mudah, sampel kajian ini terdiri daripada guru-guru semenanjung Malaysia. Berdasarkan teknik model persamaan struktur (PLS-SEM), saiz sampel minimum yang diperlukan ialah 65 (Cohen, 1992; Hair, Hult, Ringle & Sarstedt, 2014). Ia bertujuan mencapai tahap kuasa statistik sebanyak 80 peratus pada nilai R^2 sekurang-kurangnya 0.25 pada aras signifikan 0.05.Kutipan data dijalankan dalam tempoh sebulan 50 buah sekolah.

Borang soal selidik terdiri daripada tiga bahagian. Bahagian A memperincikan maklumat demografi. Bahagian B memperincikan konstruk amalan pengurusan keselamatan. Bahagian C pula mengukur konstruk tingkah laku keselamatan. Kesemua item di bahagian B dan C diukur menggunakan skala Likert lima tahap (1=sangat tidak setuju hingga 5=sangat setuju). Pengukuran amalan pengurusan keselamatan diukur melalui 31 item yang dicirikan kepada komitmen pihak pengurusan, latihan, komunikasi dan maklum balas, peraturan dan prosedur, penyertaan dan promosi keselamatan (Vinodkumar & Bhasi, 2010). Manakala konstruk tingkah laku keselamatan mengandungi 20 item mewakili dimensi inisiatif, pindah tempat kerja, sabar, bersuara dan pengabaian(Azir, 2010; Tucker & Turner, 2011).

Analisis statistik deskriptif dijalankan melalui perisian *IBM SPSS Statistics* 20.0 bagi memperihalkan maklumat demografi responden. Analisis statistik inferens dijalankan menggunakan teknik analisis lanjutan PLS-SEM berbantukan perisian Smart PLS 3.0. Ia meliputi penilaian model pengukuran reflektif dan model struktur. Menurut Hair et al. (2014), terdapat empat kriteria yang perlu dipenuhi dalam model pengukuran reflektif iaitu:(1) ketekalan dalaman (alfa cronbach dan kebolehpercayaan komposit melebihi melebihi 0.7), (2) kebolehpercayaan indikator (pemuatan faktor melebihi 0.708), (3) kesahan konvergen (berdasarkan nilai AVE melebihi 0.5) dan (4) kesahan diskriminan (pemuatan faktor silang, kriteria Fornell-Larcker (nilai √AVE melebihi r)dan nilai dalam jadual HTMT melebihi 0.90) Penilaian model struktur adalah berdasarkan nilai *Variance Inflation factor* kurang daripada 5(VIF<5), nilai beta (β), nilai SE, nilai t melebihi 1.645 (satu arah), nilai p kurang daripada 0.05 dan nilai sela keyakinan(CI) pada 95%. Model struktur juga ditunjukkan sebagaimana kerangka konseptual kajian menggunakan nilai (β) dan nilai R^2.

Dapatan kajian

Hasil analisis terhadap 453 responden yang mengembalikan borang soal selidik terdapat 9 outlier (data terpencil). Akhirnya hanya seramai 444 responden sahaja dipilih sebagai sampel kajian. Taburan keseluruhan responden kajian ditunjukkan dalam **Jadual 1**.

Jadual 1: Ciri Demografi Responden (n = 444)

Ciri Demografi Responden		Bilangan	Peratus (%)
Jantina	Lelaki	124	27.90
	Perempuan	320	72.10
Pendidikan	Sijil / Diploma	41	9.20
	Ijazah	365	82.20
	Sarjana	37	8.30
	Doktor Falsafah	1	0.20
Status	Bujang	38	8.60
	Berkahwin	395	89.00
	Janda / Duda	11	2.50
Posisi Jawatan	Ketua Panitia	99	22.30
	Guru Kelas	134	30.20
	Guru Biasa	211	47.50
Umur	18 – 24 Tahun	12	2.70
	25 – 34 Tahun	102	23.00
	35 – 44 Tahun	197	44.40
	45 – 54 Tahun	116	26.10
	55 Tahun ke atas	17	3.80
Pengalaman	Kurang dari setahun	19	4.30
	1 – 4 Tahun	37	8.30
	5 – 9 Tahun	92	20.70
	10 – 14 Tahun	94	21.20
	15 – 19 Tahun	83	18.70
	20 Tahun ke atas	119	26.80
Jarak Tempat Bertugas	Kurang dari 9 KM	256	57.70
	10 – 19 KM	112	25.20
	20 – 29 KM	41	9.20

30 – 39 KM	19	4.30
40 KM ke atas	16	3.60

Penilaian model reflektif

Jadual 2 menunjukkan rumusan penilaian model reflektif. Semua dimensi memenuhi kriteria yang diperlukan dengan baik. Nilai alfa cronbach (α), kebolehpercayaan komposit (CR) dan average variance extracted telah mencapai tahap keperluan minimum.

Jadual 2 : penilaian model reflektif

	Cronbach's Alpha	Composite Reliability	Average Variance Extracted (AVE)
Amalan pengurusan Keselamatan	0.886	0.913	0.638
Tingkah laku keselamatan	0.757	0.847	0.582

Rajah 2 menerangkan pengukuran model amalan pengurusan keselamatan dan tingkah laku keselamatan. Enam konstruk amalan pengurusan keselamatan mempunyai nilai pemuatan item (*item loading)* yang menepati tahap keperluan minimum.

Rajah 2 keputusan penilaian model struktural

Penilaian model pengukuran.

Penilaian model analisis lintasan dilakukan untuk menguji pengaruh secara langsung amalan pengurusan keselamatan dengan tingkah laku keselamatan. Namun begitu nilai R^2 berada pada tahap 0.209 iaitu pada tahap pengaruh yang rendah (Hair *et al* 2017) Jadual 3 menunjukkan keputusan penilaian model struktur secara langsung.

Jadual 3: Penilaian model pengukuran

Hipotesis	Original Sample (β)	Standard Deviation	T values	P Values
Amalan Pengurusan Keselamatan -> tingkah laku keselamatan	0.457	0.038	11.915	0.000

Hipotesis 1 meramalkan amalan pengurusan keselamatan dengan tingkah laku keselamatan mempunyai pengaruh yang signifikan. Hasil ujian tersebut mendapati signifikan (β =0.457, t =11.915, p = 0.000). Keputusan ini diterima.

Perbincangan dan kesimpulan

Amalan pengurusan keselamatan dalam pekerjaan menjadi asas kepada pembentukan tingkah laku yang selamat di tempat kerja. Komitmen pengurusan, latihan, komunikasi dan maklum balas, peraturan dan prosedur, promosi dan penyertaan mempunyai pengaruh yang signifikan terhadap tingkah laku keselamatan. Keseimbangan antara penjanaan tanggungjawab pekerjaan dengan keselamatan diri pekerja di terjemahkan melalui amalan menjaga hubungan sesama manusia. Dapatan kajian ini telah membuktikan elemen amalan pengurusan keselamatan telah menyumbang kepada tingkah laku guru.

Kesimpulannya kajian ini dapat menjelaskan bahawa keselamatan pekerjaan perlu kepada tindakan amalan pengurusan keselamatan sebagai faktor yang memberi kesan yang signifikan kepada tingkah laku keselamatan. Kajian lanjut wajar dijalankan bagi memperlihatkan konsep perlaksanaan amalan pengurusan keselamatan secara sistematik dan berpengetahuan di kalangan guru.

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PENILAIAN KURIKULUM PROGRAM IJAZAH SARJANA MUDA PERGURUAN (PISMP) PENDIDIKAN ISLAM DI INSTITUT PENDIDIKAN GURU MALAYSIA

CURRICULUM EVALUATION OF BACHELOR OF TEACHING PROGRAM OF ISLAMIC EDUCATION IN MALAYSIAN INSTITUTE OF TEACHER EDUCATION

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Abstrak: *Penilaian merupakan proses penentuan masalah, pemilihan maklumat berkaitan, dan pemungutan dan penganalisaan maklumat bagi tujuan pelaporan rumusan yang berguna kepada pembuat keputusan. Penilaian dimensi konteks berdasarkan model penilaian Stufflebeam dipilih kerana keberkesanan dan keupayaan menyelesaikan masalah. Oleh demikian, kajian ini bertujuan menilai dimensi konteks dari aspek kesesuaian kandungan kurikulum Program Ijazah Sarjana Muda Perguruan (PISMP) Pendidikan Islam di Institut Pendidikan Guru Malaysia. Responden kajian adalah seramai 315 orang guru praperkhidmatan dari seluruh Institut Pendidikan Guru Malaysia kohort ambilan Januari 2013, Jun 2013, Januari 2014, dan Jun 2014. Reka bentuk kajian ini menggunakan kaedah kuantitatif dan kualitatif. Analisis diskriptif menggunakan IBM SPSS Statistics versi 20.0 untuk mendapatkan frekuensi, peratus, min, dan sisihan piawai, manakala analisis inferensi menggunakan ANOVA satu hala. Hasil kajian mendapati kesesuaian kandungan kurikulum PISMP Pendidikan Islam dengan Falsafah Pendidikan Kebangsaan adalah tinggi (Min=4.57 dan S.P=0.50). Ujian ANOVA satu hala pula menunjukkan terdapat perbezaan antara zon kedudukan IPG. Sungguhpun terdapat perbezaan yang signifikan, perbezaan dalam skor purata adalah kecil. Saiz kesan adalah kecil berdasarkan nilai eta squared=.03. Implikasi kajian menjelaskan tahap kesesuaian kandungan kurikulum yang tinggi sekaligus mampu memberi impak positif kepada guru praperkhidmatan dalam penyediaan diri menjadi seorang guru baharu yang cemerlang serta bersedia menggalas tanggungjawab sebagai ejen transformasi pendidikan negara.*

Kata Kunci*:* Penilaian, kurikulum, Program Ijazah Sarjana Muda Perguruan (PISMP), Falsafah Pendidikan Islam

Abstract*: Assessment is a process of problem solving, selection of relevant information, and collection and analysis of information for reporting a useful summary to decision makers. Context dimensions assessment based on the Stufflebeam assessment model was chosen because of the effectiveness and ability to solve the problem. Therefore, this study aims to evaluate the context dimensions in terms of the suitability of the curriculum content of the Bachelor of Teaching Program (PISMP) of Islamic Education at the Malaysian Institute of Teacher Education. The respondents of the study were 315 pre-service teachers from all Malaysian Institutes of Teacher Education cohort January 2013, June 2013, January 2014, and June 2014 intake. The design of this study uses quantitative and qualitative methods. Descriptive analysis uses IBM SPSS Statistics version 20.0 to get the frequency, percentage, min, and standard deviation, while inference analysis practices one-way ANOVA. The findings demonstrate that the suitability of Islamic Education PISMP curriculum with National Education Philosophy is high (Min = 4.57 and S.P = 0.50). One-way ANOVA test indicates that there are differences between the IPGs position zone. Although there are significant differences, the difference in average score is small. Impression size is small based on the eta value squared = .03. The research implication explains the degree of curriculum content suitability which is high and at a time bounces a positive impact to pre-service teachers in self-preparation to be new excellent teachers and willing to take responsibility as a national education transformation agent.*

Keywords: Assessment, curriculum, Bachelor of Teaching Program (PISMP), Islamic Education Philosophy

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Pengenalan

Kejayaan sesuatu sistem pendidikan dinilai melalui tahap pembelajaran dan perkembangan murid semasa mereka melalui sistem tersebut. Kementerian Pendidikan Malaysia (KPM) bertekad meningkatkan kualiti kemenjadian murid selaras dengan aspirasi untuk meletakkan Malaysia dalam sistem pendidikan pada kelompok sepertiga teratas di dunia. Sejajar dengan Falsafah Pendidikan Kebangsaan (FPK), pendekatan Kementerian terhadap pendidikan tertumpu kepada pembangunan murid secara holistik yang menekankan pembangunan intelek, rohani, emosi, dan fizikal, seiring dengan pembinaan identiti nasional yang kukuh. Bagi mencapai matlamat pembelajaran, penilaian semula kurikulum menjadi agenda utama Kementerian untuk menterjemahkan dasar kepada tindakan penambahbaikan institusi pendidikan (Kementerian Pendidikan Malaysia, 2012).

Kurikulum mesti selaras dengan tanda aras antarabangsa bagi memastikan murid di negara ini memperoleh pengetahuan dan kemahiran yang perlu untuk berjaya pada abad ke-21 dan seterusnya. Hal ini perlu seiring dengan semangat untuk pembelajaran sepanjang hayat.

Menyedari hakikat bahawa Institut Pendidikan Guru (IPG) merupakan pusat berlakunya dan bermulanya pembelajaran, maka peranannya diperkasakan bagi memastikan hasrat murni dasar dapat diterjemahkan secara tekal dan wibawa dalam konteks penyediaan pengalaman bertaraf dunia kepada guru-guru praperkhidmatan.

Justeru, pelaksanaan kurikulum yang bersepadu berdasarkan tanda aras antarabangsa bagi melahirkan guru praperkhidmatan dengan kemahiran yang diperlukan untuk bersaing pada peringkat global menjadi sangat penting. Kurikulum ini haruslah menyentuh dimensi intelek, rohani, emosi, dan fizikal setiap murid, serta menekankan aplikasi pengetahuan dan perkembangan pemikiran kritis, kreatif, dan inovatif (Kementerian Pendidikan Malaysia, 2012).

Latar belakang Kajian

Program Ijazah Sarjana Muda Perguruan (PISMP) Pendidikan Islam adalah merupakan Program Ijazah Sarjana Muda Perguruan dengan Kepujian pengkhususan (Pendidikan Islam Pendidikan Rendah) di bawah kelolaan Institut Pendidikan Guru Malaysia (IPGM). Program ini diikuti oleh guru praperkhidmatan selama lapan semester dalam tempoh empat tahun pengajian sebelum ditempatkan di sekolah sebenar setelah tamat pengajian. Sebagai prasyarat, guru praperkhidmatan mestilah lulus di peringkat Program Persediaan Ijazah Sarjana Muda Perguruan (PPISMP) yang sekarang ini dilaksanakan selama satu tahun dalam tempoh dua semester.

Matlamat program ini adalah untuk melahirkan guru sekolah rendah yang berkualiti dari segi penguasaan ilmu pengetahuan, berkemahiran dan berketerampilan secara profesional selaras dengan FPK dan Falsafah Pendidikan Guru (FPG). Falsafah Pendidikan Islam (FPI) pula merupakan suatu usaha untuk membentuk sikap, kemahiran, keperibadian, membangunkan diri, masyarakat, dan negara dengan menyampaikan ilmu pengetahuan dan penghayatan Islam berdasarkan al-Quran dan al-Sunnah ke arah mencapai kebahagiaan di dunia dan di akhirat (Pusat Perkembangan Kurikulum, 2001).

Bagi memastikan pelaksanakan program sentiasa dapat mencapai matlamat yang diharapkan, suatu penilaian berterusan dan terancang diperlukan. Menurut Stufflebeam (1971) penilaian merupakan proses penentuan masalah, pemilihan maklumat berkaitan, dan pemungutan dan penganalisaan maklumat bagi tujuan pelaporan rumusan yang berguna kepada pembuat keputusan (Azizi Hj. Yahaya, Jamaluddin Ramli, Shahrin Hashim, Azizi, Jamaluddin, & Shahrin, 2008; Stufflebeam, 1971).

Menurut Stufflebeam et al. (1971) lagi penilaian program boleh dilaksanakan dengan menggunakan kesemua komponen penilaian *Context-Input-Process-Product* (CIPP) atau mana-mana komponen sahaja tetapi hendaklah dilakukan secara berurutan. Menurut Stufflebeam dan Shinkfield (1985) penilaian tidak boleh digambarkan sebagai satu acara tetapi sebagai satu proses yang melibatkan tiga langkah utama, iaitu menggambarkan, memperoleh, dan menyediakan maklumat. Justeru itu, tujuan penilaian untuk tindakan pembetulan, penambahbaikan, dan perancangan PISMP Pendidikan Islam akan dapat dilakukan dengan lebih komprehensif kerana melalui tiga langkah proses di atas. Hal ini jelas Stufflebeam dan Coryn (2014) hlm 316 menyatakan *"A fundamental tenet of the CIPP model is that evaluation's purpose is not only to prove but also-and more important-to improve".*

Salah satu aspek yang perlu diberi perhatian adalah penilaian terhadap aspek matlamat atau objektif. Penilaian terhadap aspek matlamat atau objektif ini merupakan salah satu aspek penilaian dari dimensi konteks berdasarkan Model Penilaian CIPP. Oleh demikian, objektif pendidikan program dan juga hasil pembelajaran program akan menjadi subjek kajian ini dengan meninjau sejauh manakah kesesuaian kandungan kurikulum dengan FPI.

Pernyataan masalah

Laporan Jawatankuasa Kabinet mengkaji Pelaksanaan Dasar Pelajaran 1979 (Kementerian Pendidikan Malaysia, 1980) menyatakan kurikulum adalah rancangan pendidikan yang mengandungi segala ilmu pengetahuan dan kemahiran, nilai dan norma, dan dikendalikan oleh institusi pelajaran yang terbahagi kepada dua iaitu kurikulum akademik dan juga ko-kurikulum. Kurikulum ditafsirkan sebagai pengalaman ataupun satu siri pengalaman yang dirancang bagi mencapai sesuatu matlamat tertentu (Abu Bakar Nordin & Ikhsan Othman, 2008).

Di Institut Pendidikan Guru, kurikulum Program Ijazah Sarjana Muda Perguruan adalah bermatlamat melahirkan guru siswazah sekolah rendah yang terlatih, dinamik, berwibawa, dan kompeten dalam melaksanakan tugas-tugas mereka sebagai pendidik dan memenuhi hasrat FPK dan FPG. Matlamat PISMP juga mestilah selari dengan domain hasil pembelajaran program seperti yang telah ditetapkan oleh Kerangka Kelayakan Malaysia (Malaysian Qualification Framework-MQF) iaitu dari segi: (i) pengetahuan dan kefahaman; (ii) kemahiran praktikal; (iii) kemahiran sosial dan tanggungjawab; (iv) etika, profesionalisme dan kemanusiaan; (v) komunikasi, kepimpinan dan kemahiran berpasukan; (vi) kaedah saintifik, pemikiran kritikal dan kemahiran penyelesaian masalah; (vii) pembelajaran sepanjang hayat; dan (viii) kemahiran pengurusan dan keusahawanan ("Malaysian Qualifications Agency (MQA) - StudyMalaysia.com," 2015).

Namun, setelah hampir sedekad PISMP Pendidikan Islam dilaksanakan, keberkesanan program dalam melahirkan guru yang berkualiti sering dipolemikkan oleh banyak pihak (Abdul Rahman Idris, Hussein Haji Ahmad, Sufean Hussin, Simin Gharifekr, & Mohammed Sani Ibrahim, 2014), termasuklah pihak KPM sendiri dan agensi berkaitan (Institut Pendidikan Guru Malaysia, 2012). Menurut laporan Malaysian Qualification Agency (MQA) (2011), PISMP Pendidikan Islam seharusnya mempunyai objektif yang khusus serta berfokus kepada program yang ditawarkan. Objektif yang sedia ada dalam kurikulum IPG adalah bersifat umum.

Terkini, laporan Malaysian Qualification Agency (MQA), (2016) pula mempersoalkan kebolehcapaian pemindahan kemahiran melalui kursus-kursus pengajian umpamanya kursus PQE3013E Tilawah dan Tafsir Al-Quran, kursus PQE3023E Ulum Al-Quran dan Ulum Al-Hadith, dan kursus PQE3033E Tarannum Al-Quran. Laporan ini menggambarkan terdapatnya kelemahan dan kekurangan dalam pelaksanaan kurikulum program berkaitan khususnya PISMP Pendidikan Islam. Justeru, kajian penilaian terhadap kesesuaian kandungan kurikulum PISMP Pendidikan Islam dilihat sangat penting dan perlu dipertingkatkan secara berterusan untuk melengkapkan guru baharu dengan kemahiran yang diperlukan untuk mengajar secara efektif (Unit Perancang Ekonomi, 2015).

Objektif Kajian

Secara umumnya kajian ini bertujuan menilai kesesuaian kandungan kurikulum PISMP Pendidikan Islam dengan FPI serta perbezaannya berdasarkan zon IPG di Institut Pendidikan Guru Malaysia.

Persoalan Kajian

i) Sejauh manakah kesesuaian kandungan kurikulum PISMP Pendidikan Islam dengan FPI di Institut Pendidikan Guru Malaysia?

ii) Adakah terdapat perbezaan yang signifikan antara zon kedudukan IPG terhadap kesesuaian kandungan kurikulum PISMP Pendidikan Islam?

Hipotesis Kajian

Ho1 Tidak terdapat perbezaan yang signifikan antara zon kedudukan IPG terhadap kesesuaian kandungan kurikulum PISMP Pendidikan Islam.

Kepentingan Kajian

Kajian ini penting bagi membantu IPG untuk menilai, merancang, serta membuat penambahbaikan agar guru praperkhidmatan menjadi lebih bersedia apabila menjadi guru permulaan setelah menamatkan pengajian kelak dan di tempatkan di sekolah-sekolah seluruh pelosok tanahair. Hasil kajian juga amat penting kerana pihak IPGM dapat memanfaatkannya bagi memurnikan serta merangka kurikulum program serta aktiviti latihan profesionalisme keguruan. Usaha seumpama ini amatlah kritikal bagi membolehkan IPGM terus berperanan dalam menjamin kelestarian usaha KPM untuk terus menyediakan sistem pendidikan bertaraf dunia.

Skop Kajian

Kajian ini membataskan kepada guru praperkhidmatan kohort ambilan Januari 2013, Jun 2013, Januari 2014, dan Jun 2014. Skop kajian juga terbatas kepada IPG yang hanya menawarkan PISMP Pendidikan Islam di seluruh Malaysia.

Kajian Literatur

Transformasi Kurikulum Program Ijazah Sarjana Muda Perguruan (PISMP)

Sistem pendidikan yang terancang dapat menghasilkan produk yang baik, dan ianya bermula dari peringkat pembinaan kurikulum yang berkualiti sehinggalah ke peringkat pelaksanaan kurikulum tersebut. Oleh itu kualiti sistem pendidikan sesebuah negara itu bergantung pada kualiti kurikulum yang dibina melalui peringkat perancangan dan pelaksanaan yang berkesan (Kamaruddin Husin, 2004). Kurikulum yang merupakan teras dalam bidang pendidikan adalah bersifat dinamik, saintifik, dan sentiasa mengalami penambahbaikan sejajar dengan kehendak dan keadaan semasa. Justeru, penilaian kurikulum merupakan salah satu tahap dalam kitaran kurikulum yang perlu dilakukan sebagai satu proses penambahbaikan yang berterusan, selari dengan peredaran masa dan kehendak semasa yang sentiasa berubah-ubah (Ratnavadivel, 2000).

Dalam penyediaan guru abad ke-21, islamisasi kurikulum pendidikan Islam di institusi pendidikan guru mestilah berupaya menghasilkan proses PdP bersepadu berdasarkan gagasan Islamisasi ilmu moden (Noor Hisham Md Nawi, 2012). Kajian Kartini Abdul Mutalib, Ahamad Shahabudin Yahaya, dan Ai'sah Abol (2012) telah menggambarkan keberkesanan kurikulum pada tahap yang tinggi (85.0%) dalam pelaksanaan kurikulum PISMP pengkhususan Pendidikan Islam di salah sebuah IPG di Malaysia. Secara umumnya kajian tersebut juga memperlihatkan peningkatan terhadap kemahiran pengintegrasian teknologi dalam PdP,

kemahiran berkomunikasi, dan juga peningkatan pemahaman dan kesedaran akauntabiliti profesion keguruan. Oleh kajian ini hanya melihat dari sudut sebuah IPG sahaja, maka pengkaji berhasrat membuat penilaian secara lebih komprehensif dari beberapa buah IPG pula.

Kajian Khairatul Akmar Ab Latif, Ahmad Redzaudin Ghazali, dan Mohd Rofian Ismail (2015) pula mengenai pengaruh objektif kurikulum terhadap penguasaan kemahiran bahasa Arab dalam kalangan pelajar Program Sarjana Muda Bahasa Arab (PSMBA) di Institusi Pengajian Tinggi Awam (IPTA) Malaysia mendapati pengaruh yang tinggi melebihi nilaian 50 peratus yang menunjukkan 90.8 peratus kekerapan pencapaian objektif secara positif berbanding hanya 9.2 peratus adalah negatif.

Kurikulum pendidikan guru PISMP di IPG merupakan suatu pelan sistematik bagi melatih bakal guru dan pendidik secara teori, ilmu dan pengalaman. Latihan ini mengharapkan bakal guru dan pendidik yang bersepadu dan profesional dapat dibentuk. Antara ciri-ciri kurikulum pendidikan guru di IPG ini adalah bersifat futuristik, dinamik, responsif, relevan, holistik, konsep *"Personhood of teacher's"*, bersepadu, memberi fokus kepada pendekatan humanistik, membina insan guru yang dapat menanggani sebarang cabaran pendidikan melalui aplikasi teori, mempunyai kesinambungan antara pengajaran berkesan, pengajaran klinikal dan menggalakkan pembelajaran sepanjang hayat (Institut Pendidikan Guru Kampus Darulaman, 2010).

Falsafah Pendidikan Islam dan Kurikulum

Falsafah Pendidikan Islam merupakan salah satu konsep pendidikan yang amat penting dalam menjana anjakan paradigma yang positif dalam setiap diri individu. Ia juga memainkan peranan penting dalam melahirkan insan deduktif yang dinamik dalam semua aspek kehidupan. Dalam menempuh alam teknologi dan komunikasi maklumat yang tiada sempadan, tidak dapat dinafikan pembangunan modal insan dan pembinaan generasi rabbani perlu dititikberatkan selari dengan keprihatinan terhadap kepesatan kemajuan negara.

Kajian Rohizan Ya, Ab. Halim Tamuri, Mohd Musnizan Jaafar, Khairul Najah Abd Rahim, dan Mohd Hishamuddin Abd Hamid (2012) mendapati kesepaduan antara peranan guru Pendidikan Islam masa kini dengan FPI dapat mewujudkan kemenjadian murid yang bukan sahaja cemerlang dalam bidang akademik, kokurikulum, sahsiah malahan dalam bidang pembangunan rohani iaitu akhlak. Kajian Kamarul Azmi Jasmi, Ab. Halim Tamuri, dan Mohd Izham Mohd Hamzah (2011) pula mendapati empat pola matlamat yang ingin dicapai oleh

guru Pendidikan Islam dalam pengajaran dan pembelajaran iaitu pemindahkan ilmu, perubahan tingkah laku, pelajar menjadi cemerlang, dan pelajar berjaya di dunia dan akhirat.

Penilaian terhadap kurikulum program

Menurut Stufflebeam (1971) penilaian merupakan satu cara untuk mendapatkan maklumat dan akan digunakan dalam membuat sebarang keputusan. Secara amnya pengkaji menjadikan Model Penilaian CIPP (Stufflebeam & Shinkfield, 2007) sebagai asas kerangka teori kajian. Berdasarkan Rajah 1 Model Penilaian CIPP di bawah ini terdapat empat dimensi penilaian iaitu konteks, input, proses dan produk.

Rajah 1 : Model Penilaian CIPP
Sumber : Stufflebeam & Shinkfield, (2007) hlm.333

Rajah 1 di atas menunjukkan bulatan tiga lapisan berpusat berdasarkan empat dimensi asas Model Penilaian CIPP. Nilai teras pada pertengahan bulatan menggambarkan nilai yang menjadi keperluan penilaian dasar bagi seseorang penilai. Bulatan di lapisan kedua mengandungi elemen matlamat, perancangan, tindakan dan hasil yang berperanan sebagai aspek penilaian terhadap sesuatu program yang dinilai. Manakala bulatan besar di luarnya pula menunjukkan dimensi-dimensi penilaian konteks, penilaian input, penilaian proses, dan penilaian produk. Dua anak panah di dalamnya menunjukkan kesalingan hubungan antara tumpuan penilaian tertentu dengan jenis penilaian. Matlamat di dalam program berperanan untuk mengemukakan persoalan penilaian konteks. Perancangan yang dibuat dalam sesuatu program menimbulkan persoalan dari dimensi penilaian input. Tindakan dalam pelaksanaan program pula membawa kepada penilaian proses. Manakala penilaian produk merupakan hasil pelaksanaan atau keberkesanan program yang menatijahkan kekuatan, kelemahan atau kesan

sampingan yang wujud. Nilai teras bagi sesuatu program ini didasari oleh peranan keempat-empat dimensi Model Penilaian CIPP tersebut (Stufflebeam & Shinkfield, 2007).

Metodologi Kajian

Kajian ini menggunakan reka bentuk kaedah campuran. Bentuk penggabungan yang digunakan dalam kajian ini pula adalah secara *Embedded Mixed Method* yang mana pengumpulan data kuantitatif dan kualitatif dilakukan secara serentak dan interpretasi dibuat pada kemudiannya bagi menjawab persoalan kajian. Jenis gabungan ini juga membolehkan data kuantitatif dan kualitatif dikumpulkan secara bertutut-turut. Pendekatan *Embedded Mixed Method* membolehkan data utama kuantitatif akan disokong dengan data kualitatif ataupun data utama kualitatif akan disokong dengan data kuantitatif (Creswell, 2014).

Dalam kajian ini, data kuantitatif dikumpul dengan menggunakan borang soal selidik yang melibatkankan populasi guru praperkhidmatan PISMP Pendidikan Islam ambilan Januari 2013, Jun 2013, Januari 2014, dan Jun 2014 seramai 453 orang. Soal selidik telah ditadbir sendiri oleh pengkaji dan melalui pembanci (enumerator) yang dilantik. Berdasarkan jumlah populasi tersebut Krecjie & Morgan (1971) mencadangkan bilangan sampel yang diperlukan adalah seramai 210 orang. Namun bagi mengelakkan kemungkinan berlakunya soal selidik yang tidak sempurna atau responden tidak memulangkannya, pengkaji telah meningkatkan bilangan sampel sehingga 50% menjadikan jumlah sampel kajian adalah sebanyak 315 orang guru praperkhidmatan seperti mana telah dicadangkan Salkind (2012). Manakala data kualitatif pula diperolehi melalui temubual terhadap seorang pensyarah dari Jabatan Pendidikan Islam dan Moral, Institut Pendidikan Guru Kampus Kota Bharu dan dua orang guru praperkhidmatan dari Institut Pendidikan Guru Kampus Pendidikan Islam.

Instrumen soal selidik kajian mempunyai dua bahagian iaitu maklumat demografi berkenaan nama IPG, jantina, kohort ambilan, dan satu konstruk utama iaitu kesesuaian kandungan kurikulum PISMP Pendidikan Islam dengan FPI. Instrumen dalam kajian mengandungi 8 item yang dibina dan disesuaikan dari kajian Nor Hayati Fatmi Talib (2014), Alias Mat Saad (2010), dan Azizi Jaafar (2015).

Analisis diskriptif dan inferens dalam kajian ini menggunakan *IBM SPSS Statistics* versi 20.0 untuk mendapatkan frekuensi, peratus, min, sisihan piawai dan ujian ANOVA satu hala. Interpretasi skor min adalah 1.00 hingga 2.33 pada tahap rendah, 2.34 hingga 3.66 pada tahap sederhana, dan 3.67 hingga 5.00 pada tahap tinggi yang dapat dilihat dalam Jadual 1 di bawah.

Jadual 1 : Interperatsi Skor Min

Julat skala	Interpretasi skor min
1.00 hingga 2.33	Tahap yang rendah
2.34 hingga 3.66	Tahap yang sederhana
3.67 hingga 5.00	Tahap yang tinggi

Soal selidik ini menggunakan skala Likert 1 hingga 5 yang mewakili Sangat Tidak Sesuai, Tidak Sesuai, Kurang Sesuai, Sesuai, dan Sangat Sesuai seperti Jadual 2 dibawah.

Jadual 2 : Tahap Persetujuan Skala Likert

Skala	Tahap Persetujuan
1	Sangat Tidak Sesuai
2	Tidak Sesuai
3	Kurang Sesuai
4	Sesuai
5	Sangat Sesuai

Instrumen kajian ini telah dibuat kesahan dengan merujuk 10 orang pakar yang terdiri dua orang pakar bahasa, seorang dalam bidang pedagogi Pendidikan Islam, lima orang dalam bidang pendidikan, seorang dalam bidang statistik, dan seorang pakar penilaian program yang mempunyai pengalaman yang luas dalam bidang yang dikaji bagi mendapatkan kesahan muka (*face validity*), kesahan kandungan (*content validity*)(Gay & Airasian, 2003). Pengkaji juga telah menjalankan ujian faktor analisis untuk mendapatkan kesahan konstruk (*construct validity*) bagi setiap item. Hasil ujian tersebut mendapati semua konstruk melebihi nilai yang dicadangkan oleh Pallant (2010) (*Communalities* >.3, *Total Variance Explained* >1, dan *Component Matrix* >.7) (Julie Pallant, 2010).

Ujian rintis pula dilaksanakan terhadap 40 orang guru pelatih yang mempunyai ciri yang sama dengan responden sebenar bertujuan mendapatkan nilai kebolehpercayaan setiap item. Nilai *Alpha Cronbach* bagi konstruk kesesuaian kandungan kurikulum PISMP Pendidikan Islam dengan FPI adalah sangat tinggi iaitu 0.91. Menurut Pallant (2007), nilai *Alpha Cronbach* yang melebihi 0.7 adalah sangat sesuai. Maka kesemua item bagi konstruk kajian ini adalah diterima dan mencapai nilai yang dikehendaki.

Dapatan Dan Perbincangan Kajian

Data deskriptif dianalisa menggunakan frekuensi, peratus, min dan sisihan piawai untuk melihat tahap kesesuaian kandungan kurikulum PISMP Pendidikan Islam dengan FPI dalam kalangan guru praperkhidmatan PISMP Pendidikan Islam di IPGM. Selain itu analisa inferensi dengan menggunakan ANOVA satu hala digunakan untuk melihat perbezaan mengikut zon

terhadap kesesuaian kandungan kurikulum PISMP Pendidikan Islam dari perspektif guru praperkhidmatan.

Bahagian A: Maklumat Demografi

Responden kajian adalah seramai 315 guru praperkhimatan iaitu 91 orang lelaki (28.9%) dan 224 orang perempuan (71.1%) yang telah mengikuti latihan pra perkhidmatan di institut pendidikan guru seluruh Malaysia seperti dalam Jadual 3.

Jadual 3 : Jantina Responden Guru Praperkhidmatan PISMP Pendidikan Islam

Profil	Frekuensi	Peratus (%)
Lelaki	91	28.9
Perempuan	224	71.1
Jumlah	315	100

Institut Pendidikan Guru yang menawarkan PISMP Pendidikan Islam adalah sebanyak lapan buah IPG. Daripada jumlah seramai 315 responden kajian, 50 orang (15.9%) adalah dari IPGK Kota Bharu, 143 orang (45.4%) dari IPGK Pendidikan Islam, 28 orang (8.9%) dari IPGK Dato Razali Ismail, 29 orang (9.2%) dari IPGK Tun Abdul Razak, 24 orang (7.6%) dari IPGK Tawau, 11 orang (3.5%) dari IPGK Keningau, 16 orang (5.1%) dari IPGK Batu Lintang, dan 14 orang (3.5%) dari IPGK Gaya. Jadual 4 dibawah menjelaskan taburan jumlah responden berdasarkan kampus IPG.

Jadual 4 : Taburan Jumlah Responden Berdasarkan Kampus Institut Pendidikan Guru

	Institut Pendidikan Guru	Frekuensi	Peratus (%)
1	IPGK KotaBharu	50	15.9
2	IPGK PendidikanIslam	143	45.4
3	IPGK DatoRazaliIsmail	28	8.9
4	IPGK TunAbdulRazak	29	9.2
5	IPGK Tawau	24	7.6
6	IPGK Keningau	11	3.5
7	IPGK BatuLintang	16	5.1
8	IPGK Gaya	14	4.4
	Jumlah	315	100.0

Berdasarkan jumlah keseluruhan IPG yang terlibat, pengkaji telah mengkategorikan IPG tersebut kepada tiga kategori zon seperti dalam Jadual 5 dibawah. Zon Timur mewakili IPGK Kota Bharu, Kelantan, dan IPGK Dato Razali Ismail, Terengganu. Zon Tengah mewakili IPGK Pendidikan Islam, Selangor. Manakala zon Borneo Sabah dan Sarawak mewakili IPGK Tun Abdul Razak, IPGK Tawau, IPGK Keningau, IPGK Batu Lintang, dan IPGK Gaya. Oleh demikian, jadual 5 dibawah menjelaskan taburan responden dari zon Timur adalah seramai 78

orang (24.8%), zon Tengah seramai 143 orang (45.4%), dan zon Borneo Sabah dan Sarawak seramai 94 orang (29.8%).

Jadual 5 : Taburan Responden Mengikut Zon Institut Pendidikan Guru

Zon		Frekuansi	Peratus (%)
1	Timur	78	24.8
2	Tengah	143	45.4
3	Borneo Sabah & Sarawak	94	29.8
	Jumlah	315	100.0

Taburan responden guru pelatih PISMP Pendidikan Islam berdasarkan kohort ambilan adalah seperti Jadual 6. Kohort ambilan responden kajian ialah Januari 2013 seramai 172 orang (54.6%), Jun 2013 seramai 45 orang (14.3%), Januari 2014 seramai 35 orang (11.1%), dan Jun 2014 seramai 63 orang (20.0%).

Jadual 6 : Taburan Responden Guru Pelatih Mengikut Kohort Ambilan

Kohort	Frekuensi	Peratus (%)
Ambilan Januari 2013	172	54.6
Ambilan Jun 2013	45	14.3
Ambilan Januari 2014	35	11.1
Ambilan Jun 2014	63	20.0
Jumlah	315	100

Bahagian B: Kesesuaian Kandungan Kurikulum PISMP Pendidikan Islam dengan Falsafah Pendidikan Islam

Dapatan persoalan kajian (i):

Sejauh manakah kesesuaian kandungan kurikulum PISMP Pendidikan Islam dengan Falsafah Pendidikan Islam (FPI) di Institut Pendidikan Guru Malaysia?

Taburan min dan sisihan piawai berdasarkan item aspek kesesuaian kandungan kurikulum PISMP Pendidikan Islam dengan FPI menunjukkan purata min yang tinggi iaitu 4.57 dan sisihan piawai 0.50. Secara terperinci seperti dalam Jadual 7 dibawah, item "*memupuk penghayatan Islam berdasarkan Al-Quran dan Al-Sunnah*" mencapai min terendah iaitu 4.51 (S.P=0.64) dengan 2 orang (0.6%) menyatakan tidak sesuai, 18 orang (5.7%) menyatakan kurang sesuai, 113 orang (35.9%) menyatakan sesuai, dan 182 orang (57.8%) menyatakan sangat sesuai. Manakala item "*melahirkan insan yang bermatlamat mencapai kebaikan di dunia*" mencapai min tertinggi iaitu 4.63 (S.P=0.56) dengan 11 orang (3.5%) menyatakan

kurang sesuai, 96 orang (30.5%) menyatakan sesuai, dan 208 orang (66%) menyatakan sangat sesuai.

Jadual 7 : Taburan Min dan Sisihan Piawai Aspek Kesesuaian Kandungan Kurikulum PISMP Pendidikan Islam dengan Falsafah Pendidikan Islam

Item Pada pandangan saya, kandungan kurikulum PISMP Pendidikan Islam bersesuaian dengan usaha berterusan untuk;	f (%) Sangat Tidak Sesuai	f (%) Tidak Sesuai	f (%) Kurang Sesuai	f (%) Sesuai	f (%) Sangat Sesuai	Min	S.P
1. menyampaikan ilmu berdasarkan Al-Quran dan Al-Sunnah.		1 (0.3%)	21 (6.7%)	107 (34.0%)	186 (59.0%)	4.52	0.64
2. membentuk kemahiran berdasarkan Al-Quran dan Al-Sunnah.		2 (0.6%)	14 (4.4%)	110 (34.9%)	189 (60.0%)	4.54	0.61
3. memupuk penghayatan Islam berdasarkan Al-Quran dan Al-Sunnah.		2 (0.6%)	18 (5.7%)	113 (35.9%)	182 (57.8%)	4.51	0.64
4. melahirkan insan yang berilmu.		1 (0.3%)	14 (4.4%)	111 (35.2%)	189 (60.0%)	4.55	0.60
5. melahirkan insan yang berkeperibadian mulia.			9 (2.9%)	108 (34.3%)	198 (62.9%)	4.60	0.55
6. melahirkan insan yang bersikap positif.			8 (2.5%)	106 (33.7%)	201 (63.8%)	4.61	0.54
7. melahirkan insan yang bermatlamat mencapai kebaikan di dunia.			11 (3.5%)	96 (30.5%)	208 (66.0%)	4.63	0.56
8. melahirkan insan yang bermatlamat mencapai kesejahteraan abadi di akhirat.			14 (4.4%)	99 (31.4%)	202 (64.1%)	4.60	0.58
Purata						**4.57**	**0.50**

n=315

Dapatan dari temubual pengkaji terhadap guru praperkhidmatan PISMP Pendidikan Islam mengukuhkan lagi dapatan kuantitaif. Antara dapatan temubual tersebut:

"Falsafah Pendidikan Islam bagi saya cukup menepatilah sebab kurikulum yang disediakan tu sudah merangkumi kesemuanya dengan Falsafah Pendidikan Islam" (R1)

"Contohnya aa dari segi melahirkan insan yang intelek.. yang macam-macamlah kan.. dari segi kurikulum ..intelek tu dia dapat tengok dari subjek-subjek matapelajaran ...." (R1)

"Ok baik...Untuk kesesuaian kandungan yg diberikan kepada kami ni amat bersesuaianlah dgn Falsafah Pendidikan Islam.. jika kita tengok Falsafah Pendidikan Islam itu sendiripun dia lebih menuju kepada kita nak mengenal al-Quran dan al-Sunnah.. nak mengenal dengan lebih teliti mengenai apa itu Islam yang sebenarnya.."(R2)

"Pada pendapat saya sesuai dengan falsafah pendidikan islam tu..contohnya ada elemen-elemen yang nak diterapkan dengan kandungan yang ada dalam pismp contohnya..ada ilmu yang berteraskan dengan al-quran dan al-sunnah.. lepas tu ada elemen yang nak memupuk peribadi insan yang mulia". (R3)

Dapatan persoalan kajian (ii):

Adakah terdapat perbezaan yang signifikan antara zon kedudukan institut pendidikan guru terhadap kesesuaian kandungan kurikulum PISMP Pendidikan Islam.

Ho1 Tidak terdapat perbezaan yang signifikan antara zon kedudukan institut pendidikan guru terhadap kesesuaian kandungan kurikulum PISMP Pendidikan Islam.

Ujian ANOVA satu hala telah dijalankan untuk melihat perbezaan antara zon kedudukan IPG terhadap kesesuaian kandungan kurikulum PISMP Pendidikan Islam. IPG yang menawarkan PISMP Pendidikan Islam telah dibahagikan kepada tiga zon berdasarkan kedudukan iaitu zon Timur, zon Tengah, dan zon Borneo Sabah dan Sarawak. Ujian Levene telah dijalankan untuk menguji hipotesis bahawa ralat varians variabel bersandar bagi setiap kumpulan dalam variabel bebas adalah sama. Keputusan ujian Levene dalam Jadual 8 di bawah, iaitu F (2,312)=.30, p=75 menunjukkan bahawa ia tidak signifikan (p>.05). Hipotesis nul gagal ditolak. Ini menunjukkan bahawa nilai varians variabel bersandar dalam setiap kumpulan responden kajian adalah hampir sama. Data kajian mematuhi syarat ujian ANOVA.

Jadual 8 : Ujian kesamaan varians (Test of Homogeneity of Variances) Kesesuaian Kandungan Kurikulum PISMP Pendidikan Islam

Levene Statistic	df1	df2	Sig.
.295	2	312	.745

Keputusan ujian ANOVA satu hala dalam Jadual 9 menunjukkan bahawa perbezaan zon kedudukan IPG adalah signifikan secara keseluruhan: F(2, 312)=4.80, p<.05. Sungguhpun

mencapai perbezaan yang signifikan, perbezaan dalam skor purata adalah kecil. Saiz kesan adalah kecil berdasarkan nilai *eta squared*=.03.

Jadual 9 : ANOVA Perbezaan Kesesuaian Kandungan Kurikulum PISMP Pendidikan Islam Berdasarkan Zon Kedudukan IPG

	Jumlah Kuasa Dua	df	Min Kuasa Dua	F	Sig.
Antara Kumpulan	2.316	2	1.158	4.795	.009
Dalam Kumpulan	75.339	312	.241		
Jumlah	77.654	314			

Perbandingan Post-Hoc menggunakan Tukey HSD dalam Jadual 10 menunjukkan skor purata zon Timur (M=4.43, SD=0.502) berbeza secara signifikan dengan zon Borneo Sabah dan Sarawak (M=4.67, SD=0.504). Zon Tengah (M=4.57, SD=0.476) tidak berbeza secara signifikan dengan zon sama ada Timur dan Sabah dan sarawak.

Jadual 10 : Post-Hoc Tukey HSD Perbezaan Kesesuaian Kandungan Kurikulum PISMP Pendidikan Islam Berdasarkan Zon Kedudukan IPG

(I) Zon IPG	(J) Zon IPG	Perbezaan Min (I-J)	Ralat Piawai	Sig.
Timur	Tengah	-.13680	.06917	.119
	Borneo Sabah & Sarawak	-.23271*	.07526	.006
Tengah	Timur	.13680	.06917	.119
	Borneo Sabah & Sarawak	-.09591	.06525	.307
Borneo Sabah & Sarawak	Timur	.23271*	.07526	.006
	Tengah	.09591	.06525	.307

Rumusan

Kajian ini mendapati kandungan kurikulum PISMP Pendidikan Islam yang dilaksanakan di Institut Pendidikan Guru seluruh Malaysia adalah sangat bersesuaian dengan Falsafah Pendidikan Islam. Kesepaduan antara peranan guru Pendidikan Islam masa kini dan Falsafah Pendidikan Islam dalam mewujudkan kemenjadian murid bukan sahaja cemerlang dalam bidang akademik, kokurikulum, sahsiah malahan dalam bidang pembangunan rohani iaitu akhlak (Rohizan Ya et al., 2012).

Dapatan ini menjelaskan bahawa penetapan hasil pembelajaran program atau outcome-outcome yang ingin dicapai adalah sangat penting dan mempengaruhi aspek produk hasil program. Dimensi konteks dalam Model Penilaian CIPP merupakan permulaan kepada kejayaan sesuatu pelaksanaan PISMP Pendidikan Islam. Kehendak Falsafah Pendidikan Islam

yang menyatakan bahawa "Pendidikan Islam adalah satu usaha berterusan menyampaikan ilmu, kemahiran dan penghayatan Islam berdasarkan al-Quran dan al-Sunnah bagi membentuk sikap, kemahiran, keperibadian dan pandangan hidup sebagai hamba Allah yang mempunyai tanggungjawab untuk membangunkan diri, masyarakat, alam sekitar dan negara ke arah mencapai kebaikan di dunia dan kesejahteraan abadi di akhirat".

Falsafah Pendidikan Islam ini sebenarnya adalah gambaran falsafah Islam yang terbina atas asas yang kukuh, diyakini dan tidak mudah berubah, iaitu berlandaskan al-Quran dan al-Sunnah yang menjadi panduan dalam semua aspek kehidupan manusia termasuk pendidikan. Sebagaimana firman Allah SWT yang bermaksud:

"Wahai ahli kitab! Sesungguhnya telah datang kepada kamu Rasul Kami (Muhammad SAW) dengan menerangkan kepada kamu banyak dari (keterangan-keterangan dan hukum-hukum) yang telah kamu sembunyikan dari Kitab Suci, dan ia memaafkan kamu (dengan tidak mendedahkan) banyak perkara (yang kamu sembunyikan). Sesungguhnya telah datang kepada mu cahaya kebenaran (Nabi Muhammad SAW) dari Allah, dan kitab (Al-Quran) yang jelas dan nyata keterangannya. Dengan (Al-Quran) itu Allah menunjukkan jalan-jalan keselamatan dan kesejahteraan kepada sesiapa yang mengikut keredaanNya dan (dengannya) Tuhan keluarkan daripada gelap gelita (kufur) kepada cahaya (iman) yang terang-benderang, dengan izinNya dan (dengannya juga) Tuhan menunjukkan mereka jalan yang lurus.

(Surah Al-Ma'idah 5: 15-16)

Berdasarkan maksud ayat di atas dapat difahami bahawa guru praperkhidmatan yang akan menjadi guru Pendidikan Islam kelak mempunyai peranan yang amat besar dan begitu kritikal dalam merealisasikan falsafah Pendidikan Islam kerana masyarakat kini sememangnya menaruh harapan tinggi kepada para guru yang mendidik anak-anak mereka di sekolah. Justeru, guru praperkhimatan khususnya bidang Pendidikan Islam bukan sekadar harus mengetahui dan memahami falsafah ini, bahkan wajar menghayatinya agar peranan mereka lebih berkesan dalam melahirkan generasi murid yang memiliki penghayatan dan pengamalan agama yang tinggi.

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HUBUNGAN ANTARA PENGALAMAN MENGAJAR DAN PELAKSANAAN KAEDAH PENGAJARAN DALAM KALANGAN GURU PENDIDIKAN JASMANI DI SEKOLAH MENENGAH

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Abstrak: *Artikel ini berkaitan dengan kajian tentang hubungan antara pengalaman mengajar dan tahap pelaksanaan kaedah pengajaran dalam kalangan guru Pendidikan Jasmani sekolah menengah di salah sebuah daerah di negeri Selangor. Kajian ini menggunakan kaedah tinjauan. Responden yang terlibat adalah seramai 90 orang guru Pendidikan Jasmani sekolah menengah. Responden ini dipilih menggunakan kaedah persampelan berstrata. Soal selidik digunakan sebagai instrumen bagi mengumpul data kajian. Data yang diperolehi dianalisis menggunakan statistik deskriptif dan inferensi. Statistik deskriptif seperti min, kekerapan dan peratusan. Manakala statistik inferensi ialah korelasi Pearson r. Hasil daripada analisis inferensi, didapati tidak terdapat hubungan yang signifikan antara pengalaman mengajar dan tahap pelaksanaan kaedah pengajaran dalam kalangan guru Pendidikan Jasmani, $r=0.013$, $p>0.05$. Kajian ini menunjukkan bahawa pengalaman mengajar tidak mempunyai kaitan dengan tahap pelaksanaan kaedah pengajaran dalam kalangan guru Pendidikan Jasmani. Kesimpulannya, aspek pengalaman mengajar tidak dapat meningkatkan tahap pelaksanaan kaedah pengajaran dalam kalangan guru-guru Pendidikan Jasmani.*

Kata kunci: Pengalaman mengajar, Kaedah Pengajaran, Pengajaran, Guru Pendidikan Jasmani, Sekolah Menengah.

Pengenalan

Pelaksanaan kurikulum dijalankan melalui proses dan aktiviti pengajaran dan pembelajaran oleh guru di sekolah (Abdullah Sani, 2003). Oleh yang demikian pelaksanaan kurikulum Pendidikan Jasmani sudah pasti juga melibatkan proses pengajaran dan pembelajaran samada melalui teori ataupun amali. Pengajaran merujuk kepada teknik, kaedah, atau proses yang digunakan dalam merancang sesuatu unit pelajaran (Vickers,1990). Pengajaran berkait rapat dengan tanggungjawab guru sebagai penyampai ilmu (Zamri, Nik Mohd Rahimi, Juliawati, 2009). Maka, guru Pendidikan Jasmani mempunyai tanggungjawab dalam memastikan pengajaran dapat dilaksanakan dengan berkesan di sekolah. Bagi memastikan pengajaran dapat berjalan dengan berkesan, guru Pendidikan Jasmani hendaklah melaksanakan pelbagai aktiviti pengajaran terutamanya semasa kelas amali ataupun praktikal. Kelas amali adalah berkaitan dengan aktiviti pengajaran tentang

aktiviti fizikal dan permainan. Semua murid yang terlibat dalam kelas amali ini diwajibkan berpakaian sukan dan wajib mengikuti aktiviti pengajaran di luar kelas iaitu di padang ataupun digelanggang permainan. Aktiviti pengajaran dan pembelajaran dalam kelas amali Pendidikan Jasmani ini boleh melibatkan pelbagai kaedah pengajaran. Kaedah pengajaran bermaksud tindakan-tindakan yang dilakukan oleh guru Pendidikan Jasmani dalam mengendalikan proses pengajaran dan pembelajaran. Sepatutnya guru Pendidikan Jasmani yang sudah menamatkan pengajian di universiti dan institut pendidikan guru telah didedahkan dengan kemahiran dalam aspek kaedah pengajaran. Begitu juga dengan guru-guru yang telah lama mengajar. Mereka seharusnya telah menguasai pelbagai kaedah pengajaran melalui pengalaman mereka mengajar selama beberapa tahun. Menurut Abu Bakar dan Ikhsan (2003), sebagai pendidik yang melaksanakan kurikulum di sekolah perlu menguasai kemahiran tinggi dalam kaedah pengajaran. Proses pengajaran dan pembelajaran memerlukan kaedah pengajaran yang sesuai untuk mendapatkan kesan yang lebih mantap (Mohd Faizal, Zawawi, & Rahimi, 2008). Oleh yang demikian, kaedah pengajaran sangat penting dalam melaksana pengajaran Pendidikan Jasmani di sekolah. Menurut Fatimah (2000), pengajaran yang berkesan akan dapat dihasilkan sekiranya guru dapat menguasai dan melaksanakan kaedah pengajaran dan pembelajaran untuk semua tajuk pengajaran.

Pemilihan kaedah perlu mengambil kira tajuk atau topik pelajaran, tahap keupayaan murid dalam kelas berkenaan, dan keadaan bilik darjah. Ada ketikanya guru boleh menggunakan kaedah pengajaran seperti teknik kuliah, perbincangan, soal jawab, dan latih tubi. Selain itu, guru boleh juga menggunakan kaedah inkuiri-penemuan, tunjuk cara (demontrasi) dan perbincangan (Mohd Zohir & Hazri, 2004). Begitu juga dalam pengajaran Pendidikan Jasmani, terdapat beberapa kaedah pengajaran yang boleh dilaksanakan oleh guru Pendidikan Jasmani. Misalnya kaedah demonstrasi guru, demontrasi murid, latihan dalam kumpulan, permainan kecil dan sebagainya. Setiap kaedah atau teknik yang dipilih itu perlu memenuhi prinsip-prinsip yang sesuai. Guru perlu bijak dalam membuat keputusan bagi menentukan kaedah yang akan digunakan untuk mengajar (Mohd Zohir & Hazri, 2004). Menurut Mohd Zohir & Hazri, (2004) guru hendaklah memikirkan kaedah pengajaran dan pembelajaran yang sesuai supaya murid mendapat hasil pembelajaran yang maksimum.

Walaupun aspek kaedah pengajaran sangat penting dalam proses pengajaran dan pembelajaran dalam Pendidikan Jasmani, namun demikian masih terdapat isu yang menunjukkan bahawa guru Pendidikan Jasmani telah mengabaikan tentang pelaksanaan kaedah pengajaran di sekolah. Misalnya, pada tahun 2009 Jemaah Nazir dan Jaminan Kualiti membuat pemantauan ke sebuah sekolah menengah kebangsaan. Kaedah pemantauan ini juga 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 bola tampar (gelanggang permainan) sahaja. Semasa pelaksanaan proses pengajaran dan pembelajaran Pendidikan Jasmani, sebilangan besar pelajar lelaki tidak memakai pakaian sukan. Penglibatan pelajar dalam kelas Pendidikan Jasmani secara keseluruhannya adalah lemah. Sebilangan besar pelajar tidak bersedia dengan pakaian sukan dari rumah bagi pelaksanaan kelas Pendidikan Jasmani waktu pertama dan kedua. Didapati juga sebilangan besar pelajar tidak bersungguh-sungguh ketika melaksanakan latih tubi. Perlakuan kemahiran tidak dijalankan dengan betul dan dilakukan sambil bergurau. Pergerakan pelajar ke padang sambil lewa sahaja dan mengambil masa yang panjang. Ada diantara mereka yang terpaksa dipanggil oleh guru untuk turun ke padang. Aktiviti regangan yang dilakukan oleh pelajar juga didapati telah dilakukan sambil lewa. Dalam

aspek ini, pelajar tidak bersedia dari segi minda dan fizikalnya untuk melakukan aktiviti kemahiran yang akan diajar kerana perlakuan memanaskan badan tidak menjurus ke arah aktiviti yang akan dijalankan. Ketika proses pengajaran Pendidikan Jasmani pendedahan kemahiran asas tidak dibuat secara terancang serta tidak menggunakan teknik yang betul. Latih tubi yang dilakukan oleh pelajar kurang diberi penekanan kepada perlakuan yang betul. Di akhir pengajaran pula, aktiviti menyejukkan badan tidak dilakukan dengan betul dan serius oleh pelajar. Isu ini menunjukkan bahawa ada kaitan dengan pelaksanaan kaedah pengajaran dalam kalangan guru-guru Pendidikan Jasmani di sekolah menengah. Sekiranya terdapat kekurangan pelbagai kaedah dalam pengajaran guru, ia boleh memberi kesan yang negatif kepada pembelajaran pelajar (Cruickshank, Jenkins, & Metcalf, 2003). Tambahan pula jangka masa pengajaran dan pembelajaran Pendidikan Jasmani adalah diantara 35 hingga 40 minit bagi setiap satu waktu dan ia boleh menyebabkan murid berasa bosan jika guru hanya menggunakan satu atau dua kaedah sahaja (Mohd Zohir & Hazri, 2004). Cruickshank, Jenkins, & Metcalf, (2003) telah menjelaskan bahawa guru yang menggunakan pelbagai kaedah dalam pengajaran akan dapat mencegah pelajar dari menjadi bosan dan sebaliknya pelajar akan menjadi lebih aktif dalam proses pengajaran dan pembelajaran. Sehubungan dengan itu penyelidik ingin menjalankan satu kajian bagi melihat kaedah – kaedah pengajaran yang telah dilaksanakan oleh guru Pendidikan Jasmani dan menentukan hubungannya dengan pembolehubah pengalaman mengajar guru disekolah.

Hipotesis Kajian

Ho: Tidak terdapat hubungan yang signifikan antara pembolehubah pengalaman mengajar dan pembolehubah tahap pelaksanaan kaedah pengajaran Pendidikan Jasmani.

Metodologi Kajian

Kajian ini menggunakan rekabentuk kajian korelasi. Sampel adalah terdiri daripada 50 orang guru sekolah menengah yang mengajar mata pelajaran Pendidikan Jasmani di salah sebuah daerah dalam negeri Selangor. Sampel ini dipilih menggunakan kaedah persampelan bertujuan kerana semua responden adalah guru-guru yang opsyen Pendidikan Jasmani. Lokasi ini dipilih sebagai lokasi kajian kerana daerah tersebut merupakan salah sebuah daerah yang mempunyai ramai opsyen Pendidikan Jasmani. Bagi mengumpul data kajian pula, instrument soal selidik digunakan. Soal selidik ini terbahagi kepada dua bahagian. Bahagian A adalah maklumat demografi responden dan Bahagian B adalah maklumat tentang pelaksanaan kaedah pengajaran Pendidikan Jasmani. Sebelum menggunakan soal selidik ini, penyelidik telah menjalankan satu kajian rintis dan data kajian rintis tersebut telah dianalisis bagi menentukan kebolehpercayaannya. Hasil daripada analisis tersebut, nilai Cronbach alfa yang diperolehi adalah 0.7. Nilai ini menunjukkan kebolehpercayaan yang agak tinggi kerana mengahampiri 1.0. Seterusnya hasil daripada pengumpulan data sebenar, penyelidik telah membuat analisis kajian dengan menggunakan statistic deskriptif dan inferensi. Statistik deskriptif seperti min, peratus dan kekerapan, manakala statistic inferensi seperti Pearson r.

Dapatan Kajian

Pengalaman Mengajar

Menerusi Jadual 1, responden dibahagikan kepada lima kumpulan peringkat pengalaman mengajar, iaitu kumpulan pengalaman mengajar antara 1 hingga 2 tahun, 3 hingga 4 tahun, 5 hingga 6 tahun, 7 hingga 8 tahun, dan 9 tahun ke atas. Kumpulan guru yang berpengalaman

mengajar diantara 1 hingga 2 tahun adalah paling ramai (K=16;P=32.00). Kemudian diikuti pengalaman mengajar 3 hingga 4 tahun (K=3;P=26.00), pengalaman mengajar 9 tahun ke atas (K=10;P=20.00), pengalaman mengajar 5 hingga 6 tahun (K=9;P=18.00), dan yang paling rendah bilangannya ialah pengalaman mengajar 7 hingga 8 tahun (K=2;P=4.00).

Jadual 1 : Pengalaman Mengajar Pendidikan Jasmani

Pengalaman Mengajar	Kekerapan (K)	Peratusan (P)
1 hingga 2 Tahun	16	32.00
3 hingga 4 tahun	13	26.00
5 hingga 6 Tahun	9	18.00
7 hingga 8 Tahun	2	4.00
9 Tahun Ke atas	10	20.00

Tahap Pelaksanaan Kaedah Pengajaran Pendidikan Jasmani

Bahagian ini, data tentang pelaksanaan kaedah pengajaran Pendidikan Jasmani telah dianalisis dengan menggunakan statistik deskriptif iaitu min dan sisihan piawai. Hasil daripada analisis tersebut didapati Min bagi tahap pelaksanaan kaedah pengajaran Pendidikan Jasmani adalah 3.23 dan sisihan piawai ialah 0.94. Berdasarkan kepada nilai Min tersebut menunjukkan tahap pelaksanaan kaedah pengajaran Pendidikan Jasmani adalah pada tahap sederhana.

Jadual 2: Tahap Pelaksanaan Kaedah Pengajaran Pendidikan Jasmani

Komponen	Min	SP	Tahap
Pelaksanaan kaedah pengajaran Pendidikan Jasmani	3.23	0.94	Sederhana

SP:Sisihan Piawai

Hubungan antara Pengalaman Mengajar dan Tahap Pelaksanaan Kaedah Pengajaran Pendidikan Jasmani.

Analisis korelasi digunakan untuk mengkaji hubungan antara pengalaman mengajar dan tahap pelaksanaan kaedah pengajaran Pendidikan Jasmani. Analisis korelasi ini menggunakan statistic korelasi *Pearson r.*

Berdasarkan Jadual 3 di bawah, nilai pekali korelasi (r) yang diperoleh bagi hubungan antara pengalaman mengajar dengan pelaksanaan kaedah pengajaran ialah 0.12 dan tidak signifikan. Ini menunjukkan bahawa tidak terdapat perkaitan antara pembolehubah pengalaman mengajar dan pelaksanaan kaedah pengajaran dalam kalangan guru Pendidikan Jasmani.

Jadual 3: Korelasi *Pearson r* antara pengalaman mengajar dan tahap pelaksanaan kaedah pengajaran Pendidikan Jasmani

	Tahap Pelaksanaan Kaedah Pengajaran Pendidikan Jasmani	
	r	Sig.
Pengalaman Mengajar	0.12	0.46

p>0.05, r-korelasi;sig-signifikan.

Perbincangan

Berdasarkan kepada dapatan kajian pertama, didapati pelaksanaan kaedah pengajaran dalam kalangan guru Pendidikan Jasmani adalah pada tahap sederhana. Dapatan tersebut mengukuhkan

lagi dapatan kajian yang dijalankan oleh Wee (2004). Hasil daripada kajian Wee (2004) mendapati secara keseluruhannya pengajaran Pendidikan Jasmani di sekolah masih berada pada tahap sederhana. Ini menunjukkan tahap pelaksanaan kaedah pengajaran dalam kalangan guru Pendidikan Jasmani masih tidak ada perubahan. Oleh yang demikian satu usaha perlu di lakukan agar kaedah pengajaran dapat ditingkatkan dalam kalangan guru Pendidikan Jasmani di sekolah. Menurut Abu Bakar & Ehsan (2003), guru perlu menguasai kemahiran yang tinggi dalam kaedah pengajaran. Oleh yang demikian, guru Pendidikan Jasmani juga perlu meningkatkan ilmu agar mereka dapat menjadi lebih kreatif dalam memilih kaedah pengajaran yang sesuai.Kegagalan guru dalam pemilihan dan penggunaan kaedah pengajaran yang sesuai mengakibatkan kegagalan dalam proses pengajaran dan pembelajaran (Sapie,Mohamad Fuad, Mohd Kamal Din, & Rekkeman Kusust, 2014)

Seterusnya bagi dapatan kajian kedua pula, didapati tidak ada kaitan antara pengalaman mengajar dengan pelaksanaan kaedah pengajaran guru Pendidikan Jasmani. Ini berkemungkinan pengalaman mengajar tidak memberi pengaruh kepada peningkatan pelaksanaan kaedah pengajaran dalam kalangan guru Pendidikan Jasmani. Menurut Khalid, Zurida, Shuki, dan Ahmad Tajuddin (2009), aspek pengalaman mengajar, sumbangannya lebih signifikan kepada tahap pengetahuan. Oleh itu, guru yang mempunyai pengalaman mengajar akan dapat meningkatkan lagi tahap pengetahuan yang berkaitan dalam bidang masing-masing dan bukan dalam aspek kaedah pengajaran. Tambahan pula menurut Sapie,Mohamad Fuad, Mohd Kamal Din, & Rekkeman Kusust (2014), untuk mempelbagaikan kaedah pengajaran, guru perlu lebih kreatif dan menggunakan bahan bantu mengajar yang sesuai dengan pelajar. Bagi meningkatkan lagi kebolehan guru dalam aspek kaedah pengajaran, Sapie,Mohamad Fuad, Mohd Kamal Din, & Rekkeman Kusust (2014) turut mencadangkan agar pihak yang berkenaan mewujudkan kelas-kelas intensif berkaitan dengan pemilihan kaedah pengajaran secara berkala dengan dibimbing oleh para pensyarah yang berkemahiran.

Kesimpulan

Mata pelajaran Pendidikan Jasmani diajar kepada semua murid dari tingkatan satu hinggalah ke tingkatan lima di sekolah. Ini menunjukkan bahawa mata pelajaran Pendidikan Jasmani merupakan mata pelajaran penting yang telah di rancang oleh pihak Kementerian Pendidikan untuk dilaksanakan di sekolah. Oleh itu, supaya mata pelajaran tersebut dapat disampaikan dengan berkesan kepada murid-murid, guru yang mengajar Pendidikan Jasmani perlu mempunyai kaedah pengajaran yang pelbagai dan menarik.

Walaubagaimanapun, hasil kajian ini menunjukkan tahap pelaksanaan kaedah pengajaran berada pada tahap sederhana. Sebagai guru Pendidikan Jasmani, mereka perlu mempunyai inisiatif dalam usaha untuk meningkatkan kemahiran yang berkaitan dengan kaedah pengajaran. Pihak sekolah juga perlu memberi peluang kepada guru yang mengajar Pendidikan Jasmani mengikuti kursus-kursus tentang kaedah pengajaran agar mereka dapat melaksana kaedah pengajaran Pendidikan Jasmani dengan berkesan. Hasil kajian juga menunjukkan tidak ada kaitan antara pengalaman mengajar dengan tahap pelaksanaan kaedah pengajaran dalam kalangan guru-guru Pendidikan Jasmani. Sehubungan dengan itu, bagi guru-guru yang telah lama mengajar juga perlu dihantar mengikuti pelbagai kursus yang berkaitan dengan kaedah pengajaran. Tambahan pula pada masa ini terdapat pelbagai kaedah pengajaran yang boleh diaplikasikan, misalnya penggunaan teknologi dalam pengajaran dan lain-lain peralatan yang boleh meningkatkan lagi tahap pelaksanaan kaedah pengajaran dalam kalangan guru-guru Pendidikan Jasmani di sekolah.

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ANALISIS PENGGUNAAN AYAT MAJMUK PANCANGAN DALAM KARANGAN PENGAJARAN DAN PEMBELAJARAN BAHASA MELAYU

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Abstrak: *Penyelidikan ini bertujuan untuk menganalisis penggunaan ayat majmuk pancangan dalam karangan pengajaran dan pembelajaran bahasa Melayu. Aspek yang diberi tumpuan dalam penyelidikan ini adalah untuk mengenal pasti jenis-jenis penggunaan ayat majmuk pancangan yang terdapat dalam karangan pelajar, dan mengenal pasti kesalahan penggunaan ayat majmuk pancangan yang terdapat dalam karangan pelajar. Penyelidikan tertumpu kepada pelajar tingkatan satu sahaja. Sampel telah dipilih berdasarkan kepada 20 orang sahaja iaitu 10 pelajar lelaki dan 10 orang pelajar perempuan. Kaedah yang digunakan dalam kajian ini ialah kaedah kualitatif iaitu meneliti hasil karangan pelajar bagi objektif yang pertama dan kedua. Penyelidikan ini dilakukan berdasarkan buku Tatabahasa Asas Edisi Kedua iaitu karya Ahmad Khair Mohd Nor yang diterbitkan pada tahun 2014. Kajian ini juga menggunakan teori pelaziman Pavlov dimana pengkaji mengaitkan teori ini dengan proses Pengajaran dan Pembelajaran. Kesimpulannya, dapatan kajian menunjukkan bahawa penggunaan ayat majmuk pancangan relatif adalah lebih tinggi berbanding ayat majmuk pancangan yang lain.*

Kata kunci: Ayat Majmuk Pancangan; Karangan; Pengajaran dan Pembelajaran; bahasa Melayu.

Pengenalan

Bahasa Melayu ialah bahasa yang indah dalam cara pertuturannya. Secara umumnya, kebanyakan penutur bahasa Melayu kini kurang menghayati keindahan bahasa dalam penggunaan seharian mereka. Penyelidikan terhadap bahasa Melayu sering kali dilakukan oleh para pengkaji – pengkaji bahasa sejak dahulu sehingga kini.

Bahasa adalah satu alat yang digunakan oleh manusia untuk berkomunikasi antara mereka. Komunikasi berlaku apabila bunyi-bunyi bahasa itu dihasilkan oleh alat ujaran manusia yang dipanggil artikulasi. Bunyi yang dihasilkan oleh manusia memberi maklumat kepada pendengar untuk berkomunikasi antara mereka. Sesuatu komuniti bahasa mempunyai peraturan tertentu sebagai panduan bagi ahli-ahlinya untuk menggunakan bahasa dengan betul. Bahasa yang digunakan secara berterusan dalam kehidupan sesuatu masyarakat sentiasa berkembang sesuai dengan perkembangan sosial yang berlaku dalam masyarakatnya.

Sorotan kajian

Noor Zullkhesham Omar (2009) dalam *Analisis Ayat Majmuk Pancangan Komplemen Dalam Cerpen Antologi Di Hadapan Pulau Untuk Pelajar Tingkatan Empat*. Beliau mendapati bahawa penggunaan kata hubung *bahawa* dan *untuk* dalam ayat majmuk pancangan komplemen adalah lebih tinggi atau kerap berbanding dengan kata hubung yang lain. Kekerapan penggunaan kata hubung *untuk* menunjukkan peratus yang tertinggi berdasarkan hasil analisis data yang diperoleh iaitu sebanyak 116 kali atau bersamaan 60.1%. Penggunaan kata hubung *bahawa* pula berjumlah 77 kali atau 39.8% daripada jumlah keseluruhan penggunaan kata hubung yang terdiri daripada bahawa dan untuk yang terdapat dalam novel yang dikaji oleh beliau. Nik Safiah Karim et. al., (1993) menyatakan bahawa ayat komplemen merupakan sebahagian dalam binaan ayat majmuk yang berfungsi sebagai unsur yang melengkapkan ayat tersebut. Ini bermakna, klausa akan membentuk sebagai satu ayat komplemen dan apabila dipisahkan kedua-dua klausa tersebut, hubungan antara kedua-dua klausa itu akan hilang dan klausa itu tidak lagi membawa sebarang makna. Hal ini jelas menunjukkan hubungan antara satu klausa dengan klausa yang lain memainkan peranan yang penting dalam menghasilkan satu ayat majmuk yang baik. Selain itu, penggunaan ayat majmuk dalam menghasilkan ayat yang lengkap juga sangat penting untuk memastikan karya penulisan yang dihasilkan lebih cantik dan tersusun.

Roslina Mohamad Noor (2000). Kajian yang dijalankan yang bertajuk *Analisis Kesilapan Penggunaan dan Penulisan Kata Majmuk di Kalangan Pelajar Tingkatan Satu di Sebuah Sekolah Menengah*. Hasil kajian menunjukkan penggunaan dan penulisan kata majmuk masih berada pada tahap sederhana. Kajian ini dijalankan menggunakan 2 ujian iaitu ujian imlak dan ujian objektif aneka pilihan. Ujian 1 merupakan ujian imlak yang mengandungi 24 item. Manakala ujian 2 pula merupakan ujian objektif yang mengandungi 30 soalan objektif aneka pilihan. Ujian 1 (ujian imlak) bertujuan untuk menguji prestasi responden dalam bidang penulisan kata majmuk dan ujian 2 (ujian objektif) pula bertujuan untuk memperlihatkan pencapaian responden dari segi penggunaan kata majmuk.

Hasil dapatan mendapati, pencapaian dalam ujian objektif aneka yang menguji pelajar dari aspek penggunaan kata majmuk adalah lebih baik jika dibandingkan dengan ujian imlak yang menguji pelajar dari segi penulisan kata majmuk. Hal ini menunjukkan bahawa pelajar lebih menguasai dari aspek penggunaan kata majmuk iaitu sebanyak 65.3% berbanding dengan penulisan kata majmuk iaitu sebanyak 53.7%. Penggunaan kata majmuk yang betul sememangnya menjadi persoalan yang sering diperkatakan terutamanya daripada aspek penulisannya, iaitu sama ada ditulis bercantum atau terpisah. Hal ini berlaku kerana masih ada segelintir pengguna bahasa Melayu sendiri yang keliru dan kurang pasti akan cara penulisan kata majmuk yang betul.
Hafidzah Yob (2003) yang menjalankan satu kajian yang bertajuk *"Kesalahan Ayat Majmuk dalam Karangan Bahasa Melayu : Satu Kajian di Sekolah Menengah Kebangsaan Agama Arau, Perlis.* Tujuan kajian ini dijalankan adalah untuk melihat kesalahan ayat-ayat majmuk yang telah dibina oleh para pelajar di dalam karangan mereka. Hasil dapatan menunjukkan sebanyak 784 ayat majmuk yang telah dibina oleh pelajar dalam 40 buah karangan mereka. Daripada keseluruhan jumlah tersebut didapati tiga jenis ayat majmuk yang telah digunakan iaitu ayat majmuk pancangan, ayat majmuk gabungan dan ayat majmuk campuran. Jenis ayat yang paling banyak digunakan oleh pelajar dalam menghasilkan karangan yang baik ialah ayat majmuk gabungan iaitu sebanyak 368 ayat atau 46.9%. Ayat majmuk pancangan pula menunjukkan 301 ayat atau 38.4% penggunaan yang kedua tertinggi dan ayat majmuk campuran pula menunjukkan peratusan yang

paling rendah iaitu sebanyak 115 ayat atau 14.7%. Menurut beliau lagi, terdapat lima faktor penyebab berlakunya kesalahan ayat majmuk. Iaitu :
Penggunaan kata hubung yang tidak betul atau tidak mengikut fungsinya. Hanya kata hubung jenis pancangan relatif dan kata hubung gabungan *dan* sahaja yang kurang mengalami kesalahan.

Tidak sempurna pemancangan ayat kecil ke dalam ayat induk.

Makna keseluruhan ayat tidak sempurna dan tidak gramatis.

Terdapat pengaruh tatabahasa atau dialek. Biasanya pelajar akan menulis ayat berdasarkan dialek percakapan mereka terutamanya pelajar yang tinggal di kawasan luar bandar.

Susunan fakta-fakta ayat tidak menunjukkan hubungan logikal di antara satu dengan yang lain.

Faktor tersebut jelas menunjukkan bahawa masih ramai pelajar yang tidak tahu menggunakan ayat majmuk yang betul dalam penulisan karangan. Ayat majmuk hadir dalam satu klausa dengan klausa yang lain untuk membentuk satu ayat yang gramatis. Sekiranya, hanya terdapat satu klausa sahaja, ayat yang diihasilkan adalah tidak gramatis. Hal ini menunjukkan penggunaan ayat majmuk dalam karangan penulisan sangat penting untuk membentuk satu ayat yang untuh. Hasil kajian dapat dilihat secara terperinci melalui jadual di bawah ini :

Jadual 1 : Menunjukkan jenis kesalahan dan kadar peratusannya.

Jenis Kesalahan	Bilangan Kesalahan	Peratusan (%)
Sintaksis	244	35.0
Morfologi	241	35.5
Leksikal	109	15.6
Ortografi	66	9.5
Salan pengucapan (BI)	38	5.4
Jumlah	698	100

Hasil kajian mendapati purata panjangnya esei ialah 559 perkataan. Selain itu, beliau mendapati terdapat 698 kesalahan bahasa dan setiap sempel mempunyai 5 hingga 49 kesalahan bahasa. Kesalahan bahasa yang paling kerap berlaku ialah dalam aspek sintaksis iaitu sebanyak 35% atau 244 kesalahan bahasa manakala salah pengucapan iaitu penggunaan bahasa Inggeris dalam karangan menunjukkan peratusan yang paling rendah iaitu sebanyak 38 kesalahan atau bersamaan 5.4% .

Menurut tatabahasa Dewan, dalam Ahmad Khair Ahmad Noor et. al., (2014:219) sintaksis merupakan bidang ilmu bahasa yang mengkaji bentuk, struktur, dan binaan atau konstruksi ayat. Tambah beliau lagi, dalam bidang sintaksis, yang dibincangkan ialah struktur frasa, klausa dan ayat. Misalnya, ayat terdiri daripada klausa sebagai unsurnya, klausa terdiri daripada frasa sebagai unsurnya, dan frasa terdiri daripada kata sebagai unsurnya. Ini jelas menunjukkan bahawa, sintaksis, ayat, klausa, frasa dan kata mempunyai hubungan yang rapat antara satu sama lain untuk membentuk ayat yang utuh. Penggunaan aspek sintaksis yang tepat dan betul akan menambah keberkesanan komunikasi lebih-lebih lagi apabila melibatkan pembelajaran pada peringkat pengajian tinggi. Pengkaji berpendapat bahawa penggunaan bahasa yang betul dan gramatis memudahkan seseorang penutur untuk berkomunikasi dengan penutur dan pendengar akan lebih memahami akan maksud yang ingin disampaikan oleh penutur. Oleh itu, penggunaan bahasa yang baik memainkan peranan yang penting untuk seseorang menyampaikan maklumat kepada

pendengar atau penerima maklumat supaya maklumat yang diterima adalah tepat dan betul dengan maklumat yang ingin disampaikan oleh penutur.

Dapatan Kajian

Pada bahagian ini, pengkaji akan menghuraikan dengan lebih mendalam lagi mengenai penggunaan ayat majmuk pancangan yang terdapat dalam penulisan karangan pelajar. Analisis yang dijalankan ini adalah berdasarkan persoalan dan objektif kajian seperti yang dinyatakan dalam Bab 1.

Penggunaan Ayat Majmuk Pancangan Secara Keseluruhan dalam Karangan Pelajar

Pengkaji akan menganalisis jenis-jenis penggunaan ayat majmuk pancangan yang terdapat dalam karangan pelajar. Dalam analisis data, kesalahan bentuk ayat majmuk pancangan yang digunakan oleh pelajar dikeluarkan dan disenaraikan dalam bentuk jadual. Selain itu, pengkaji turut memaparkan data keseluruhan bilangan pelajar yang menggunakan ayat majmuk pancangan dalam penulisan karangan mereka. Hal ini adalah bertujuan untuk memperincikan data yang diperoleh secara lebih mendalam.

Graf 1 : Bilangan Responden yang Menggunakan Jenis Kelompok Ayat Majmuk Pancangan

Hasil analisis data graf 1 mendapati, hampir kesemua responden menggunakan ayat majmuk pancangan dalam penulisan karangan mereka. Sebanyak 100% iaitu 20 orang responden menggunakan ayat majmuk pancangan relatif dalam penulisan karangan mereka. Manakala, ayat majmuk pancangan komplemen dan ayat majmuk pancangan keterangan pula masing-masing menunjukkan jumlah yang sama iaitu 95% iaitu bersamaan dengan 19 orang responden. Oleh itu, dapat dilihat betapa pentingnya penggunaan ayat majmuk pancangan dalam penulisan karangan untuk membina ayat yang mantap.

Jadual 1 : Bilangan Responden yang Menggunakan Jenis Ayat Majmuk Pancangan

Kelompok Ayat Majmuk Pancangan	Jenis Kata Majmuk	Bilangan Responden	Peratus (%)
Ayat majmuk pancangan relatif	Yang	20	100
Ayat majmuk pancangan komplemen	Untuk	17	85
Ayat majmuk pancangan keterangan	Tujuan :		
	Demi	1	5
	Bagi	6	30
	Harapan :		
	Agar	3	15
	Supaya	5	25
	Perbandingan :		
	Seperti	5	25
	Daripada	14	70
	Bak	2	10
	Musabab :		
	Kerana	10	50

Hasil analisis data, mendapati ramai responden yang menggunakan ayat majmuk pancangan relatif dalam penulisan karangan mereka. Data menunjukkan, semua pelajar menggunakan ayat majmuk pancangan relatif ini dalam penulisan karangan mereka iaitu sebanyak 20 orang pelajar atau 100%. Hal ini demikian kerana, ayat majmuk pancangan relatif *yang* digunakan untuk meluaskan frasa subjek atau frasa predikat. Contoh ayat ialah :

Pelajar 1	*Dalam meniti arus perdana yang kian mencabar ini, masalah obesiti semakin meningkat dalam kalangan rakyat dinegara kita.*

Selain itu, ayat majmuk pancangan komplemen *untuk* pula menunjukkan bilangan yang kedua tertinggi iaitu sebanyak 17 orang responden atau 75%. Ayat majmuk pancangan komplemen ini berfungsi untuk melengkapkan ayat supaya ayat yang dihasilkan akan lebih bermakna. Contoh ayat ialah :

Pelajar 2	*Konklusinya, kita haruslah sedar bahawa tiada jalan mudah untuk menguruskan dan mengawal berat badan.*

Menurut Ahmad Khair Mohd Nor et. al., (2014) ayat majmuk pancangan keterangan terbahagi kepada 9 jenis. Iaitu :

Kata majmuk pancangan Keterangan :

keterangan waktu
keterangan musabab
ketangan akibat
keterangan pertentangan
keterangan syarat
keterangan cara
keterangan tujuan
keterangan harapan
keterangan perbandingan

Berdasarkan hasil analisis data, pengkaji mendapati hanya 4 jenis kelompok ayat majmuk pancangan keterangan yang digunakan oleh responden dalam menghasilkan sebuah karangan. Oleh itu, pengkaji hanya mengeluarkan apa yang terdapat berdasarkan hasil analisis data. Hasil analisis data menunjukkan ayat majmuk pancangan keterangan perbandingan *daripada* menunjukkan peratusan yang tinggi berbanding ayat majmuk pancangan keterangan yang lain iaitu sebanyak 70% atau bersamaan 14 orang responden. Contoh ayat ialah :

Pelajar 3	*Hal ini demikian kerana banyak penyakit kronik berpunca daripada masalah obesiti*

Ayat di atas menunjukkan keterangan kesan masalah obesiti sehingga menjadi penyebab kepada masalah penyakit kronik. Ini bersesuaian dengan jenis ayat majmuk pnacangan keterangan perbandingan oleh Ahmad Khair Mohd Nor et. al., (2014) yang mendefinisikan ayat majmuk keterangan perbandingan ini membawa keterangan tentang sesuatu kejadian secara perbandingan.

Selain itu, ayat majmuk pancangan keterangan musabab *kerana* pula menunjukkan bilangan kedua tertinggi pada kelompok ayat majmuk pancangan keterangan iaitu sebanyak 50% atau 10 orang responden. Menurut Ahmad Khair Mohd Nor et. al., (2014) ayat majmuk pancangan keterangan musabab ini menerangkan sebab atau alasan berlakunya sesuatu kejadian atau perbuatan. Contoh ayat ialah :

Pelajar 4	*Orang yang mengalami masalah obesiti juga tidak dapat menikmati kehidupan mereka sepenuhnya kerana badan yang terlalu gemuk sudah semestinya membataskan pergerakan mereka.*

Ayat majmuk pancangan harapan *supaya* pula menunjukkan 25 % atau bersamaan 5 orang responden yang menggunakan jenis ayat majmuk pancangan harapan *supaya* dalam penulisan karangan mereka. Ayat majmuk pancangan harapan *supaya* ini digunakan untuk memberi keterangan tentang sesuatu yang diingini atau dihajati. Contoh ayat ialah :

responden 5	*Oleh itu, kita perlulah menjaga badan supaya sentiasa sihat.*

Selain itu, ayat majmuk pancangan keterangan tujuan *bagi* menunjukkan bilangan yang memuaskan iaitu sebanyak 6 orang responden iaitu 30%. Ayat majmuk pancangan keterangan

tujuan ini digunakan untuk memberi keterangan tentang sesuatu tujuan atau harapan bagi sesuatu perbuatan dilakukan. Contoh ayat yang digunakan oleh responden ialah :

Pelajar 6	*Tambahan pula, Kementerian Kesihatan Malaysia (KKM) menguar-uarkan slogan "Makan secara sihat,sihat sepajang hayat" bagi memastikan rakyat mengamalkan pemakanan sihat.*

Kesalahan Penggunaan Ayat Majmuk Pancangan yang Terdapat dalam Karangan Pelajar.

Graf 2 : Kesalahan Penggunaan Ayat Majmuk Pancangan yang Terdapat dalam Karangan Pelajar.

Jadual 2 : Kesalahan Penggunaan Ayat Majmuk Pancangan yang Terdapat dalam Karangan Pelajar.

Kelompok Ayat Majmuk Pancangan	Bilangan Responden	Peratus (%)
Ayat majmuk pancangan relatif	7	35
Ayat majmuk pancangan komplemen	0	0
Ayat majmuk pancangan keterangan	3	15
JUMLAH	10	50

Berdasarkan hasil analisis graf 2 dan jadual 2, seramai 10 orang responden atau 50 % daripada jumlah keseluruhan responden telah melakukan kesalahan dalam penggunaan ayat majmuk pancangan yang betul. Manakala, 10 orang responden lagi tidak menunjukkan sebarang kesalahan dalam penggunaan ayat majmuk pancangan yang betul dalam penulisan karangan mereka. Hal ini menunjukkan separuh responden menggunakan ayat yang gramatis dalam menghasilkan satu karangan yang mantap. Oleh itu, jadual di atas hanya menunjukkan kesalahan penggunaan ayat majmuk pancangan sahaja.

Hasil analisis data juga mendapati, ramai responden yang melakukan kesalahan penggunaan ayat majmuk pancangan relatif yang betul. Hasil analisis menunjukkan seramai 7 orang responden bersamaan dengan 35 % yang telah melakukan kesalahan penggunaan ayat majmuk pancangan relatif *yang* dalam penulisan karangan mereka. Contohnya ialah :

Pelajar 7	*Fenomena ini terjadi kerana para remaja suka makan makanan yang segera tinggi kalori*. (salah)
	Fenomena ini terjadi kerana para remaja suka makan makanan segera yang berkalori tinggi. (betul)

Ayat di atas menunjukkan penggunaan ayat yang tidak gramatis. Responden menggunakan ayat majmuk pancangan relatif *yang* pada konteks ayat yang salah. Ini adalah bersesuaian dengan pendapat tokoh Ahmad Khair Mohd Nor et. al., (2014) bahawa ayat relatif juga dikenali sebagai ayat peluas kerana klausa relatif berfungsi meluaskan frasa subjek atau frasa predikat. Klausa relatif ini akan menjadi klausa tak bebas yang menerangkan klausa bebas. Penerbitan ayat di atas mengalami proses seperti yang berikut :

Proses pertama : Fenomena ini terjadi kerana para remaja suka makan .
Proses Kedua : Makanan segera itu berkalori tinggi.
Proses ketiga : Fenomena ini terjadi kerana para remaja suka makan makanan segera yang berkalori tinggi.

Proses di atas menerangkan proses penerbitan ayat majmuk pancangan relatif *yang* dengan betul. Penggunaan ayat yang digunakan haruslah bersesuaian dengan konteks ayat dan mengikut hukum tatabahasa yang betul. Selain itu, terdapat beberapa contoh lain yang menunjukkan kesalahan penggunaan ayat majmuk pancangan yang betul dalam penulisan karangan responden. Contohnya ialah :

Pelajar 8	*Kita haruslah mengambil kira keperluan karbohidrat, lemak dan zat-zat yang pemakanan sesuai dengan peringkat umur.* (salah)

	Kita haruslah mengambil kira keperluan karbohidrat, lemak dan zat-zat pemakanan yang sesuai dengan peringkat umur. (betul)

Responden di atas juga menunjukkan penggunaan ayat majmuk pancangan relatif *yang* tidak gramatis. Responden menggunakan ayat majmuk pancangan relatif *yang* pada konteks ayat yang salah. Pengkaji telah membetulkan penggunaan ayat majmuk pancangan relatif *yang* pada ayat di atas. Selain itu, penggunaan ayat majmuk pancangan komplemen tidak menunjukkan sebarang kesalahan iaitu sebanyak 0 %. Semua responden menggunakan ayat pancangan komplemen dengan betul dan mengikut hukum tatabahasa yang betul. Tiada seorang responden pun menggunakan ayat majmuk pancangan komplemen dalam konteks ayat yang salah.

Kesimpulan

Kesimpulan daripada kajian ini, diharapkan dapat membantu pengkaji dan pembaca memahami penggunaan ayat majmuk pancangan secara terperinci. Sesungguhnya cabang ilmu tatabahasa sangat luas. Terdapat banyak lagi cabang-cabang tatabahasa yang boleh dikaji dan diterokai. Berdasarkan cadangan yang diberikan, pengkaji berharap kajian yang akan datang akan memberi lebih manfaat kepada pelajar, pengkaji dan orang ramai.

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CABARAN DALAM PENGURUSAN HARTA PUSAKA BERWASIAT DI MALAYSIA

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Abstrak*: Wasiat merupakan perkara yang sangat digalakkan dalam Islam. Proses tuntutan harta pusaka akan menjadi lebih mudah sekiranya si mati meninggalkan wasiat. Walaubagaimanapun, konsep wasiat yang sebenar perlulah difahami oleh pembuat, penerima dan pemegang amanah agar pengurusan wasiat dapat dilaksanakan dengan lancar. Menurut statistik, terdapat wasiat yang tidak dapat disempurnakan oleh pemegang amanah disebabkan terdapat beberapa masalah dan cabaran yang dihadapi menyebabkan harta pusaka tersebut terpaksa dibekukan. Kajian ini dijalankan bertujuan untuk mengkaji cabaran yang dihadapi oleh pemegang amanah dalam pengurusan wasiat di Malaysia dan seterusnya mencadangkan langkah-langkah penambahbaikan dalam pengurusan harta pusaka berwasiat. Bagi mencapai objektif tersebut, reka bentuk penyelidikan kualitatif diaplikasi melalui pendekatan kajian literatur dan kajian kes. Dua cawangan Amanah Raya Berhad telah dipilih sebagai kajian kes. Data sekunder telah diekstrak dari laporan tahunan, jurnal dan buku teks berkaitan. Data primer diperolehi melalui temu bual bersemuka yang telah dijalankan dengan menggunakan soalan separa berstruktur. Data primer dan sekunder kemudiannya dikumpul dan dianalisis dengan menggunakan kaedah analisis kandungan. Hasil kajian mendapati wujudnya pelbagai cabaran yang dihadapi oleh Amanah Raya Berhad dalam pengurusan wasiat bermula dari pembuatan wasiat sehinggalah ke peringkat perlaksanaan wasiat tersebut. Oleh sebab itu, cabaran-cabaran tersebut perlu diatasi dan cadangan penambahbaikan telah dicadangakan dalam kajian ini agar proses pengurusan harta pusaka berwasiat dapat dilaksanakan dengan lebih efektif.*

Kata Kunci: Wasiat, Amanah Raya Berhad, Cabaran

Pengenalan

Wasiat merupakan salah satu instrumen dalam pengurusan harta pusaka selain daripada Faraid dan Takharuj. Faraid merupakan pembahagian harta pusaka kepada ahli waris yang telah ditetapkan kadarnya oleh Allah swt di dalam Al-Quran (Surah An-Nisa, 11-12). Takharuj atau permuafakat pula adalah satu kaedah yang dilakukan sesama ahli waris berasaskan kepada prinsip toleransi, redha meredhai dan persetujuan dalam pembahagian harta pusaka (Zamro, dan Ridzuan, 2006). Manakala wasiat, instrumen yang difokuskan dalam kajian ini, didefinisikan sebagai pesanan yang dibuat oleh seseorang semasa hidupnya sama ada dalam bentuk tulisan, lisan mahupun isyarat dan akan dilaksanakan selepas kematian pewasiat (Kasimah dan Yazid, 2012).

Wasiat adalah suatu keperluan dalam perancangan harta pusaka kerana pembahagian harta pusaka menjadi lebih mudah sekiranya terdapat wasiat yang ditinggalkan oleh pewasiat. Wasiat yang ditinggalkan perlulah dilaksanakan secepat mungkin sejurus selepas kematian pewasiat agar waris dan penerima wasiat menerima hak yang telah ditetapkan. Namun begitu, wujudnya isu kelewatan dalam pelaksanaan wasiat (Ikbal, 2009) yang menyebabkan harta tersebut terpaksa dibekukan sementara. Implikasi daripada kelewatan pelaksanaan wasiat akan menyebabkan harta pusaka tidak dapat dibahagikan kepada ahli waris atau penerima wasiat dan seterusnya menyebabkan harta pusaka tersebut tidak diuruskan hingga timbul isu waris berlapis, pertelingkahan dalam institusi keluarga dan sebagainya.

Terdapat banyak kajian yang dilakukan ke atas wasiat, antaranya adalah kefahaman masyarakat mengenai wasiat (Kasimah dan Yazid, 2012), tujuan umat Islam melaksanakan wasiat dan tingkahlaku masyarakat dalam membuat wasiat (Suhaili, 2012). Berbeza dengan kajian ini yang bertujuan untuk menangani isu kelewatan pengurusan harta pusaka berwasiat dengan mengkaji cabaran yang dihadapi oleh pemegang amanah dalam menguruskan wasiat bermula dari peringkat pembuatan wasiat sehinggalah kepada perlaksanaan wasiat tersebut. Tambahan lagi, kajian ini turut mencadangkan penambahbaikan pengurusan harta pusaka berwasiat agar pengurusan wasiat menjadi lebih efektif.

Konsep Wasiat

Kata wasiat (الوصية) berasal dari kata *wasoitu* (وصيت), *asy-syaie*, *usiyyah* dan *ausoltu* iaitu aku menyampaikan sesuatu ataupun menyampaikan pesanan. Dari segi bahasa, wasiat bermaksud wasa iaitu menyampaikan atau menyambung (Musa, 1994). Dari segi istilah, wasiat ialah pesan terakhir yang diucapkan hanya dengan lisan atau disampaikan melalui tulisan oleh seseorang berkenaan harta benda yang dimilikinya kerana merasakan bahawa dirinya akan meninggal dunia (Sufyan, 2015). Secara umumnya, wasiat adalah merupakan salah satu mekanisma perancangan perwarisan harta yang menzahirkan keinginan seseorang individu itu ke atas strategi pengagihan harta yang dimiliki olehnya secara suka rela atau tanpa paksaan dan terlaksana hanya selepas kematian pemilik harta tersebut. Dalam penulisan wasiat, segala pesanan yang baik dan bermanfaat (Syaikh, 2005) boleh dituliskan atau dizahirkan seperti menyatakan hasrat terhadap pengagihan harta kepada insan yang disayangi, pengisytiharan harta dan hutang yang dimiliki, pesanan untuk melunaskan segala hutang-piutang, nama pemegang amanah atau penjaga bagi anak di bawah umur atau kurang upaya serta larangan penggunaan harta untuk tujuan tidak bermanfaat dan sebagainya.

Rukun Wasiat

Rukun wasiat terbahagi kepada empat perkara. Pertama ialah *Mushi* iaitu orang yang melakukan wasiat atau dikenali sebagai pewasiat. Kedua, *Mushaalah* iaitu orang yang menerima wasiat. Manakala rukun ketiga ialah *Muushaabih* iaitu sesuatu barang atau harta yang diwasiatkan. Rukun terakhir ialah *Sighat* yang bermaksud lafaz perkataan yang digunakan semasa meninggalkan wasiat contohnya "Aku berwasiatkan harta ini kepada fulan bin fulan" atau lafaz seperti "Aku tinggalkan sepertiga hartaku kepada si fulan bin fulan setelah aku mati" dan sebagainya (JAWHAR, 2010; Mustofa, Mustafa dan Ali, 2008).

Syarat-Syarat Wasiat

Tiga syarat wasiat yang utama yang perlu ada untuk membuat wasiat adalah dokumen wasiat yang ditandatangani oleh pewasiat dan juga dua saksi. Firman Allah swt di dalam Al-Quran (5; 106) menyatakan dengan jelas supaya wasiat yang dibuat perlulah dihadirkan bersama dengan dua orang saksi yang layak. Selain daripada itu wasiat hendaklah dibuat tidak boleh melebihi satu pertiga (1/3) harta yang dimiliki kepada sesiapa pun kecuali atas izin kesemua waris selepas kematiannya (Syaikh, 2005).

Hukum Wasiat

Terdapat beberapa hukum dalam melaksanakan wasiat dan ianya bergantung kepada situasi seseorang itu. Menurut pandangan keempat-empat imam wasiat boleh jadi wajib, sunnah, harus, makhruh dan haram seperti yang dijelaskan dibawah (Akmal, 2013).

Pertama, hukum wasiat itu menjadi wajib apabila dilihat kepada firma Allah dalam surah Al-Baqarah ayat 180. Selain daripada itu, ianya menjadi wajib apabila seseorang itu mempunyai kewajiban syara' yang dikhuwatiri akan disia-siakan jika dia tidak berwasiat seperti hutang kepada Allah dan manusia. Hutang kepada Allah di mana si mati mempunyai kewajipan zakat yang belum ditunaikan, atau haji yang belum terlaksana. Manakala, hutang kepada manusia ialah mempunyai hutang yang tidak diketahui oleh orang lain selain dirinya sendiri dan kemungkinan si mati juga mempunyai pesanan yang perlu disampaikan tetapi tidak ada saksi, maka wasiat menjadi wajib ke atas dirinya (Syaikh, 2005). Wasiat tidak boleh dipindahkan haknya kepada orang yang diwasiati sehinggalah orang yang berwasiat itu meninggal dunia, dan telah melunaskan segala hutangnya. Tetapi andainya hutang tersebut melebihi harta peninggalan si mati, maka penerima wasiat tadi tidak akan mendapatkan apa-apa dari harta si mati kerana harta tersebut perlulah digunakan terlebih dahulu bagi melangsaikan hutang yang ada.

'Ali *Radhiyallahu 'anhu*, ia berkata, "Rasulullah saw memerintahkan hutang dilunaskan sebelum pelaksanaan wasiat dibuat. Dalil firman Allah SWT di dalam Surah An-Nisa' ayat 12. (Hasan: [*Shahiih Sunan Ibni Majah* (no. 2195), *al-Irwaa'* (no. 1667)], Sunan Ibni Majah (II/906, no. 2715), Sunan at-Tirmidzi (III/294, no. 2205).

Kedua, wasiat menjadi Sunnah jika seseorang itu mempunyai harta yang banyak dan mempunyai ahli waris yang kaya serta kaum kerabatnya yang kaya, demikian itu, mereka tidak memerlukan bantuan harta. Maka dalam hal ini, seseorang itu disunnahkan untuk melakukan wasiat dengan mewasiatkan sebahagian hartanya di jalan kebaikan.

Ketiga, hukum wasiat diharuskan atau dibolehkan jika ianya ditujukan kepada orang yang kaya, sama ada kerabatnya ataupun bukan kerabat

Hukum yang keempat adalah wasiat menjadi makruh apabila seseorang itu mempunyai harta yang sedikit, sedangkan dia mempunyai seorang atau ramai ahli waris lain yang memerlukan bantuan daripada hartanya. Tambahan lagi, wasiat juga menjadi makruh kepada penerima yang fasik jika diketahui bahawa mereka tidak menggunakan dan menguruskan harta tersebut dengan betul dan menggunakannya dalam keadaan kefasikan serta kerusakan.

Manakala hukum yang terakhir iaitu kelima adalah haram jika berwasiat melebihi sepertiga harta yang dimiliki. Selain daripada itu, wasiat haram dilakukakan apabila seseorang itu bercadang untuk memberi hartanya kepada ahli waris. Hal ini kerana, ahli-ahli waris akan mendapat hak masing-masing melalui hukum faraid selepas wasiat dilaksanakan. Rasullah saw turut bersabda:

"Sesungguhnya Allah telah memberikan kepada setiap orang yang memiliki hak akan hartanya. Maka tidak ada wasiat untuk ahli waris." (Sahih sunan Ibni Majah)

Selain daripada itu, wasiat menjadi haram jika perkara tersebut merugikan pewasiat, ahli waris dan keturunanya dan jika wasiat tersebut mengandungi unsur yang dilarang seperti pembinaan bangunan perjudian, kilang arak dan sebagainya (Al Nisa', 12)

Metodologi

Kajian ini telah mengaplikasi reka bentuk kualitatif iaitu berdasarkan kajian kes. Kajian ini memberi fokus kepada cabaran pengurusan harta pusaka berwasiat yang dihadapi oleh pemegang amanah utama di Malaysia iaitu Amanah Raya Berhad (ARB). Dua cawangan ARB telah dipilih iaitu cawangan Johor Bahru dan Shah Alam di mana pilihan cawangan dibuat berdasarkan statistik tertinggi wasiat yang didaftarkan di ARB. Dua data telah diperolehi iaitu data primer dan data sekunder. Data sekunder telah diekstrak daripada kajian-kajian lepas, artikel, jurnal-jurnal berkaitan, laman sesawang, dan laporan tahunan. Bagi data primer, kaedah temu bual mendalam secara bersemuka dan temu bual melalui telefon dengan enam orang responden digunakan. Soalan yang digunakan adalah berbentuk separa struktur. Soalan temu bual terbahagi kepada 2 bahagian iaitu Bahagian A merupakan latar belakang responden dan Bahagian B mengenai pengurusan harta pusaka berwasiat di ARB. Semasa proses temu bual dijalankan, penggunaan perakam suara dan catatan telah dilakukan supaya data yang diberikan boleh diulang dengar dan dirujuk kembali. Seterusnya, kesemua data akan dianalis dengan menggunakan analisis kandungan.

Analisis Cabaran Pengurusan Harta Pusaka Berwasiat di ARB

Jadual 1 dan Rajah 1 perlu dibaca bersama bagi menjelaskan hasil analisis yang diperolehi mengenai cabaran yang dihadapi oleh pihak ARB dalam pengurusan wasiat. Bagi memudahkan analisis dijalankan, pengkodan kepada setiap jawapan (J) yang diberikan oleh responden (R) dilakukan.

Rajah 1: Analisis Kekerapan Responden Bagi Cabaran Pengurusan Wasiat

Terdapat tujuh jawapan berbeza yang diberikan oleh responden. Kesemua responden (R1-R6) memberikan jawapan yang pertama (J1), kedua (J2) dan ketiga (J3) yang membawa maksud kurangnya pemahaman konsep wasiat oleh pewasiat dan pewaris, kurangnya kesepakatan antara ahli waris dalam pembahagian harta pusaka dan tiada pemakluman dibuat oleh pewasiat kepada ahli waris setelah membuat wasiat merupakan cabaran utama dalam melaksanakan wasiat yang dibuat oleh pewasiat.

Jadual 1: Cabaran Pengurusan Wasiat di ARB

Soalan	**Jawapan (J)**	**Kekerapan Responden (R)**
(Cabaran yang dihadapi)	Kurangnya pemahaman konsep wasiat oleh Pewasiat	R1 - R6
	Kurang kesepakatan antara ahli waris	R1 - R6
	Tiada pemakluman oleh pewasiat kepada ahli waris	R1 - R6
	Sistem atau prosedur oleh agensi-agensi lain menyukarkan proses pembahagian harta pusak	R3,R4
	Wasiat(Islam) tidak memerlukan pengesahan daripada Mahkamah Syariah semasa dibuat	R3
	Sekatan undang-undang tanah	R3,R4
	Tiada akta atau undang-undang tertinggi mengenai pembahagian harta pusaka untuk di rujuk oleh semua agensi terlibat	R3

Manakala dua responden (R3 dan R4) memberikan jawapan yang keempat (J4) iaitu ketidakseragaman sistem atau prosedur oleh agensi-agensi lain. Sebagai contoh dalam sistem pelaburan di mana terdapat syarat bahawa nama yang dibenarkan sebagai penerima dividen hanya seorang sahaja yang dibenarkan, terjadi satu kes di mana pewasiat menamakan ketiga-tiga orang anaknya sebagai penerima dividen. Perkara tersebut tidak boleh berlaku disebabkan oleh prosedur atau syarat yang telah ditetapkan oleh syarikat pelaburan tersebut, maka wasiat tidak boleh dilaksanakan berkenaan pelaburan tersebut.

Jawapan kelima (J5) hanya dizahirkan oleh seorang sahaja responden (R3) iaitu wasiat bagi orang Islam tidak memerlukan pengesahan daripada Makhamah Syariah setelah dibuat. Disebabkan perkara ini, terdapat wasiat yang tidak boleh diterima pakai apabila pewasiat mati dan kemungkinan wasiat akan jadi terbatal jika wasiat tersebut tidak ditulis menurut hukum syarak. Bagi cabaran yang keenam (J6), dua responden (R3 dan R4) menyatakan sekatan undang-undang tanah menyebabkan wasiat tidak dapat dilaksanakan. Hal ini sering berlaku jika melibatkan sebidang tanah di dalam kawasan Lembaga Kemajuan Tanah Persekutuan (FELDA) yang mana menurut Akta Kawasan Penempatan Berkelompok 1960, seksyen 14 menetapkan hanya dibenarkan dua orang penama sahaja sebagai pewaris bagi tanah FELDA. Oleh itu wasiat yang mengandungi penerima lebih dari dua orang tidak boleh dilaksanakan. Begitu juga dengan harta berbentuk saham di dalam kawasan Pihak Berkuasa Kemajuan Pekebun Kecil Perusahaan Getah (RISDA) yang mana terdapat sekatan seperti contoh dibawah:
Seseorang memiliki tanah seluas lima ekar dan tanah tersebut dilaburkan ke dalam saham. Kemudian, pemilik meninggal dunia dan meninggalkan wasiat bahawa pulangan saham tersebut hendaklah diberikan kepada ketiga-tiga anaknya. Namun begitu, cek hanya dibenarkan keluar untuk satu penama sahaja. Oleh itu, pulangan saham tersebut tidak dapat diberikan kepada mana-mana anaknya.

Tetapi jika anak kedua dan ketiga setuju untuk serahkan hasil pulangan tersebut kepada anak pertama, maka anak pertama boleh memperolehinya,
Walaubagaimanapun, jika anak pertama mati, pulangan (duit) tersebut tidak boleh diserahkan kepada cucu pemilik saham tadi kerana itu adalah peraturan dan polisi yang ditetapkan, hanya pemilik saham sebenar sahaja boleh meletakkan nama penerima hasil saham tersebut dan anak kedua dan ketiga tadi sudah menolak dan nama mereka terus terbatal dari penerima hasil. Maka pulangan saham tersebut akan terus bertambah tanpa sesiapa memilikinya.

Cabaran yang terakhir sekali telah disuarakan oleh R3 iaitu tiada akta atau undang-undang tertinggi yang boleh dirujuk oleh semua pihak mengenai pembahagian harta pusaka (J7). Hal ini penting kerana boleh menjadi rujukan kepada semua agensi yang terlibat.

Analisis Cadangan Penambahbaikan dalam Pengurusan Harta Pusaka Berwasiat

Bagi analisis ini, Jadual 2 dan Rajah 2 perlu dibaca bersama bagi mendapat gambaran penuh mengenai jawapan responden terhadap soalan yang diajukan berkaitan dengan cadangan penambahbaikan dalam pengurusan harta pusaka berwasiat. Analisis ini dilakukan untuk mengatasi cabaran yang dihadapi dalam pengurusan wasiat, agar wasiat dapat terlaksana dengan efektif.

Rajah 2: Analisis Kekerapan Responden Bagi Cadangan Penambahbaikan Pengurusan Wasiat

Terdapat tujuh jawapan (J) cadangan yang berbeza diberikan oleh responden. Semua responden telah memberikan jawapan yang pertama (J1) iaitu perlunya memberi kesedaran kepada masyarakat mengenai konsep dan kepentingan wasiat melalu kempen atau iklan-iklan. Dua responden (R2 dan R3) memberi cadangan jawapan (J2) terhadap peranan ibu bapa yang perlu menerapkan dalam diri anak-anak dengan didikan agama supaya mempunyai jati diri dan sentiasa bersatu dan sepakat di dalam hal-hal berkaitan keluarga.

Jadual 2: Cadangan Penambahbaikan Pengurusan Harta Pusaka Berwasiat

Soalan	**Jawapan (J)**	**Kekerapan Responden (R)**
(Cadangan Penambahbaikan)	Kesedaran kepada masyarakat mengenai konsep dan kepentingan wasiat	R1 - R6
	Ibu bapa sendiri perlu menerapkan didikan agama dan jati diri di dalam diri anak-anak supaya sentiasa bersatu dan bersepakat dalam setiap hal	R2,R3
	Sistem Kad Pewasiat	R2,R4
	Sistem berkomputer (kemas kini data secara atas talian)	R2,R3,R4
	Menyediakan akta utama untuk dirujuk dalam hal harta pusaka di Malaysia	R3
	Mempercepatkan tempoh masa pembahagian dokumen	R2, R3
	Pelajaran berkenaan pengurusan harta pusaka boleh dijadikan subjek tambahan di sekolah rendah mahupun menengah seterusnya ke peringkat IPTA atau IPTS	R4

Seterusnya responden R2 dan R4 mencadangkan supaya diwujudkan sistem kad pewasiat (J3) di mana pihak ARB perlu menyediakan satu kad bagi membuktikan bahawa seseorang itu ada meninggalkan wasiat di ARB. Hal ini bagi mewujudkan kepercayaan kepada ahli-ahli waris dan penerima wasiat sekiranya mereka tidak mengetahui wasiat telah dibuat oleh si mati. Bagi J4 pula, cadangan diterima daripada tiga orang responden iaitu R2, R3 dan R4 mengenai sistem komputer berkenaan dengan wasiat selalu dikemaskini maklumatnya seperti status pewasiat, pewaris atau penerima wasiat. Tambahan lagi, R3 menzahirkan cadangan supaya satu akta utama perlu digubal bagi menjadi rujukan oleh semua pihak dalam hal harta pusaka di Malaysia (J5), selain itu dapat menyeragamkan undang-undang atau prosedur di agensi-agensi lain. Keseragaman dalam undang-undang akan memudahkan pengurusan harta pusaka berwasiat.

Cadangan penambahbaikan yang seterusnya (J6) diberikan oleh dua responden iaitu R2 dan R3 menyatakan supaya tempoh masa pembahagian dokumen dalam pendaftaran dan siasatan oleh pentadbir amanah dipercepatkan. Hal ini terjadi apabila melibatkan pihak ketiga seperti bank yang mempunyai prosedur-prosedur tertentu untuk mengeluarkan aset atau liabiliti si mati sehinggakan urusan perlaksanaan wasiat perlu ditangguhkan sehingga melebihi enam bulan. Jawapan cadangan terakhir (J7) telah disuarakan oleh R4 berkenaan dengan peranan pihak Kementerian Pelajaran Malaysia di mana mata pelajaran berkenaan pengurusan harta pusaka boleh dijadikan subjek tambahan di sekolah rendah, menengah dan seterusnya ke peringkat universiti. Pembelajaran di peringkat awal sangat penting supaya dapat memberi pendedahan awal kepada golongan muda yang mungkin akan mengalami situasi pembahagian harta pusaka berwasiat ini dalam kehidupannya.

Kesimpulan

Kesimpulannya, kajian ini telah mengenengahkan isu berkaitan dengan cabaran pengurusan harta pusaka berwasiat yang dihadapi oleh Amanah Raya Berhad di dua cawangan utama iaitu Johor Bahru dan Shah Alam. Cabaran utama yang dihadapi adalah kurangnya kefahaman, tiada kata sepakat dan maklumat mengenai wasiat tidak diketahui oleh ahli waris yang menyebabkan urusan perlaksanaan wasiat menjadi tertangguh. Seterusnya bagi mengatasi cabaran-cabaran tersebut, kajian ini juga telah menyenaraikan beberapa cadangan penambahbaikan yang sewajarnya untuk dilaksanakan supaya cabaran yang dihadapi dapat diatasi. Tambahan lagi, kerjasama daripada pelbagai pihak seperti pewasiat, penerima wasiat, ahli waris, pemegang amanah, pihak bank dan pihak ketiga yang terlibat adalah sangat penting bagi mencapai satu objektif yang sama iaitu pengurusan ~~pembahagian harta pusaka yang efektif, adil dan saksama.~~

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KECERDASAN EMOSI DAN ADJUSTMENT(PENYESUAIAN) DALAM KALANGAN PELAJAR ASASI PINTAR, UKM

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Abstrak : *Kemahiran kecerdasan emosi dan adjustment menjadi faktor kepada pembentukan personaliti dan kecemerlangan pembelajaran pelajar. Oleh yang demikian kajian ini memfokuskan kepada mengenalpasti tahap kecerdasan emosi, tahap adjustment dan hubungan di antara keduanya dalam kalangan pelajar asasi pintar, UKM. Responden kajian adalah dalam kalangan 105 orang pelajar asasi pintar,UKM. Instrumen Emotional Intelligence Questionaire-Self Assessment yang komponen asalnya adalah dari Goleman (1998), kemudiannya diubahsuai oleh Consortium For Research On Emotional Intelligence oleh Belinda Davies digunakan untuk mengukur tahap kecerdasan emosi manakala instrument Student Adaptation to College (SACQ) by Baker & Siryk, (1984) digunakan untuk mengukur tahap adjustment pelajar asasi pintar, UKM. Hasil ujian rintis ke atas 30 orang pelajar asasi pintar menunjukkan nilai Cronbach alpha bagi instrumen adjustment adalah 0.882 dan manakala instrumen emotional intelligence 0.969. Dapatan kajian ini menunjukkan bahawa tahap adjustment pelajar asasi pintar keseluruhannya berada pada tahap yang tinggi iaitu dengan nilai min (5.39). Tahap kecerdasan emosi pelajar asasi pintar juga secara keseluruhannya berada ditahap yang tinggi dengan nilai min 3.72. Tahap kecerdasan emosi berdasarkan komponen utama menunjukkan skor min berada ditahap yang tinggi bagi komponen Self Awareness (3.75), Self Regulation (3.69),Self Motivation (3.73), Social Awareness (3.87) manakala komponen social skills berada ditahap yang sederhana iaitu (3.64)Tahap kecerdasan emosi berdasarkan sub komponen juga menunjukkan tahap yang tinggi bagi sub komponen iaitu emotional awareness(3.83), Accurate Self Awareness (3.91),Trustworthiness (3.87), Conscientiousness (3.78), Achievement Drive (3.92), Commitment (3.81), Empathy (4.10), Service Orientation (3.91), Developing Others (3.80), Leveraging Diversity (4.10),Coomunication (3.83), Building Bonds (3.70), Collaboration and Cooperation (3.90) dan Team capabilities (3.77) manakala sub komponen Self Confidence (3.41),Self Control (3.51), Adaptibility (3.63), Innovativeness (3.62), Initiative (3.55), Optimism (3.57), Political Awareness (3.48),Influence (3.40), Leadership (3.48), Change Catalyst (3.48), Conflict management (3.55) berada ditahap yang sederhana.Dapatan kajian juga menunjukkan terdapat hubungan korelasi diantara Kecerdasan emosi dengan adjustment dengan nilai signifikan 0.000 (P<0.05). Hasil kajian juga menunjukkan terdapat hubungan yang signifikan di antara Adjustment dengan domain utama kecerdasan emosi iaitu Social Skills, Self Motivation, Self Awareness, Self Regulation dan Social Awareness.*

Kata kunci: Kecerdasan Emosi, Adjustment (Penyesuaian)

Pengenalan

Salovey dan Mayer mendefinisikan kecerdasan emosi sebagai kebolehan untuk memantau dan mengatur perasaan sendiri dan orang lain, menggunakan perasaan untuk membimbing fikiran dan tindakan (Goleman, 1995). Goleman (1998) pula menyatakan kecerdasan emosi adalah kebolehan untuk mengenalpasti emosi sendiri dan perhubungan dengan orang lain dengan baik. Oleh yang demikian kecerdasan emosi adalah kesedaran perasaan sendiri dan orang lain serta menggunakannya untuk membimbing fikiran dan tindakan. Kecerdasan emosi menentukan kebolehan pelajar membuat penyesuaian dalam situasi baharu di universiti yang memainkan peranan yang penting dalam menentukan kejayaan mereka. Kajian-kajian terdahulu menunjukkan salah satu punca pelajar gagal menyempurnakan pengajian mereka adalah disebabkan oleh masalah penyesuaian. Pelajar ini didapati tidak dapat menangani pelbagai cabaran dan tuntutan di kampus sehingga menyebabkan mereka mengalami pelbagai masalah penyesuaian. Kesannya ada di antara mereka gagal meneruskan pengajian ke semester yang seterusnya. Permasalahan utama berkaitan penyesuaian pelajar di universiti merangkumi empat dimensi iaitu: penyesuaian akademik, penyesuaian sosial, penyesuaian peribadi-emosi, dan dimensi komitmen matlamat/perapatan institusi. Keupayaan menyesuaikan diri di kampus mempunyai hubungan dengan keupayaan psikososial yang dimiliki oleh pelajar. Maria Chong Abdullah, Habibah Elias, Rahil Mahyudin & Jegak Uli (t.th) Antara keupayaan psikososial yang mempunyai impak yang positif dan penting ke atas penyesuaian pelajar ialah kecerdasan emosi,daya tindak, dan sokongan sosial. Ketiga-tiga keupayaan psikososial ini didapati memainkan peranan yang penting dalam membantu pelajar melaksanakan penyesuaian di universiti.

Pelajar asasi pintar Universiti Kebangsaan Malaysia sebahagian besarnya terdiri daripada pelajar-pelajar pintar dan berbakat. Simonton (2005) menyatakan pelajar pintar dan berbakat merupakan pelajar yang mempunyai kemampuan semulajadi yang unik yang lahir secara semulajadi yang dikaitkan dengan genetik. Kemampuan pelajar pintar dan berbakat terdiri daripada pelbagai aspek samada aspek kognitif dan tingkahlaku. Gagne (2015) menyatakan bahawa individu akan dianggap pintar dalam bidang tertentu apabila mereka menyerlahkan kepintarannya dalam sesuatu bidang tersebut. Kepintaran yang lahir secara semulajadi ini perlu digilap agar pelajar tersebut terus menyerlahkan potensi untuk menjadikannya berbakat. Menurut beliau, potensi keseluruhan pelajar pintar dan berbakat akan lebih menyerlah sekiranya memperolehi sokongan daripada persekitaran yang membentuk perkembangan emosi dan sosialnya. Menurut Gagne (1995), halangan daripada persekitaran adakala menyekat pelajar-pelajar ini daripada terus menjadi cemerlang dimana faktornya disebabkan oleh intrapersonal dan persekitaran yang tidak menyokong keperluan pembelajarannya. Jelaslah bahawa, walaupun pelajar pintar dan berbakat mempunyai kemampuan yang luar biasa samada kognitif dan tingkahlaku, golongan ini tidak terlepas dari berdepan dengan pelbagai cabaran samada cabaran diri sendiri, ibubapa, guru dan masyarakat yang memberi kesan kepada proses penyesuaiannya dalam persekitaran pembelajaran. Oleh yang demikian kajian ini memfokuskan kepada mengenalpasti aspek kecerdasan emosi dan bagaimana kecerdasan emosi memberi kesan kepada proses adjustment (penyesuaian) pelajar di universiti. Tahap kecerdasan emosi yang tinggi akan memberi kesan kepada kebolehan menyesuaikan diri dalam persekitaran pembelajaran sekaligus dapat membentuk ciri-ciri kecemerlangan seorang pelajar.

Penyataan Masalah

Kajian lepas menunjukkan bahawa pelbagai aspek yang dihadapi oleh pelajar yang menjadi penghalang kepada proses penyesuaian. Salah satu cabarannya adalah cabaran persekitaran. Cabaran persekitaran yang memberi kesan kepada penyesuaian emosi adalah perubahan situasi kehidupan daripada tinggal di rumah kepada kolej atau universiti boleh memberi kesan kepada pembentukan kendiri dan cenderung bertingkah laku negatif. Kajian lepas menunjukkan proses peralihan yang paling kritikal bagi remaja akhir adalah perubahan daripada zaman kanak-kanak dari rumah ke kolej (Paul & Brier, 2001; Moller, Fouladi, McCarthy & Hatch, 2003; Noriah 2000). Proses peralihan daripada persekitaran yang menjadi kebiasaan kepada tempat yang asing, contohnya daripada tinggal di bandar kecil dan berpindah ke bandar besar, daripada tinggal dengan keluarga yang penuh dengan rasa selamat dan berpindah untuk tinggal bersama dengan orang yang tidak dikenali memberi kesan terhadap emosi dan memberi kesan juga kepada perubahan personaliti pelajar dimana pelajar akan mula merasa keliru, tertekan, terganggu dan takut (Bojuwoye, 2002; Rice 1992, Noriah 1999, Kenny & Donaldson 1992).

Pelajar-pelajar pintar dan berbakat tidak ketinggalan daripada berhadapan dengan permasalahan penyesuaian. Golongan pelajar pintar dan berbakat mempunyai pelbagai ciri yang unik samada dari segi emosi ,kognitif dan tingkahlaku menyebabkan mereka berdepan dengan pelbagai cabaran persekitaran. Kebolehan berdepan dengan cabaran dikaitkan dengan istilah kebolehan membuat penyesuaian (*adjustment) Adjustment* merupakan satu proses mengubahsuai tingkahlaku yang bersesuaian selari dengan perubahan dalam persekitaran. Memiliki kecerdasan emosi yang tinggi menjadi satu bonus dalam meraih pelbagai kecemerlangan dalam kehidupan mereka. Proses penyesuaian terhadap persekitaran akan lebih sukar apabila mereka perlu berdepan dari satu tahap ke satu tahap pembelajaran. Ditambah pula dengan ciri-ciri unik yang ada dalam kalangan pelajar pintar dan berbakat yang kadangkala sukar difahami oleh ibubapa, pensyarah dan masyarakat yang akhirnya menyebabkan mereka dihimpit dengan masalah emosi tanpa sebarang sokongan pihak tertentu. Cemerlang atau sebaliknya pencapaian mereka dalam pembelajaran dari tahap yang rendah kepada tahap yang lebih tinggi bergantung kepada sejauhmana kreativiti dan kebolehan mereka mengatasi masalah yang timbul, cara membuat keputusan yang bijak dan melaksanakan tindakan yang sepatutnya.

Antara permasalahan pelajar pintar dan berbakat yang memberi kesan kepada kebolehan penyesuaian adalah masalah sosio emosi iaitu masalah ketegangan emosi (*emotional intensity*), kesempurnaan yang keterlaluan (*perfectionism*), kebimbangan yang tinggi, sensitiviti yang tinggi, keterujaan yang melampau *(overexitability)*, kepekaan terhadap keadilan sosial yang tinggi, kritik diri yang tinggi, kesukaran mengadaptasi ke suasana baharu, dan kurang kemahiran penyesuaian sosial dan berkomunikasi (Abu Yazid & Noriah, 2016; Rosadah, 2003). Masalah sosio emosi lain adalah dari aspek kematangan pertimbangan moral, kesedaran kendiri yang tinggi, sensitiviti yang sangat tinggi terhadap ekspektasi dan perasaan orang lain, introversi, ekspektasi yang tinggi pada diri sendiri dan orang lain, idealism, daya ingin tahu yang tinggi, semangat keadilan, tahap kedalaman dan keamatan emosi yang tinggi. (Clark (1992) dan Silverman (1994). Sekiranya persekitaran tidak menyokong perkembangan emosi positif, boleh menghalang proses perkembangan potensi pelajar pintar dan berbakat ke tahap yang maksimum (Lovecky, 1992; Rosadah, 2003; Abu Yazid dan Aliza, 2009; Aliza dan Hamidah, 2009; Scott, 2012; Verstenynen, 2014).

Berdasarkan permasalahan dan perbincangan diatas dapatlah disimpulkan bahawa permasalahan sosio emosi dalam kalangan pelajar khususnay pelajar pintar dan berbakat memberi kesan kepada kebolehan penyesuaian . Oleh yang demikian mereka memerlukan kemahiran kecerdasan emosi yang tinggi bagi mengatasi permasalahan tersebut.

Persoalan Kajian

Kajian ini adalah berdasarkan persoalan berikut:

Apakah tahap kecerdasan emosi dalam kalangan pelajar asasi pintar Universiti Kebangsaan Malaysia

Apakah tahap kecerdasan emosi dalam kalangan pelajar asasi pintar Universiti Kebangsaan Malaysia berdasarkan sub komponen kecerdasan emosi?

Apakah tahap *adjustmen*t dalam kalangan pelajar asasi pintar Universiti Kebangsaan Malaysia

Adakah terdapat hubungan diantara kecerdasan emosi dan adjustment dalam kalangan pelajar asasi pintar Universiti Kebangsaan Malaysia

Adakah terdapat hubungan di antara adjustment dengan komponen utama kecerdasan emosi?

Kajian Lepas

Hetal (2013), telah menjalankan kajian berkaitan kecerdasan emosi dan adjustment dalam kalangan pelajar. Hasil kajian menunjukkan 33.25% pelajar mempunyai tahap kecerdasan emosi yang sederhana manakala 35.98% mempunyai tahap adjustment yang sederhana. Kajiannya juga menunjukkan terdapat hubungan yang signifikan antara kecerdasan emosi berdasarkan jantina dimana pelajar perempuan mempunyai nilai signifikan yang lebih tinggi berbanding lelaki.

Dhiman Kar, Birbal Saha, Bhim Chandra Mondal (2016), menjalankan kajian untuk mengenalpasti hubungan diantara kecerdasan emosi dan adjustment dalam kalangan pelajar sekolah menengah. Kecerdasan emosi diukur dengan menggunakan Mondal Emotional Intelligence Inventory (MEII) yang mengandungi 100 item manakala Adjustment diukur dengan menggunakan Adjustment Inventory yang telah dibina oleh Paramanik et.al. (2014). Sebanyak 302 sampel secara rawak mudah dipilih daripada daerah Purulia, WB, India. Hasil kajian menunjukkan kecerdasan emosi memberi kesan terhadap penyesuaian(*adjustment*) di rumah, sekolah dan perhubungan rakan sebaya. Pelajar yang mempunyai tahap kecerdasan emosi yang tinggi mampu mengatasi cabaran dalam kehidupan dan mampu mencapai kejayaan dalam membuat penyesuaian dalam kehidupan.

Kegagalan untuk membuat penyesuaian terhadap persekitaran baru memberi kesan kepada simpton psikologikal (Tseng & Newton, 2002; Lin & Yi, 1997; Mori, 2000). Contoh simpton psikologikal adalah merasa rendah diri, keliru, homesickness, loneliness, kebimbangan, rasa terasing, hilang identiti, insomnia, kurang motivasi, tidak mampu fokus dan hilang keyakinan diri. (Sandhu&Asrabadi,1995). Dari segi pencapaian akademik, kajian lepas yang dijalankan terhadap pencapaian akademik pelajar kolej mendapati pelajar yang cemerlang dalam

akademik adalah kurang terganggu dengan isu penyesuaian (Noriah 2000, Poyrazli, Arbona, Bullington & Pisecco 2001; Tseng & Newton 2002).Kajian yang dijalankan kepada pelajar kolej juga mendapati sokongan positif daripada ibu bapa dapat membantu pelajar untuk cemerlang dalam bidang akademik.

Ibu bapa yang kurang memberikan sokongan positif terhadap anak-anak menyebabkan anak-anak kurang menyerlah dalam bidang akademik (Moss & St Laurent 2001).Kajian Weiss (1982) pula menyatakan rakan sebaya juga mempunyai peranan sokongan untuk membantu perkembangan pelajar semasa di alam persekolahan.
Kajian yang dijalankan oleh Tengku Elmi Azlina (2017) dalam kalangan pelajar pintar dan berbakat menunjukkan tahap *adjusment* secara keseluruhan bagi pelajar-pelajar pusat permata pintar negara berada ditahap yang tinggi . Tahap adjustment mengikut domain juga berada ditahap yang tinggi iaitu *academic adjustment, social adjustment* dan *emotional adjustment* . Ini selari dengan kajian Yazid & Noriah (2014) yang menjalankan kajian terhadap pelajar pintar dan berbakat di Malaysia dari segi social adjustment dan emotional adjustment.

Kajian Tengku Elmi Azlina (2017) melalui Ujian korelasi juga menunjukkan terdapat hubungan yang signifikan antara adjustment dan attachment .Ujian korelasi berdasarkan konstruk pula menunjukkan terdapat hubungan yang signifikan antara emotional adjustment dengan ibu, emotional adjustment dengan bapa, academic adjustment dengan ibu, academic adjustment dengan bapa, academic adjustment dengan rakan sebaya dan social adjustment dengan rakan sebaya. Walaubagaimanapun hasil kajian menunjukkan tidak terdapat hubungan yang signifikan di antara social adjustment dengan ibu dan emotional adjustment dengan rakan sebaya.

Shahida Hassim, Manisah Mohd Ali, Norshidah Salleh (t.th) telah menjalankan kajian bertajuk tahap kemahiran interpersonal dalam kalangan 61 orang pelajar tingkatan enam di sebuah sekolah di Putrajaya. Fokus kajian adalah mengukur kemahiran intrapersonal dalam dua komponen yang terdapat dalam kecerdasan emosi. Aspek kecerdasan emosi pertama yang diukur adalah kesedaran kendiri yang mengandungi tiga faktor iaitu kesedaran emosi, ketepatan penilaian kendiri dan keyakinan diri. Manakala, aspek kecerdasan emosi kedua adalah pengurusan kendiri yang merangkumi enam faktor; kawalan kendiri, kebolehpercayaan, bertanggungjawab, dorongan pencapaian, inisiatif dan penyesuaian. Hasil kajian menunjukkan tahap kemahiran intrapersonal peserta kajian adalah berada pada tahap tinggi.

Kajian Suhariska Yuliantini (2017) berkaitan hubungan kecerdasan emosi dengan penyesuaian sosial dalam kalangan siswa SMP PGRI7 Samarinda Seberang, menunjukkan bahawa terdapat hubungan yang signifikan antara kecerdasan emosi dan penyesuaian sosial. Kajian Rashida Binti Che Ani (2013) dalam kajiannya bertajuk kecerdasan emosi dalam kalangan pelajar diploma lepasan ijazah (DPLI) university Tun Husseion Onn menunjukkan bahawa tahap kecerdasan emosi pelajar berada ditahap yang tinggi(4.24).

Nor hayati, Bani Hidayat, Alias Mat Saad & Ab Halim tamuri (2012) dalam kajiannya bertajuk kecerdasan emosi dan sikap pembelajaran pelajar terhadap pencapaian kursus Tamadun Islam di Politeknik menunjukkan tahap kecerdasan emosi pelajar dan sikap pembelajaran yang tinggi dan mencapai keputusan yang baik dalam kursus Tamadun Islam. Hasil kajian juga menunjukkan tiada perbezaan yang signifikan antara kecerdasan emosi dan sikap pembelajaran berdasarkan gender.

Walaubagaimanapun kajiannya mendapati tidak terdapat hubungan yang signifikan antara kecerdasan emosi dan sikap pembelajaran dengan pencapaian kursus Tamadun Islam.

Kajian Dr Neena Sawney (2016), menunjukkan menunjukkan adanya hubungan signifikan antara kecerdasan emosi dengan *adjustment* dalam kalangan pelajar perempuan sekolah menengah. Dhiman Kar, Birbal Saha, Bhim Chandra Mondal (2016), menyatakan penyesuaian positif dapat membantu seseorang untuk mengekalkan impuls asas pada tahap yang boleh diterima, mempercayai kemampuan sendiri untuk mencapai matlamat yang mampu berhadapan dengan cabaran, tekanan dan dapat mengatasinya sekaligus dapat mencapai matlamat mereka.Akhir sekali, kajian daripada Suzyliana Mamat (2016) berkaitan tahap kecerdasan emosi dalam kalangan remaja di kolej universiti Islam Melaka menunjukkan tahap kecerdasan emosi pelajar berada ditahap yang sederhana dan hasil kajian berdasarkan jantina, tempat tinggal serta bangsa juga menunjukkan peratusan yang tinggi dalam tahap yang sederhana.

Metodologi Kajian

Rekabentuk Kajian

Kajian ini adalah berbentuk kuantitatif yang bertujuan untuk mengenalpasti tahap kecerdasan emosi, tahap adjustment dan hubungan di antara keduanya dalam kalangan pelajar asasi pintar, UKM. Responden kajian adalah dalam kalangan 105 orang pelajar asasi pintar,UKM. Data dianalisis menggunakan SPSS version 20.0 dan kaedah persampelan berbentuk persampelan rawak mudah.

Instrumen Kajian

Instrumen Emotional Intelligence Questionaire-Self Assessment yang komponen asalnya adalah dari Goleman (1998), kemudiannya diubahsuai oleh Consortium For Research On Emotional Intelligence oleh Belinda Davies digunakan untuk mengukur tahap kecerdasan emosi manakala instrument Student Adaptation to College (SACQ) by Baker & Siryk, (1984) digunakan untuk mengukur tahap adjustment pelajar asasi pintar, UKM. Hasil ujian rintis ke atas 30 orang pelajar asasi pintar menunjukkan nilai Cronbach alpha bagi instrumen adjustment adalah 0.882 dan manakala instrumen emotional intelligence 0.969..Instrumen ini menggunakan skala 9 likert dan mengandungi 67 item yang mengukur adjustment terhadap kolej dari aspek *academic adjustment, social adjustment, personal-emotional adjustment* dan *goal commitment-institutional attachment.*

Dapatan Kajian

Apakah tahap kecerdasan emosi dalam kalangan pelajar asasi pintar Universiti Kebangsaan Malaysia

Jadual 1:Tahap kecerdasan Emosi Pelajar Asasi Pintar UKM

Variable	Mean	Std. deviation
Kecerdasan Emosi	3.72	.48761

Jadual 1 diatas menunjukkan bahawa tahap kecerdasan emosi pelajar asasi pintar secara keseluruhan berada di tahap yang tinggi iaitu dengan nilai min (3.72). Tahap kecerdasan emosi berdasarkan komponen utama kecerdasan emosi menunjukkan skor min berada ditahap yang tinggi bagi komponen *Self Awareness (3.75), Self Regulation (3.69),Self Motivation (3.73), Social Awareness (3.87)* manakala komponen *social skills* berada ditahap yang sederhana iaitu (3.64)

Apakah tahap kecerdasan emosi berdasarkan sub komponen kecerdasan emosi dalam kalangan pelajar asasi pintar Universiti Kebangsaan Malaysia.

Jadual 2: Tahap Kecerdasan Emosi Berdasarkan Sub Komponen

Variable	Mean	Std Deviation
Emotional Awareness	3.84	.60031
Accurate Self Assessment	3.91	.60346
Self Confidence	3.41	.89153
Self Control	3.51	.78993
Trustworthiness	3.87	.55699
Conscientiousness	3.78	.76492
Adaptibility	3.63	.85649
Innovativeness	3.62	.81977
Achievement Drive	3.93	.62493
Commitment	3.81	.69944
Initiative	3.55	.69976
Optimisme	3.57	.72163
Empathy	4.10	.79032
Service orientation	3.91	.71709
Developing Others	3.81	.71141
Leveraging Diversity	4.10	.87526
Political Awareness	3.48	.71410
Influence	3.40	.81054
Communication	3.83	.66927
Leadership	3.48	.75580
Change Catalyst	3.48	.68738
Conflict Management	3.55	.71982
Building Bonds	3.71	.61965
Collaboration and Cooperation	3.90	.61719
Team Capabilities	3.77	.73716

Jadual 2 diatas menunjukkan tahap kecerdasan emosi berdasarkan komponen menunjukkan komponen *Emotional Awareness, Accurate Self Assessment, Trustworthiness, Conscientiousness, Achievement Drive, Initiative, Optimisme, Empathy, Service orientation, Developing Others, Leveraging Diversity, Communication, Building Bonds, Collaboration and Cooperation, Team Capabilities* menunjukkan tahap yang tinggi iaitu melebihi nilai min 3.67. Menurut Jamil Ahmad (1993) nilai min 3.67 ke atas adalah ditahap yang tinggi. Komponen kecerdasan emosi yang berada ditahap yang sederhana adalah *Self Confidence, Self Control, Adaptibility, Innovativeness, Commitment, Political Awareness,Influence Building Bonds, Collaboration and Cooperation dan Team Capabilities.* Menurut Jamil Ahmad (1993) nilai min 2.34 hingga 3.66 adalah berada ditahap sederhana.

Apakah tahap adjustment (penyesuaian) dalam kalangan pelajar asasi pintar Universiti Kebangsaan Malaysia

Jadual 3: Tahap Adjustment pelajar asasi pintar, UKM

Variable	Mean	Std Deviation
Adjustment	5.39	.73792

Jadual 3 diatas menunjukkan bahawa tahap adjustment dalam kalangan pelajar asasi pintar UKM berada ditahap yang tinggi dengan nilai min 5.39.

Adakah terdapat hubungan diantara kecerdasan emosi dan adjustment dalam kalangan pelajar asasi pintar Universiti Kebangsaan Malaysia.

Jadual 4 : Hubungan di antara kecerdasan emosi dan adjustment

Pembolehubah	Adjustment
Kecerdasan emosi	
Nilai Korelasi (r)	.357
Aras Signifikan (p)	.000
N	105

Signifikan pada aras p< 0.05

Jadual 4 diatas menunjukkan hubungan di antara kecerdasan emosi dan adjustment dalam kalangan pelajar asasi pintar UKM. Hasil kajian menunjukkan terdapat hubungan yang signifikan di antara kecerdasan emosi dengan adjustment dalam kalangan pelajar asasi pintar UKM dengan nilai signifikan 0.000 (p<0.05).

Adakah terdapat hubungan di antara adjustment dengan komponen utama kecerdasan emosi

Jadual 5: Hubungan di antara adjustment dengan komponen utama kecerdasan emosi

Pembolehubah Kecerdasan Emosi	Nilai Korelasi(r)	Nilai signifikan (p)
Self Awareness	.418	.000
Self Regulation	.357	.000
Self Motivation	.339	.000
Social Awareness	.212	.030
Social Skills	.316	.001

Signifikan pada aras p<0.05

Jadual 5 menunjukkan hubungan diantara adjustment dengan komponen utama kecerdasan emosi. Hasil Kajian menunjukkan semua komponen utama kecerdasan emosi mempuyai hubungan yang signifikan dengan adjustment iaitu adjustment dengan Self Awareness nilai signifikan 0.000 (p<0.05), adjustment dengan Self Regulation nilai signifikan 0.000 (p<0.05), adjustment dengan Self Motivation nilai signifikan 0.000 (p<0.05), adjustment dengan Social

Awareness nilai signifikan .030 (p<0.05) dan adjustment dengan social skills nilai signifikan .001 (p<0.05)

Perbincangan Dan Rumusan

Hasil kajian menunjukkan bahawa tahap adjustment pelajar asasi pintar keseluruhannya berada pada tahap yang tinggi iaitu dengan nilai min (5.39). hasil kajian didapati selari dengan hasil

kajian Tengku Elmi Azlina (2017) dalam kalangan pelajar pintar dan berbakat Kolej Permata Pintar Negara. Walaubagaimanapun hasil kajian didapati bertentangan dengan hasil kajian yang dijalankan oleh Hetal(2013) yang mana hasil kajiannya menunjukkan 35.98% pelajar tahap adjustment berada ditahap yang sederhana.

Tahap kecerdasan emosi pelajar asasi pintar juga secara keseluruhannya berada ditahap yang tinggi dengan nilai min 3.72 dan hasil kajian ini bertentangan dengan hasil kajian Hetal (2013), Suzyliana Mamat (2016).Tahap kecerdasan emosi pelajar asasi pintar didapati selari dengan hasil kajian Nor hayati, Bani Hidayat, Alias Mat Saad & Ab Halim tamuri (2012), Rashida Binti Che Ani (2013).

Dapatan kajian juga menunjukkan terdapat hubungan korelasi diantara Kecerdasan emosi dengan adjustment dengan nilai signifikan 0.000 ($P<0.05$). Hasil kajian juga menunjukkan terdapat hubungan yang signifikan di antara Adjustment dengan domain utama kecerdasan emosi iaitu Social Skills, Self Motivation, Self Awareness, Self Regulation dan Social Awareness. Berdasarkan hasil kajian tersebut ianya didapati selari dengan hasil kajian Dr Neena Sawney (2016), Suhariska Yuliantini (2017) dan Dhiman Kar, Birbal Saha, Bhim Chandra Mondal (2016),

Secara keseluruhan hasil kajian berkaitan dengan kecerdasan emosi dan adjustment dalam kalangan pelajar asasi pintar membuktikan bahawa kecerdasan emosi mempunyai hubungan yang sigfikan dengan adjustment. Hasil kajian berkaitan dengan komponen utama dan subkomponen membuktikan bahawa kebanyakan pelajar asasi pintar memiliki tahap kecerdasan emosi yang tinggi sekaligus membantu mereka menyesuaikan diri dengan persekitaran pembelajaran di pusat permata pintar. Sokongan persekitaran samada daripada ibubapa, pensyarah dan rakan-rakan banyak membantu meningkatkan kecerdasan emosi pelajar asasi pintar sekaligus dapat membuat penyesuaian sepanjang menjalani pembelajaran di kolej. Tahap kecerdasan emosi yang tinggi membantu meningkatkan proses penyesuaian sekaligus memberi kesan kecemerlangan dalam pembelajaran.

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TAHAP PENGLIBATAN MAHASISWA UNIVERSITI UTARA MALAYSIA DALAM POLITIK KAMPUS

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Abstrak: *Politik kampus seringkali dirujuk sebagai penglibatan mahasiswa dalam pilihan raya kampus (PRK) yang diadakan pada setiap tahun. Pilihan raya kampus boleh dikatakan seperti satu perayaan universiti dimana semua pihak (pelajar dan pentadbiran universiti) sibuk dengan persediaan menghadapi hari penamaan calon dan pembuangan undi. Calon-calon dilihat mula berkempen kepada mahasiswa mengenai aspirasi dan janji yang akan dilakukan jika terpilih menganggotai Majlis Perwakilan Pelajar. Terdapat tiga komponen utama yang terlibat dalam pilihan raya kampus iaitu mahasiswa, calon barisan kepimpinan dan sistem pilihan raya yang dilaksanakan. Kesemua komponen ini mesti bergabung dan dipantau perjalanannya supaya mewujudkan pilihan raya yang adil serta telus sekaligus mendidik mahasiswa ke arah pendidikan politik yang betul.*

Pemain-pemain dalam politik kampus terdiri daripada mahasiswa, Majlis Perwakilan Pelajar dan pihak pentadbiran universiti. Mahasiswa mempunyai idealisme dan aspirasi bukan sekadar memperjuangkan kebajikan mereka di kampus tetapi mereka peka dengan situasi semasa dan berperanan dalam pembentukan negara. Majlis Perwakilan Pelajar pula merupakan platform rasmi untuk menyuarakan pandangan dan memperjuangkan kebajikan pelajar di universiti tetapi tugas mereka kini lebih daripada itu. Pihak pentadbiran universiti perlu bersedia mendengar pandangan melalui Majlis Perwakilan Pelajar dan melakukan penambahbaikan terhadap perkhidmatan universiti.

Kertas persidangan ini akan membincangkan mengenai penglibatan mahasiswa dalam politik kampus, pandangan mahasiswa terhadap ketiga-tiga komponen yang digariskan dan hasrat mereka terhadap pentadbiran Universiti Utara Malaysia.

Kata Kunci : Universiti Utara Malaysia, Majlis Perwakilan Pelajar, politik kampus.

Pengenalan

Tidak terlalu sukar dan tidak terlalu mudah sebenarnya untuk memahami politik, aspirasi dan idealisme mahasiswa di seluruh dunia termasuklah di Malaysia. Semangat dan gerakan politik masyarakat kampus kini telah merentasi sempadan dunia. Perkembangan politik kampus dipengaruhi oleh gerakan mahasiswa yang menuntut kebebasan bersuara dan juga perjuangan untuk meningkatkan sosioekonomi masyarakat di luar melalui siri-siri demontrasi, aktiviti-aktiviti kemasyarakatan dan juga penyerahan memorandum kepada pihak berkenaan (Mohd Fuad et al., 2013). Kemajuan teknologi maklumat dan kemunculan telefon pintar telah menggalakkan lagi perkembangan gerakan politik kampus. Semua ini menjadikan proses komunikasi itu cukup mudah dalam penyebaran dan penerimaan maklumat. Justeru, perubahan ini turut mempengaruhi senario politik mahasiswa atau lebih dikenali sebagai politik kampus.

Zawiyah Mohd Zain (2013) menyatakan politik kampus memerlukan penerapan pembudayaan intelektual, pengurusan, kepimpinan dan aktivitisme yang penuh kerencaman idealisme dan semangat jiwa muda. Semua ini merupakan suatu proses membentuk cara berfikir dan kematangan mahasiswa berpolitik sebagai pelapis kepada kepimpinan negara. Peranan pemimpin mahasiswa itu amat penting bukan hanya kepada masyarakat kampus, tetapi juga memberi sumbangan kepada masyarakat. Namun, terdapat juga segelintir pemimpin mahasiswa kelihatan “terlajak” dan hilang fokus kerana begitu ekstrem mendukung idealisme politik partisan tertentu hingga menjejaskan tanggungjawab dan amanahnya sebagai pelajar universiti. Adakah mereka ini boleh dikatakan mencapai kematangan dalam berpolitik hingga gagal menentukan prioriti dalam perjuangannya? Akibatnya, ada yang terpaksa berhadapan penggantungan daripada pengajian, gagal dalam peperiksaan dan paling menyedihkan dibuang daripada universiti.

Perlu diingat bahawa semua perkara di atas bukanlah bertujuan “menakutkan” mahasiswa agar mereka “menikus” dan menjadi “ulat buku” sahaja di kampus, tetapi asasnya di sini adalah soal kematangan; matang berfikir, waras tindakan, bijaksana dan tahu baik buruk sesuatu perkara; supaya menjadi pemimpin yang berkualiti, berkaliber, berketrampilan dan dihormati oleh kawan dan lawan. Harus juga diingat bahawa politik kampus bukan sekadar memenuhi takwim universiti, kolej universiti yang diurus tadbir oleh Jabatan atau Bahagian Hal Ehwal Pelajar dan Alumni (JHEPA) masing-masing khususnya dalam pengendalian proses pilihan raya kampus (PRK). Sebetulnya semua perkara itu adalah proses dalam melahirkan modal insan yang berkualiti terutamanya sebagai pemimpin yang berwibawa dan berkarisma mengikut acuan dan tatacara yang betul. Jadi, mahasiswa perlu tahu dan memahami saluran sebenar untuk berpolitik, kebaikan atau keburukannya, di samping dapat membezakan antara keperluan utama berbanding perkara sampingan supaya tidak memudaratkan diri dan masa hadapan sekiranya terlibat secara langsung dengan aktiviti politik kampus.

Justeru, kombinasi antara kemajuan teknologi, kematangan, semangat, sokongan politik luar telah mewujudkan gerakan mahasiswa yang lebih berani berpolitik. Oleh itu, penyertaan atau penglibatan mahasiswa dalam politik kampus perlu diberikan perhatian serius. Penglibatan mahasiswa dalam pilihan raya kampus telah menunjukkan bahawa mereka sedar mengenai hak dan tanggungjawab sebagai warga kampus (Ummi Munirah Syuhada Mohamad Zan et al., 2016). Sebilangan besar mereka juga merupakan pengundi dalam

pilihan raya negara di mana kumpulan politik perlu memberikan perhatian dan mengambilkira apa sahaja pandangan dan tuntutan mereka. Sudah menjadi kebiasaan golongan ini berani turun ke padang melakukan demonstrasi, tunjuk perasaan, protes dan sebagainya kepada pihak tertentu mahu pun kepada kerajaan.

Metodologi

Tahap awal kajian adalah mengenalpasti dan mengumpul sumber. Ia dilakukan dengan cara membuat rujukan terhadap bahan-bahan bertulis seperti buku, akhbar, hasil penyelidikan, artikel dalam jurnal, majalah dan Internet. Data sekunder digunakan bagi menyediakan konsep, teori, model dan ulasan karya yang berkaitan kajian ini.

Data primer pula diperolehi melalui tinjauan *(survey)* serta mengedarkan borang soal selidik *(questionnaire)*. Seramai 546 orang pelajar sarjana muda UUM terlibat sebagai responden. Kandungan borang kajiselidik ini mengandungi enam bahagian utama meliputi profil responden, politik kampus, penilaian tahap kepuasan pelajar terhadap Jabatan Hal Ehwal Pelajar UUM, aktor politik kampus, kesan politik kampus dan pentadbiran UUM. Soalan 'close ended' dan 'open ended' digunakan bagi mendapatkan jawapan yang tepat dan jelas daripada responden.

Data-data yang dikumpulkan daripada kajiselidik akan dianalisis bertujuan bagi mendapatkan keputusan untuk penyelidikan ini. Data kajiselidik penduduk dianalisis menggunakan perisian SPSS untuk mengetahui situasi sebenar penglibatan dan kesedaran mereka terhadap politik kampus di UUM.

Dapatan Kajian

Ia mengandungi 6 bahagian utama meliputi profil responden, politik kampus, penilaian tahap kepuasan pelajar terhadap Jabatan Hal Ehwal Pelajar UUM, aktor politik kampus, kesan politik kampus dan pentadbiran UUM.

Profil Responden

Seramai 546 responden yang terlibat dalam kajiselidik ini terdiri daripada pelajar sarjana muda tempatan di UUM. Majoriti mereka adalah perempuan (67.2%), berbangsa Melayu (77.5%), lahir pada tahun 1994 (49.6%), berumur 22 tahun (49.5%), berasal dari Kelantan, Johor, Kedah dan Perak (51.1%) dan tinggal di luar bandar (53.3%). Ramai di kalangan pelajar ini menginap di INASIS Bank Rakyat dan INASIS Yayasan Al-Bukhary, belajar di Kolej UUM COB dan Kolej UUM COLGIS, kemasukan pada September 2014/2015 (53.7%) dan merupakan bekas pelajar matrikulasi ke UUM (56.0%).

Politik Kampus

Berdasarkan Jadual 1 mendapati responden tidak mendapat pendedahan awal mengenai politik kampus bermula daripada minggu orientasi lagi. Keadaan ini menyumbang kepada penglibatan yang rendah pelajar terhadap politik kampus (rujuk Jadual 2). Penglibatan dalam politik kampus bermaksud mereka terlibat sebagai calon pilihan raya, menjadi agen penggerak kempen pilihan raya, perayu undi dan sebagainya. Walau bagaimanapun, 72.9%

responden mempunyai kesedaran yang tinggi terhadap kepentingan politik kampus. Penglibatan yang rendah di kalangan mahasiswa di dalam politik kampus ini dapat dilihat dengan hanya sebilangan kecil pernah menjadi calon dalam pilihan raya kampus (rujuk Jadual 4) dan majoriti responden hanya menjadi pengundi sahaja (rujuk Jadual 3).

Jadual 1: Maklumat Politik Kampus

Perkara (N=546)	Ya		Tidak		Tiada Jawapan	
	Bil.	%	Bil.	%	Bil.	%
Diberi penerangan tentang politik nasional semasa minggu orientasi	125	22.9	416	76.2	5	0.9
Minggu orientasi mahasiswa diberi pendedahan mengenai politik kampus	171	31.3	371	67.9	4	0.8
Sedar bahawa politik kampus itu penting	398	72.9	143	26.2	5	0.9
Terlibat secara aktif dalam politik kampus	58	10.6	484	88.6	4	0.8

Jadual 2: Tahap Keterlibatan Dalam Politik Kampus

Perkara	Bilangan	Peratus
Rendah	307	56.2
Sederhana	182	33.3
Tinggi	12	2.3
Tiada jawapan	45	8.2
Jumlah	546	100.0

Jadual 3: Kekerapan Mengundi Dalam Pilihan raya Kampus UUM

Perkara	Bilangan	Peratus
Sekali	62	11.3
2 kali	121	22.2
3 kali	271	49.6
4 kali	87	15.9
Tiada jawapan	5	0.9
Jumlah	546	100.0

Seramai 11 orang responden yang ditemui (2.0%) terlibat secara langsung dengan politik kampus dengan bertanding dalam pilihan raya kampus (rujuk Jadual 4). Sebahagian besar mereka bertanding sebagai calon pilihan raya pada Semester A141 di kerusi Pusat Pengajian (rujuk Jadual 5 dan Jadual 6). Seramai 6 orang daripada calon ini menang dalam pilihan raya yang diadakan (rujuk Jadual 7). Walau bagaimanapun, ramai dikalangan calon yang bertanding dalam pilihan raya kampus ini terdiri daripada mereka yang tidak sehaluan dengan aspirasi pentadbiran universiti (rujuk Jadual 8).

Jadual 4: Bertanding Dalam Pilihan raya Kampus UUM

Perkara	Bilangan	Peratus
Ya	11	2.0
Tidak	532	97.4
Tiada jawapan	3	0.6
Jumlah	546	100.0

Jadual 5: Sesi Bertanding Dalam Pilihan raya Kampus UUM

Perkara	Bilangan	Peratus
Sesi September 2014/2015 (A141)	5	45.4
Sesi September 2015/2016 (A151)	3	27.3
Sesi September 2016/2017 (A161)	1	9.1
Tiada jawapan	2	18.2
Jumlah	11	100.0

Jadual 6: Kawasan Bertanding

Perkara	Bilangan	Peratus
Kerusi Umum	4	36.4
Kerusi Pusat Pengajian	5	45.4
Tiada jawapan	2	18.2
Jumlah	11	100.0

Jadual 7: Keputusan Pilihan raya Kampus

Perkara	Bilangan	Peratus
Menang	6	54.5
Kalah	3	27.3
Tiada jawapan	2	18.2
Jumlah	11	100.0

Jadual 8: Kumpulan Yang Diwakili Dalam Pilihan raya Kampus

Perkara	Bilangan	Peratus
Pro-Aspirasi	5	45.4
Bebas	1	9.1
Pro-Mahasiswa	3	27.3
Tiada jawapan	2	18.2
Jumlah	11	100.0

Berdasarkan Jadual 9 mendapati sebahagian responden berpuas hati dengan pengendalian pilihan raya kampus di UUM. Mereka bersetuju dengan langkah pembatalan kuliah semasa pilihan raya kampus berlangsung, penglibatan pelajar antarabangsa sebagai pengundi dan menjadi calon serta pengundian secara on-line dan boleh dipercayai. Walau bagaimanapun responden memberikan reaksi yang berbeza terhadap Jabatan Hal Ehwal Pelajar UUM sebagai agensi yang mengendalikan pilihranraya kampus. Mereka berpendapat sebuah badan berkecuali perlu diwujudkan memantau perjalanan pilihan raya kampus.

Jadual 9: Pengendalian Pilihan raya Kampus UUM

Perkara (N=546)	Ya		Tidak		Tiada Jawapan	
	Bil.	%	Bil.	%	Bil.	%
PRK UUM perlu kepada pembatalan kuliah	445	81.5	97	17.8	4	0.7
PRK UUM sesuai untuk mahasiswa tempatan sahaja	191	35.0	352	64.5	3	0.5
Pelajar antarabangsa perlu diberi peluang sebagai pengundi dalam PRK UUM	308	56.4	232	42.5	6	1.1
Pelajar antarabangsa perlu terlibat dalam PRK UUM	372	68.1	166	30.4	8	1.5
Kaedah mengundi secara online adalah bersesuaian dalam PRK	466	85.3	78	14.3	2	0.4
Pengundian online telus dan boleh dipercayai	400	73.3	141	25.8	5	0.9
Perlu badan berkecuali memantau PRK UUM selain JHEP UUM	410	75.1	134	24.5	2	0.4
Peranan JHEP UUM sudah mencukupi untuk menguruskan PRK UUM	243	44.5	300	54.9	3	0.6

Responden (70.7%) cenderung mengundi calon yang bukan menyokong pentadbiran universiti pada pilihan raya kampus 2015. Keadaan ini terus menampakkan aliran sokongan yang konsisten bagi pilihan raya kampus pada tahun 2016 (rujuk Jadual 10).

Jadual 10: Kecenderungan Sokongan Mahasiswa Dalam Pilihan raya Kampus UUM Tahun 2015 dan 2016

	PRK 2015		PRK 2016	
Kumpulan	**Bilangan**	**Peratus**	**Bilangan**	**Peratus**
Pro-Aspirasi	160	29.3	181	33.2
Bebas	101	18.5	95	17.4
Pro-Mahasiswa	263	48.2	247	45.2
Tiada jawapan	22	4.0	23	4.2
Jumlah	546	100.0	546	100.0

Responden memberikan maklumbalas yang baik terhadap kualiti kepimpinan Majlis Perwakilan Pelajar UUM. Mereka berpendapat semua calon yang mengganggotai Majlis Perwakilan Pelajar berkaliber, berkualiti dan berbakat menjadi pemimpin masa depan. Responden juga menyatakan bahawa mereka yang terpilih bukanlah calon tangkap muat, ditaja oleh pihak tertentu dan mencari publisiti murahan (Jadual 11).

Jadual 11: Kualiti Kepimpinan MPP UUM

Perkara	Tahap Penilaian					Jumlah
	1	2	3	4	5	546
Berkaliber	8	91	303	141	3	546
Berkualiti	12	91	306	135	2	546
Berbakat	9	87	305	141	4	546
Calon tangkap muat	112	191	174	61	8	546
Ditaja pihak tertentu	109	197	165	69	6	546
Mencari publisiti murahan	151	195	135	57	8	546

Nota :
1 = Sangat tidak bersetuju
2 = Tidak bersetuju
3 = Setuju
4 = Sangat bersetuju
5 = Tiada jawapan

Responden menyatakan faktor kesedaran diri, calon-calon yang bertanding dan arahan JHEP yang mewajibkan mereka keluar mengundi mendorong mereka keluar mengundi dalam pilihan raya kampus. Dorongan daripada rakan-rakan dalam Barisan Kepimpinan INASIS (JKPS) dan keadaan politik semasa negara bukan menjadi faktor yang diambil pertimbangan untuk keluar mengundi. Walau bagaimanapun, responden memberi jawapan yang agak seimbang atas faktor rakan sebilik dan rakan sekuliah yang mendorong mereka keluar membuang undi (Jadual 12).

Jadual 12: Faktor Pendorong Membuang Undi Dalam Pilihan raya Kampus UUM

Perkara	Tahap Penilaian					Jumlah
	1	2	3	4	5	546
Diri sendiri	52	63	226	200	5	546
Rakan sebilik	129	131	211	65	10	546
Rakan sekuliah	115	139	204	79	9	546
Barisan Kepimpinan INASIS	129	161	175	70	11	546
Keadaan politik semasa negara	124	148	168	94	12	546
Jabatan Hal Ehwal Pelajar UUM	94	140	212	86	14	546
Calon-calon bertanding	58	112	221	142	13	546
Arahan JHEP mewajibkan pelajar mengundi	62	106	184	183	11	546

Nota :
1 = Sangat tidak bersetuju
2 = Tidak bersetuju
3 = Setuju
4 = Sangat bersetuju
5 = Tiada jawapan

Penilaian dan Tahap Kepuasan Pelajar Terhadap Peranan JHEP UUM

Jabatan Hal Ehwal Pelajar UUM berperanan untuk memastikan kebajikan pelajar dijaga sepanjang mereka belajar di UUM. Secara umumnya, pelajar tahu mengenai peranan JHEP dan mereka yakin JHEP mampu menyelesaikan masalah pelajar. Walaupun begitu, mereka menyatakan ketidakpuasan hati terhadap JHEP yang kurang profesional dan telus menguruskan permasalahan pelajar. Kakitangan JHEP dikatakan mengambil sikap sambil lewa dalam menguruskan masalah pelajar. Isu-isu pelajar di INASIS tidak dapat diselesaikan secara berkesan disebabkan birokrasi pentadbiran. Selain itu, program-program yang dianjurkan JHEP cenderung bersifat politik dan hiburan berbanding penerokaan kerjaya dan ilmiah. Bagi memastikan peranan JHEP terus berkesan, mereka mencadangkan supaya sistem pentadbiran dan pengurusan JHEP perlu dirombak/transformasi, pensyarah diberi peluang dilantik sebagai pentadbir di INASIS, serta mengadakan program-program yang memberi manfaat kepada pelajar sebelum menghadapi alam pekerjaan. Responden yang ditemui memberikan maklumbalas dan cadangan ke arah peningkatan mutu perkhidmatan JHEP (rujuk Jadual 13).

Jadual 13: Cadangan Ke Arah Peningkatan Mutu Perkhidmatan JHEP

Bil.	Cadangan	Jumlah
1.	Pihak JHEP perlu mengambil serius permasalahan pelajar sama ada kecil atau pun besar (kebajikan, penginapan, kewangan, pengangkutan, kesihatan, kos sara hidup).	102
2.	Kakitangan di *'front desk'* perlulah mesra pelanggan (disiplin, tidak meninggikan suara, muka masam), kakitangan perlu berada di pejabat mengikut waktu yang ditetapkan.	111
3.	Mengadakan lebih banyak program yang membangunkan personaliti dan insaniah pelajar serta peluang-peluang kerjaya.	84
4.	JHEP perlu menyelesaikan permasalahan pelajar dengan kadar segera. Jangan ambil masa terlalu lama. Kurangkan birokrasi.	77
5.	Peruntukan kewangan kepada INASIS dan persatuan pelajar perlu ditambah. Kekangan kewangan menyebabkan banyak aktiviti pelajar tergendala.	62
6.	JHEP perlu menyampaikan yang betul dan tepat kepada pelajar dalam pelbagai perkara.	56
7.	Apa-apa sahaja tindakan JHEP perlu mengutamakan pelajar, tidak memilih bulu, tidak condong pada tekanan-tekanan dan tiada agenda politik.	31
8.	Menaiktaraf sistem SAMS, tempoh waktu key in program dipanjangkan, tidak berlaku *'server down'*.	15

Nota : 8 orang responden tidak memberikan apa-apa cadangan penambahbaikan mutu perkhidmatan JHEP

Aktor Politik Kampus

Pelajar menyatakan Majlis Perwakilan Pelajar (MPP UUM) dan Jabatan Hal Ehwal Pelajar (JHEP UUM) merupakan aktor utama dalam politik kampus. MPP UUM mempunyai pengaruh yang kuat dan mampu memperjuangkan aspirasi mahasiswa di universiti (rujuk Jadual 14 dan Jadual 15).

Jadual 14: Pengaruh dan Perkembangan Politik Kampus

Perkara (N=546)	Ya		Tidak		Tiada Jawapan	
	Bil.	%	Bil.	%	Bil.	%
Pemimpin MPP UUM semasa adalah idola mahasiswa	311	57.0	230	42.1	5	0.9
Kepimpinan MPP UUM sangat berpengaruh ke atas pemikiran mahasiswa	372	68.1	171	31.3	3	0.6
Kepimpinan MPP UUM cenderung bersifat politik kepartian	277	50.7	266	48.7	3	0.6
Kepimpinan politik mahasiswa peringkat nasional banyak mempengaruhi pelajar UUM	324	59.3	216	39.6	6	1.1
Kepimpinan mahasiswa cenderung pro-kerajaan	304	55.7	237	43.4	5	0.9
Salah jika mahasiswa pro-pembangkang	68	12.5	473	86.6	5	0.9
Mahasiswa UUM perlu bebas berpolitik mengikut ideologi masing-masing	420	76.9	123	22.5	3	0.6
Pindaan AUKU tidak membuka ruang yang cukup kepada pelajar untuk berpolitik dalam kampus	306	56.0	230	42.1	10	1.9
Ruang untuk mahasiswa berpolitik sangat terhad	372	68.1	170	31.1	4	0.8
Mahasiswa UUM lebih peka dan terpengaruh dengan politik nasional	364	66.7	175	32.1	7	1.2
Mahasiswa UUM lebih banyak bersuara dalam isu nasional berbanding isu pelajar dalam kampus itu sendiri	199	36.4	341	62.5	6	1.1

Jadual 15: Pengaruh JHEP Selaku Aktor Politik Kampus

Perkara (N=546)	Ya		Tidak		Tiada Jawapan	
	Bil.	%	Bil.	%	Bil.	%
JHEP UUM terlalu mengongkong mahasiswa agar sentiasa pro-kerajaan	290	53.1	249	45.6	7	1.3
JHEP UUM itu sendiri sebenarnya aktor politik utama di kampus	331	60.6	209	38.3	6	1.1
JHEP UUM itu sendiri lebih bersifat politik daripada MPP UUM	276	50.5	263	48.2	7	1.3
JHEP UUM perlu lebih terbuka dan professional dalam mengendalikan politik kampus	465	85.2	75	13.7	6	1.1
JHEP UUM menaja calon tertentu dalam PRK UUM	235	43.0	300	54.9	11	2.1

Perkembangan teknologi maklumat dan pengenalan kepada telefon pintar (smartphone) telah membuka ruang seluas-luasnya kepada mahasiswa mengetahui perkembangan semasa politik kampus serta menyatakan pendirian, pendapat, maklum balas terhadap apa sahaja isu yang berlaku di kampus. Kesedaran terhadap kebebasan bersuara ini mendorong mahasiswa turun padang melakukan aktiviti-aktiviti politik. Teknologi maklumat juga telah mengubah corak interaksi pelajar dengan pentadbiran UUM yang kini menggunakan pelbagai aplikasi media sosial untuk menyatakan pandangan dalam sesuatu isu serta mengundi dalam pilihan raya kampus. Walau bagaimanapun, mereka merasakan pihak pentadbiran UUM masih

belum bersedia menghadapi perubahan ini dan menyekat kebebasan bersuara di kampus. Mereka berpendapat pihak pentadbiran UUM tidak boleh menggunakan kuasa yang ada dalam menentukan serta menyelesaikan permasalahan yang timbul tanpa mengambilkira pandangan mereka. Pungutan suara merupakan kaedah yang difikirkan sesuai dilakukan jika ada sebarang isu membabitkan pengurusan dan pentadbiran UUM terhadap mahasiswa (rujuk Jadual 16).

Jadual 16: Kebebasan Bersuara dan Berpolitik Di Kampus

Perkara (N=546)	Ya		Tidak		Tiada Jawapan	
	Bil.	%	Bil.	%	Bil.	%
Kebebasan bersuara di UUM disekat	222	40.7	317	58.1	7	1.2
Mahasiswa semakin berani bersuara di kampus	406	73.4	132	24.2	8	2.4
Anda sanggup turun padang untuk berpolitik	197	36.1	343	62.8	6	1.1
Pungutan suara adalah sangat penting dilakukan jika ada sebarang isu membabitkan pengurusan dan pentadbiran UUM	482	88.3	58	10.6	6	1.1
Internet beri kesan positif dalam PRK UUM	469	85.9	71	13.0	6	1.1
Smartphone sangat membantu dalam PRK UUM	475	87.0	66	12.1	5	0.9
Kemudahan Wifi percuma dalam kampus adalah kemudahan akses maklumat politik	476	87.2	65	11.9	5	0.9

Kesan Politik Kampus

Majoriti responden menyatakan suara mereka mesti didengari oleh pentadbir UUM dalam membuat apa-apa dasar dan keputusan mengenai mereka. Pelajar menentang Jabatan Hal Ehwal Pelajar kerana kegagalan mereka menangani isu pelajar dan mereka sanggup turun melakukan demontrasi demi mempertahankan hak. Pihak pentadbiran UUM seharusnya memberikan kebebasan untuk mahasiswa untuk berpolitik jika berpegang kepada nilai demokrasi (rujuk Jadual 17).

Jadual 17: Kesan Politik Kampus dan Tindakan Mahasiswa

Perkara (N=546)	Ya		Tidak		Tiada Jawapan	
	Bil.	%	Bil.	%	Bil.	%
Pelajar menentang JHEP UUM sebab gagal tangani isu pelajar	311	56.9	228	41.7	7	1.4
Pelajar sanggup berdemonstrasi demi hak dan suara mereka	389	71.2	150	27.5	7	1.3
Beri kebebasan kepada mahasiswa untuk berpolitik	471	86.3	69	12.6	6	1.1
Jangan halang pelajar jika berpolitik di luar kampus jika berpegang kepada nilai demokrasi	386	70.7	154	28.2	6	1.1

Pentadbiran UUM

Sebahagian kecil responden (36.3%) menyatakan berpuas hati dengan pentadbiran UUM. Pihak pentadbir di Jabatan Hal Ehwal Pelajar, Inapan Siswa, U-Assist dan MPP prihatin terhadap permasalahan pelajar yang berusaha menyelesaikan kebajikan mereka. Pelajar juga berpendapat harga makanan di kampus masih lagi murah dan berpatutan, perkhidmatan bas yang memudahkan urusan pelajar di kampus, penginapan yang bersih dan selesa serta kemudahan Wi-Fi yang disediakan di kampus. Pelajar juga berpuas hati dengan bantuan kewangan yang disediakan kepada pelajar miskin, persekitaran kampus yang bersih dan indah, pengajaran yang berkesan oleh pensyarah, kemudahan pengajaran termasuk pusat kesihatan dan pusat sukan (rujuk Jadual 18).

Jadual 18: Berpuas Hati Terhadap Pentadbiran UUM

Perkara	Bilangan	Peratus
Pentadbiran (JHEP, INASIS, U-Assist, MPP)		
Layanan mesra, prihatin kepada masalah pelajar	35	17.1
Makanan dan Minuman di Kampus		
Harga yang masih murah	29	14.6
Pengangkutan		
Perkhidmatan bas kepada pelajar	23	11.6
Penginapan		
Bersih dan selesa	26	13.1
Kemudahan Wifi		
Kawasan liputan yang luas, pantas	24	12.1
Kewangan Pelajar		
Bantuan pada pelajar miskin	14	7.1
Landskap dan Persekitaran		
Bersih dan indah	11	5.6
Pensyarah		
Pengajaran yang berkesan, mesra pelajar	14	7.1
Kemudahan Pengajaran		
Dewan Kuliah, Perpustakaan, Online Learning	10	5.6
Lain-Lain		
Pusat Kesihatan, Pusat Sukan	12	6.1
Jumlah	198	100.0

Majoriti responden menyatakan ketidakpuasan hati (52.0%) terhadap pentadbiran UUM. Jabatan Hal Ehwal Pelajar, Inapan Siswa, U-Assist dan Majlis Perwakilan Pelajar mengambil masa yang panjang untuk menyelesaikan permasalahan pelajar, UUM tidak mempunyai wang yang cukup untuk menyokong program pelajar serta sikap kakitangan UUM yang kurang mesra. Selain itu, isu kemudahan penginapan yang tidak selesa, tidak prihatin kepada pelajar seperti memasak di dalam bilik, ketiadaan mesin basuh serta parkir berbumbung dan tidak membenarkan pelajar membawa kenderaaan di kampus.

Mereka juga menyatakan ketidakpuasan hati terhadap perkhidmatan bas yang disediakan di kampus, kemudahan Wi-Fi yang tidak lancar, harga dan kualiti makanan dan minuman di kampus, kemudahan pembelajaran yang usang dan ketinggalan zaman serta lain-lain kemudahan yang disediakan (rujuk Jadual 19).

Jadual 19: Tidak Berpuas Hati Terhadap Pentadbiran UUM

Perkara	Bilangan	Peratus
Pentadbiran (JHEP, INASIS, U-Assist, MPP)		
Masalah pelajar tidak diselesaikan segera.	64	22.5
Kekurangan wang untuk program.		
Staf yang tidak mesra / maklumbalas lambat		
Mengenakan yuran yang tidak sepatutnya (PKU, perpustakaan)		
Cenderung mengikut kata orang politik		
Masalah add-drop kursus		
Makanan dan Minuman di Kampus		
Harga yang mahal di kafe dan VMall	39	13.7
Makanan dan persekitaran kafe tidak bersih		
Pengangkutan		
Bas yang tidak mengikut jadual	43	15.1
Kesukaran memohon pelekat kenderaan		
Ketiadaan bas percuma ke Changlun		
Penginapan		
Tidak membenarkan pelajar memasak	47	16.5
Tiada parkir berbumbung di INASIS		
Tiada ampaian berbumbung / tiada mesin basuh		
Tandas / bilik air rosak		
Kemudahan Wifi		
Tidak pantas, sering terputus-putus	40	14.1
Keputusan peperiksaan sukar diakses		
Pensyarah		
Banyak buat kelas gantian	13	4.6
Kemudahan Pengajaran		
Komputer yang lama di Makmal Komputer	17	6.0
Tiada laluan berbumbung ke dewan kuliah (DKG 5)		
Lain-Lain		
Perkhidmatan PKU yang tidak memuaskan (doktor tidak teliti dalam memeriksa pesakit).	21	7.5
Tiada kemudahan penting di VMall (Bank, Pejabat Pos)		
Peralatan Pusat Sukan tak cukup		
Jumlah	284	100.0

Kesimpulan

Tahap penglibatan politik kampus di kalangan mahasiswa UUM masih rendah disebabkan kurangnya diberi pendedahan mengenai kepentingan politik sejak minggu orientasi lagi disamping merasakan pihak pentadbiran UUM masih tidak bersedia membuka ruang seluas-luasnya untuk berpolitik. Walau bagaimanapun, majoriti mahasiswa mempunyai kesedaran bahawa politik kampus amat penting kepada mereka bagi memperjuangkan kebajikan serta hak-hak mereka sepanjang berada di kampus selain menghendaki pihak pentadbiran UUM mengambilkira suara mereka dalam membuat apa-apa keputusan. Mereka menjadikan MPP UUM menjadi satu platform dalam menyuarakan hasrat kepada pihak pentadbiran UUM melalui JHEP. Mahasiswa menuntut supaya pihak pentadbiran UUM membuka ruang seluas-luasnya kepada mereka berpolitik selain menambahbaik kualiti khidmat penyampaian dan kemudahan yang disediakan kepada mereka.

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PENGARUH DIALEK KELANTAN DALAM BAHASA TEMIAR, KUALA BETIS KELANTAN

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Abstrak: *Bahasa orang Asli Temiar adalah bahasa yang dituturkan oleh suku kaum atau bangsa orang asli yang terdapat di Malaysia. Penuturnya merupakan penduduk peribumi yang mendiami Persekutuan Malaysia dan memiliki jumlah yang minorit. Kelompok suku kaum Senoi terdiri daripada enam bangsa iaitu Temiar, Semai, Semoq Beri, Jahut, Mah Meri, dan Che Wong. Makalah ini ini membicarakan penelitian terhadap pengaruh dialek Kelantan di dalam Bahasa Temiar sahaja. Fokus utama kajian ini adalah mengkaji penggunaan dialek Kelantan yang wujud di dalam bahasa Termiar. Pendekatan struktural telah dimanfaaatkan dalam menghuraikan hasil data. Kaedah kajian lapangan huluan telah digunakan dalam memperoleh data primer di kawasan kajian iaitu Perkampungan Orang Asli Temiar Gua Musang, Kelantan . Informan kajian terdiri daripada penduduk kampung Kampung Merlong, Kuala Betis Gua Musang Kelantan (di kawasan Hulu Sungai Kelantan.. Data dikumpulkan menerusi teknik temu bual dan rakaman yang seterusnya ditranskripsikan dengan menggunakan International Phonetic Alphabet (IPA). Hasil analisis yang telah dilakukan, menunjukkan bahawa dialek Kelantan telah mengalami penyerapan dalam bahasa Temiar yang meliputi perkara teknologi, binatang, tumbuhan, pakaian dan lain-lain.*

Katakunci: Orang Asli Temiar, suku kaum, pengaruh, dialek Kelantan, pendekatan Struktural

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[74] Prof Madya Dr. Mohd Sharifudin Yusop merupakan pensyarah kanan di Jabatan Bahasa Melayu, Fakulti Bahasa Moden dan Komunikasi, Universiti Putra Malaysia. Kepakaran utama beliau adalah Sosiolinguistik.

Abstract: *The native language of Temiar is a language spoken by tribes or native peoples found in Malaysia. Its speakers are native inhabitants of the Federation of Malaysia and have a minority. Senoi tribe groups consist of six ethnic groups: Temiar, Semai, Semoq Beri, Jahut, Mah Meri, and Che Wong. This paper discusses the study of the effect of Kelantan dialect in Temiar language only. The main focus of this study is to examine the use of the Kelantan dialect that existed in the language of Termiar. Structural approaches have been utilized in describing data outcomes. The upstream field study method was used in obtaining primary data in the study area, Orang Asli Village, Temiar Gua Musang, Kelantan. The informants of the study consisted of villagers of Kampung Merlong, Kuala Betis Kelantan Gua Musang (in the Hulu Sungai Kelantan area). Data were collected through interview and recording techniques which were subsequently transcribed using the International Phonetic Alphabet (IPA). Kelantan dialect has been absorbed in the Temiar language covering technological, animals, plants, clothing and other things.*

Keywords: *Native People of Temiar, ethnicity, influence, Kelantan dialect, structural approach*

Pengenalan

Kependudukan orang asli di negara ini telah berlaku sejak 100 tahun dahulu yang bernenek moyang dari keturunan dalam kelompok Austroasiatik. Orang asli merupakan orang peribumi pertama di Malaysia yang terdiri daripada tiga kelompok besar iaitu kelompok Negrito, Senoi, dan Melayu Proto. Kelompok Negrito memiliki enam jenis orang asli iaitu orang asli Kensiu, Kintak, Lanoh, Jahai, Mendriq, dan Bateq. Kelompok Senoi pula masing-masing mempunyai enam kelompok iaitu Temiar, Semai, Semoq Beri, Jahut, Mah Meri, dan Che Wong. Manakala kelompok Melayu Proto pula memiliki enam jenis iaitu Kuala, Kanaq, Seletar, Jakun, Semelai, dan Temuan[75].

Orang Asli Temiar merupakan subkelompok dari kumpulan besar Senoi. Kelompok ini berada di beberapa kawasan antaranya Hulu Perak dan Kelantan. Kawasan kajian yang di pilih terletak di Hulu Negeri Kelantan iaitu Sungai Betis yang bersebelahan dengan Sungai Lebir. Kedua-dua aliran sungai ini bertemu di satu muara yang bercantum menjadi Sungai Nenggiri. Aliran Sungai Nenggiri akan membawa kepada pertembungan dengan Sungai Kelantan bertempat di Kuala Krai dan seterusnya mengalir keluar melalui Sungai Kelantan dan tersebar ke Laut China Selatan pada bahagian muara Sungai Kelantan. Bahasa Temiar digunakan oleh orang asli yang dikenali sebagai orang asli Temiar.

Apabila ditinjau daripada aspek kehidupan orang Asli Temiar, masyarakat ini mengamalkan kepercayaan animisme. Namun begitu, terdapat juga orang Temiar yang menganut agama Islam dan ajaran Kristian. Dalam soal kepercayaan animisme, mereka percaya kepada semangat dan perlu dipuja supaya tidak mendatangkan kemudaratan kepada mereka. Hal ini masih dipegang teguh oleh sebahagian daripada mereka walaupun mereka telahpun memeluk agama Islam dan ajaran Kristian.

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[75]Keterangan lanjut, sila rujuk http://www.jakoa.gov.my/orangasli-asli, diakses pada 16 November 2107.

Latar Belakang Gua Musang

Negeri Kelantan merupakan salah satu daripada negeri di dalam Persekutuan Malaysia yang terletak di Semenanjung Tanah Melayu antara agaris lintang 4 darjah 32 minit dan 6 darjah 15 minit di utara dengan garis bujurnya ialah 101 darjah 19 minit dan 102 darjah 37 minit dpada bahagian timurnya. Kedudukannya bersempadan dengan negeri Pahang pada sebelah selatan, di sebelah timur dengan negeri Terengganu, di sebelah barat dengan negeri Perak dan Selatan Thai. Keluasan negeri Kelantan ialah 14, 922 kilometer persegi atau 1,492,200 hektar yang meliputi 11 jajahan dan 65 buah daerah. Antara jajahan-jajahan yang ada di negeri Kelantan iaiatu Kota Bharu, Pasir Puteh, Pasir Mas, Bachok, Machang, Tuimpat, Tanah Merah, Kuala Krai, Jeli, dan Gua Musang.

Jajahan yang paling besar ialah Gua Musang yang memiliki keluasan 8,104 kilometer persegi manakala jajahan yang paling kecil pula iaitu Tumpat, iaitu seluas 169 kilometer persegi sahaja. Di bawah setiap jajahan, terdapat unit bahagian pentadbiran yang lebih kecil yang dikenali sebagai ”daerah”. Setiap daerah ditadbir oleh seorang ketua yang dikenali sebagai ”penggawa”. Jumlah terkini penduduk negeri Kelantan ialah 15, 101, 000[76] orang penduduk yang terdiri daripada beberapa bangsa Melayu, Cina, India, Siam, dan juga orang asli yang menduduki di kawasan hulu negeri Kelantan.

Sorotan Kosa Ilmu & Pernyataan Masalah

Penduduk orang Asli telah mendiami kawasan pedalaman dan hulu negeri Kelantan terutamanya orang Asli Temiar. Kependudukan mereka ini telahpun berlaku sejak 100 tahun dahulu malah boleh dikatakan bahawa masyarakat peribumi ini telah menjadi penduduk asal Persekutuan Malaysia sebelum kedatangan bangsa Melayu, Cina, India, dan orang Siam (dari Selatan Thailand).

Atas faktor keterbatasan dan kelompongan kajian lepas, maka pengkaji telah memilih dan melakukan kajian terhadap orang Asli Temir di Kuala Betis, Kelantan. Masih terdapat ruang yang boleh diisi oleh pengkaji dalam melengkapkan kajian-kajian terdahulu terhadap orang Asli Temiar. Hal ini tercetus melalui penelitian soratan kajian lalu yang seterusnya menimbulkan persoalan, adakah berlaku proses peminjaman daripada bahasa Temiar kepada dialek Kelantan ataupun sebaliknya daripada dialek Kelantan kepada bahasa Temiar?

Objektif Kajian

Hasil daripada penelitian beberapa kajian lepas yang telah dilakukan oleh pengkaji dari dalam dan luar negara berkaitan dengan bahasa Temiar, penulis mendapat wujud beberapa permasalah yang boleh dijadikan titik gerak objektif kajian ini. Antara objektif kajian yang boleh diteliti oleh penulis adalah meneliti dan menghuraikan kewujudan dialek Kelantan di dalam bahasa Temiar, Kuala Betis. Kajian ini akan memanfaatkan sepenuhnya pendekatan struktural dalam mendapatkan hasil dapatan yang jitu terhadap bahasa Temiar.

[76] Angka-angka ini dipetik dari Jabatan Perangkaan Malaysia, 2016.

Pendekatan Kajian

Kajian yang ingin dilakukan oleh pengkaji menggunakan pendekatan struktural. Pendekatan ini diperkenalkan oleh Leonard Bloomfield dalam bukunya *language* pada tahun 1933. Hipotesis yang diletakkan di dalam pendekatan ini adalah pertama, kaedah yang digunakan bersifat empiris (induktif). Berdasarkan kaedah ini, sejumlah korpus bahasa yang diperoleh digeneralisasikan secara sistematik. Kedua, bahasa adalah ujaran dan kemudian menjadi tulisan. Ketiga, bahasa merupakan produk yang terdiri daripada unsur bunyi dan makna. Keempat, klasifikasi bunyi berdasarkan distribusinya. Pendekatan yang digunakan ini adalah wajar kerana bertepatan dengan tujuan kajian yang dikemukakan oleh pengkaji.

Menurut Abdullah Hassan (1980), analisis deskriptif terbit daripada kaedah tradisi yang menghuraikan struktur bahasa, termasuklah bunyinya. Bunyi-bunyi bahasa yang dihasilkan akan dipecahkan mengikut keadaan dan diberi lambang yang sesuai dengannya. Bunyi-bunyi tersebut akan dikelaskan kepada jenis berdasarkan ciri fonetik yang wujud. Kaedah ini memerlukan penjelasan dan huraian data tentang ciri bahasa yang wujud.

Fokus kajian struktural adalah penghuraian struktur dalam sesebuah bahasa. Menurut Asmah Omar (1983), asas pengkajian dalam struktural ialah setiap bahasa terdiri daripada satu bentuk yang berbeza dan tugas utama ahli-ahli bahasa ialah untuk mengkaji unsur bahasa bukan sebagai unsur berasingan tetapi sebagai bahagian daripada satu keseluruhan sistem. Manakala, menurut Abdullah Hassan(1989) linguistik struktural merupakan kajian linguistik yang menghuraikan bahasa menggunakan pendekatan pada bahasa itu sendiri berdasarkan ciri formal yang ada dalam sesebuah bahasa, sedangkan linguistik tradisioanl mengkaji tataran filsafat dan semnatik.
Menurut William J. Samarin (1993), transkripsi fonetik adalah penting kerana ia dapat menentukan sama ada sesuatu kajian itu berjaya atau tidak. Dalam kajian ini, transkripsi fonetik digunakan untuk menunjukkan secara tepat bunyi atau ciri-ciri bunyi yang terdapat dalam ujaran yang dianalisis. Trasnkripsi yang dilakukan menggunakan lambang antarabangsa atau *International Phonetics Alphabet* (IPA). Menurut Samarin juga, pada awal kerja transkripsi penyelidik perlu membuat satu senarai unsur fonetik yang telah direkod. Pemaparan data dilakukan dengan menggunakan jadual atau rajah, atau apa-apa yang dapat menyusun data secara instruktif.

Selain itu, kaedah pemaparan data atau penyajian hasil analisis melibatkan penggunaan istilah-istilah teknikal seperti fonologi, rekonstruksi, pengelompokan, inovasi, retensi, fonem, fonetik, fonemik, refleks, dan sebagainya.

Dalam pemaparan data juga, penyelidik akan menggunakan simbol atau lambang tertentu seperti;

i) Asterik (*), melambangkan bentuk purba;
ii) Kurung miring (/ /), mengapitkan unsur fonologi;
iii) Simbol (/) melambangkan di persekitaran;
iv) Kurung siku ([ ]), mengapit unsur bunyi;
v) Simbol (#), melambangkan dalam lingkungan tertentu;
vi) Simbol (>), melambangkan berubah menjadi;
vii) Simbol (<), melambangkan berkembang dari;
viii) Simbol (O), melambangkan segmen yang digugurkan.

Dalam kajian ini, data dipecahkan kepada dua iaitu bunyi dan kata. Setiap kata ditranskripsikan ke dalam bentuk fonetik. Menurut Samarin (1993: 220), transkripsi fonetik adalah penting kerana ia dapat menentukan sama ada sesuatu kajian itu berjaya atau tidak. Dalam kajian linguistik, transkripsi fonetik digunakan untuk menunjukkan secara tepat bunyi atau ciri-ciri bunyi yang terdapat dalam ujaran yang telah dianalisis. Transkripsi fonetik dilakukan menggunakan lambang fonetik antarabangsa (*International Phonetic Alphabert* (IPA). Setiap bunyi yang wujud dalam kawasan kajian ini dipaparkan dalam bentuk rajah. Seterusnya, penyebaran bunyi konsonan, vokal, dan diftong dalam kata sama ada pada awal, tengah, atau pada akhir kata dipaparkan mengikut kawasan.

Metodologi Kajian

Kaedah kajian meliputi kajian kepustakaan dan kajian lapangan. Kajian kepustakaan merujuk kepada usaha pengkaji meneroka, memperoleh dan memanfaatkan maklumat-maklumat penting yang relevan dengan kajian pengkaji daripada sumber-sumber tertentu misalnya perpustakaan arkib dan muzium. Kajian kepustakaan memainkan peranan yang sangat penting dalam sesebuah kajian. Dalam proses menyiapkan kajian ini, kajian kepustakaan sangat berguna dalam konteks mendapatkan maklumat berhubung kajian-kajian lepas, teori dan metodologi kajian lapangan. Rujukan dibuat bagi mendapatkan garis panduan, pengertian, fakta, dan kefahaman bagi setiap istilah yang diperlukan. Rujukan kajian lepas yang mempunyai hubungan dengan dialektologi juga dibuat sebagai panduan kepada pengkaji khususnya yang berkaitan dengan negeri Kelantan.

Menurut (Mohd Sheffie Abu Bakar, 1995: 41) kajian kepustakaan ialah kaedah yang digunakan oleh pengkaji bagi mendapatkan data dan bukti melalui kajian ke atas dokumen dan rekod. Terdapat dua bentuk dokumen iaitu dokumen primer dan dokumen sekunder. Tujuan utama kajian kepustakaan adalah bagi mendapatkan maklumat awal yang berkaitan dengan kajian yang ingin dilakukan sebelum pengkaji melakukan kajian di lapangan. Sesebuah kajian yang baik memerlukan penelitian yang mendalam bagi mendapatkan gambaran awal mengenali rupa bangsa dan organisasi sosial, kawasan kajian, permasalahan yang timbul dalam sesebuah kajian, objektif kajian, dan penyelesaian yang akan diambil.

Kajian lapangan terbahagi kepada dua bahagian iaitu kajian lapangan huluan dan kajian lapangan hiliran. Kajian yang dilakukan oleh pengkaji ini bersifat huluan iaitu kajian ini dilakukan di kawasan-kawasan kampung atau pedalaman. Kajian lapangan atau kajian luar dalam pengertian umum merujuk kepada apa sahaja penyelidikan yang dilakukan oleh seseorang di luar kongkongan fizikal, tempat, atau ruang seperti di luar bilik, di luar pejabat, di luar kampus, di luar negeri, dan sebagainya. Menurut Asmah Hj Omar (2008), kajian lapangan memerlukan kriteria-kriteria penting bagi mendapatkan maklumat dan data yang baik seperti cara merakam, pengumpulan data dan mengumpul kata.

Teknik yang digunakan dalam kajian ini ialah temu bual. Seramai tiga orang Asli telah dipilih bagi membantu pengkaji sebagai informan. Tiga orang informan tersebut terdiri daripada seorang tok batin dan dua orang penduduk kampung. Masing-masing mereka berumur 60 tahun, 65 tahun, dan 60 tahun iaitu seorang informan adalah lelaki manakala dua orang informan adalah perempuan. Kajian ini telah mengaplikasikan syarat pemilihan informan melalui kaedah yang digunakan oleh Chambers dan Trudgill (1990). Kriteria pemilihan

informan adalah menggunakan pendekatan NORMs, yang membawa akronim bagi *'Non-Mobile', 'Old', 'Rural',* dan *'Male'*. Non-Mobile merujuk kepada...

Keadaan ini berbeza pula dengan informan yang digunakan oleh Ajid Che Kob (1985) terhadap kajian dialek beliau di daerah Pasir Mas. Menurut beliau, informan perempuan lebih baik berbanding informan lelaki kerana informan perempuan lebih *'Non-Mobile'* berbanding informan lelaki.

Oleh itu, dalam hal ini pengkaji telah melihat kepada kesesuaian semasa dalam pemilihan informan. Informan lelaki dan informan perempuan dipilih dalam mendapatkan data kajian kerana kedua-dua informan memiliki kelebihannya masing-masing. Hal ini bererti, pemilihan seseorang informan mestiah memenuhi kriteria yang ditetapkan iaitu tinggal di kawasan tersebut sejak kecil, umur yang tua, dan berjantina lelaki atau perempuan.

Pemaparan Penemuan

Menurut Gerard Diffloth (2001), dialek-dialek tulen mungkin merupakan penutur sejati pelbagai etnik masyarakat seperti kaum Temiar, Che Wong, Jahai, Kentak, dan Semai yang terdapat di seluruh Malaysia[77]. Kepelbagaian bahasa orang asli di hulu Sungai Kelantan dan percampuran orang Kelantan dan orang Siam di hilir Sungai Kelantan telah menjadikan bahasa dan dialek di negeri Kelantan mempunyai kerencamannya yang unik.

Fonem Konsonan Bahasa Temiar

Perbincangan yang akan dilakukan di sini akan menyentuh berkaitan penghuraian penyebaran konsonan dan vokal serta proses peminjaman dialek Kelantan ke dalam Bahasa Temiar. Penyebaran yang berlaku meliputi tiga aspek kedudukan dalam kata iaitu pada keududkan awal, tengah dan akhir kata. Menurut Abdul Hamid Mahmod (1998) vokal ialah bunyi-bunyi bersuara yang tatkala dihasilkan udara dari paru-paru keluar berterusan melalui rongga tekak dan rongga mulut tanpa sebarang gangguan atau sekatan. Bunyi vokal mempunyai ciri-ciri kelantangan dan kepanjangan. Pembahagian data dipecahkan kepada dua jenis iaitu leksikal binatang dan kata nama.

Cara Sebutan \ Daerah Sebutan	Dua Bibir	Gigi-Gusi	Gusi-Lelangit Keras	Lelangit Keras	Lelangit Lembut	Anak Tekak	Pita Suara
Hentian	π β	τ δ			κ γ		/
Nasal	μ	ν		ʃ	N		
Frikatif		σ ζ					η
Lateral		λ					
Afrikat				τΣ δZ			
Separuh Vokal	ω		φ				

Jadual 1: Sistem Konsonan Bahasa Temiar

Menurut Nor Hashimah Jalaluddin (2015), letupan atau boleh juga didefinisikan sebagai plosive yang hadir dalam banya bahasa. Cara menghasilkan letupan adalah dengan melepaskan

[77] Ucapan beliau semasa Kolokium Antarabangsa Kajian Umum Sumbangan Sarjana Perancis Dalam Pengajian Melayu di Sudut Wacana, Institut Alam dan Tamadun Melayu (ATMA), Universiti Kebangsaan Malaysia.

udara yang disekat serta-merta. Udara dari paru-paru akan disekat di salah satu titik artikulasi sama ada di bibir, gigi-gusi dan sebagainya oleh artikulator kemudian dilepaskan sehingga terdengar bunyi 'pop'. Contohnya /π, β, τ, δ, □, | , χ,κ, γ, Γ, //. Bunyi konsonan hentian yang terdapat dalam bahasa Temiar ialah konsonan hentian dua bibir [p] dan [b], hentian gigi-gusi [t] dan [d], hentian lelangit lembut [k] dan [γ], dan hentian pita suara [/].

Terdapat dua bunyi hentian dua bibir iaitu [p] dan [b] dalam bahasa Temiar. Bunyi dua bibir tak bersuara [p] dan hentian dua bibir bersuara [b] hadir pada posisi awal, dan tengah kata sahaja. Contohnya:

BT		BMS	
	Awal Kata:	[πAφA/]	paya
		[πυχ□/]	pucuk
[βυηφA/]		buaya	
		[β↔λAλE]	belalang
	Tengah Kata:	[ζιΦAπAη]	zirafah
		[κEρβoω]	kerbau
		[κAμβ↔N]	kambing

Terdapat dua bunyi hentian gigi-gusi iaitu [t] dan [d]. Konsonan tidak bersuara [t] menunjukkan kehadiran pada kedudukan awal dan tengah kata manakala konsonan bersuara [d] hadir dalam semua posisi iaitu pada tengah kata sahaja. Contohnya:

		BT	BMS
	Awal Kata:	[τ↔νυ/]	tenuk
		[τυδ□N]	tudung
	Tengah Kata:	[Eτι/]	itik
		[κAτA/]	katak
[κυδ□]		kuda	
[βAνδA]		bandar	

Terdapat dua bunyi hentian lelangit lembut iaitu hentian lelangit lembut bersuara [k] dan hentian lelangit lembut tak bersuara [γ] yang hadir pada posisi awal dan tengah kata. Contohnya:

		BT	BMS
	Awal Kata:	[κEρβoω]	kerbau
		[κυχι/]	kucing
		[γλ↔/]	gelak
	Tengah Kata:	[ΦAκ↔τ]	rakit
		[βAκ□λ]	bakul
	[πAγA]		pagar

Dalam BT, terdapat bunyi hentian pita suara [/] yang hadir pada posisi akhir kata sahaja. Contohnya ialah:

BT		BMS	
	Akhir Kata:	[κυχι/]	kucing
		[βυηφA/]	buaya

Menurut Nor Hashimah Jalaluddin (2015), sengau atau nasal dikategorikan di bawah bunyi-bunyi letupan. Yang berbezanya ialah bunyi bunyi sengau dihasilkan dengan menurunkan velum agar udara dapat melalui rongga hidung dan rongga mulut. Udara yang melalui rongga mulut akan disekat di titik-titik artikulasi yang tertentu dengan artikulator. Contohnya /m, M, ν, ⎪, ⎛, N, N/. Dalam MB terdapat empat konsonan nasal iaitu nasal dua bibir [m], nasal gigi gusi [n], nasal lelangit keras [N]dan nasal lelangit lembut [⎛].

Bunyi nasal dua bibir [m] dan bunyi nasal gigi-gusi [n] hadir pada posisi awal, dan tengah. Contohnya:

	BT	BMS
Awal Kata:	[μ↔νιη]	benih
Tengah Kata:	[κAμβ↔N]	kambing
	[λ↔μβυ]	lembu
	[κAνχE]	kancil
	[τ↔νυ/]	tenuk
Akhir Kata:	[ηAφAμ]	ayam
	[AσAμ]	asam
	[Φ↔βAν]	reban

Bunyi nasal lelangit keras [⎛] hanya hadir pada posisi awal sahaja. Contohnya:

	BT	BMS
Awal Kata:	[⎛□]	kelapa
	[⎛αλα/]	nyala

Bunyi nasal lelangit keras [N] hadir pada posisi tengah dan akhir kata. Contohnya:

	BT	BMS
Tengah Kata:	[ANκ□/]	angkat
	[βANσA/]	bangsa
Akhir Kata:	[AμAN]	siamang
	[τυδ□N]	tudung

Bunyi konsonan frikatif gigi-gusi bersuara [s] hadir pada posisi awal, dan tengah kata. Manakala frikatif gigi-gusi tak bersuara [z] hadir pada posisi awal kata sahaja. Contohnya:

	BT	BMS
Awak Kata:	[σAνAN]	sandang
	[ζιΦAπAη]	zirafah
Tengah Kata:	[Aσ□]	angsa
	[Φυσ□]	rusa

Bunyi konsonan frikatif pita suara [h] hadir pada posisi tengah dan akhir kata. Contohnya:

	BT	BMS
Awak Kata:	[ηAφAμ]	ayam
Tengah Kata:	[βυηφA/]	buaya
	[π↔ΦAηυκ]	perahu
Akhir Kata:	[καφ□η]	kayuh
	[β↔βAλ□η]	gaduh

Menurut Nor Hashimah Jalaluddin (2015), lateral atau sisian boleh dibahagikan kepada dua, iaitu sisian bergeser dan sisian tidak bergeser. Bunyi sisian dihasilkan dengan menaikkan hujung lidah kea rah bahagian belakang gigi dan udara akan keluar melalui sisi lidah. Udara yang keluar akan digeserkan di pita suara bagi menghasilkan bunyi geseran. Contoh bunyi sisian bergeser ialah /ℜ, λZ/. Manakala bagi sisian tak bergeser pula, udara yang melepasi pita suara akan keluar tanpa menyentuh pita suara dan bunyi tak bersuara yang akan dihasilkan. Cara sisian tak bergeser dihasilkan adalah sama dengan sisian bergeser, iaitu dengan menaikkan hujung lidah kea rah bahagian belakang gigi dan udara akan keluar melalui sisi lidah. Contohnya ialah bunyi /l, Σ, ×/. Bunyi konsonan lateral gigi-gusi [l] terdapat pada posisi awal dan tengah kata. Contohnya:

	BT	BMS
Awal Kata:	[λ↔μβυ]	lembu
Tengah Kata:	[β↔λAλE]	belalang
	[β↔λυ/]	belut

Bunyi frikatif lelangit keras bersuara hadir [tΣ] hadir pada posisi awal kata sahaja. Contohnya:

	BT	BMS
Awal Kata:	[τΣηιτΣ□/]	cicak
Tengah Kata:	[κυτΣι/]	kucing
	[κAντΣE]	kancil

Konsonan afrikat lelangit keras [δZ] hadir pada posisi awal dan tengah kata. Contohnya:

	BT	BMS
Tengah Kata:	[βAδZ↔]	banjir
	[βAδZυ]	baju

Bahasa Temiar (BT) mempunyai dua bunyi separuh vokal iaitu konsonan separuh vokal dua bibir /w/ dan separuh vokal lelangit keras /j/. Bunyi konsonan separuh vokal [w] dan [j] hadir pada semua posisi dalam kata iaitu pada posisi awal, tengah, dan akhir kata. Contohnya:

	BT	BMS
Tengah Kata:	[βAωAN]	bawang
	[βυηφA/]	buaya
	[ηAφAμ]	ayam
Akhir Kata:	[κEρβoω]	kerbau

Hasil daripada analisis menunjukkan, bahasa Temiar mempunyai 18 konsonan yang menempati pada ketiga-tiga kedudukan dalam kata iaitu pada kedudukan awal, tengah, dan akhir kata. Kewujudkan konsonan-konsonan ini secara keseluruhannya mempunyai persamaan dengan dialek Kelantan, namun begitu terdapat juga kewujudan kedudukan konsonan dalam kata yang berbeza dengan dialek Kelantan. Hal ini demikian kerana, dialek Kelantan yang digunakan di dalam bahasa Temiar telah mengalami penyerapan dan penyesuaian sebutan dengan bahasa Temiar. Oleh itu, pengaruh bahasa Temiar sedikit sebanyak telah menjadikan sebutan dialek Kelantan menghampiri sebutan bahasa Temiar.

Keadaan ini dapat dilihat pada data yang dihuraikan seperti pada [ηAφAμ] dalam bahasa Temiar yang membawa maksud “ayam” di dalam bahasa Melayu standard. Di dalam dialek Kelantan, perkataan “ayam” di sebut sebagai [AφE]. Berlaku penyesuaian sebutan terhadap

sebutan "ayam" di dalam bahasa Temiar dengan menggunakan cara sebutan atau kaedah sebutan orang Temiar menjadi [ηAφAμ] yang berlaku pertambahan konsonan pita suara [h] dan nasal dua bibir [m] di akhir kata manakala kewujudan vokal rendah depan [A] di tengah kata. Secara keseluruhannya, kata-kata pinjaman yang berlaku di dalam bahasa Temiar hanya diserap melibatkan kata yang tidak dimiliki di dalam bahasa Temiar iaitu meliput buah-buahan, teknologi, dan sebagainya.

Kesimpulan

Hasil hasil perbandingan yang dilakukan menunjukkan, memang berlaku peminjaman dan penyerapan dialek Kelantan ke dalam bahasa Temiar yang meliputi aspek teknologi, pakaian, dam tumbuhan, kata nama. Hal ini berlaku kerana, bahasa Temiar tidak mempunyai sebutan bahasanya yang sendiri berkaitan dengan perkara-perkara baharu seperti peralatan teknologi, perubatan, makanan, tumbuhan, dan pakaian. Oleh itu, proses peminjaman telah berlaku dariapda dialek Kelantan ke dalam bahasa Temiar yang memudahkan proses komunikasi bagi mereka antara (Orang Temiar dengan Temiar) dan Orang Temiar dengan Orang Kelantan. Peminjaman berlaku daripada dialek Kelantan kerana dialek Kelantan adalah berjiranan dan sangat dekat dengan kedudukan mereka dari segi geografinya.

Keadaaan ini turut berlaku kerana telah berlakunya perkahwinan campur antara Orang Temiar dengan Orang Kelantan dan sebaliknya dengan Orang Kelantan dengan Orang Temiar. Dengan berlakunya perkahwinan campur antara kedua-dua masyarakat orang Asli Temiar dan Orang Kelantan ini telah menjadikan bahasa dalam kelompok ini menjadi rencam. Hal ini juga menunjukkan bahawa, masyarakat Orang Kelantan di Gua Musang telah boleh menerima mereka dalam hubungan kekeluargaan bukan sahaja dalam pergaulan seharian.

Kajian bahasa orang Asli masih kurang di beri perhatian oleh pengkaji-pengkaji bahasa. Mereka lebih cenderung untuk melakukan kajian terhadap bidang dialektologi dan sosiolinguistik. Kejayaan rintisan kajian ini dapat membuka dan mendalamkan lembaran kajian terhadap bahasa Temiar. Melalui kajian yang dilakukan ini, pengkaji dapat merekod dan mendokumentasikan bahasa orang asli Temiar daripada pupus di telan arus kemodenan. Keadaan ini kerana, generasi muda hari ini telah banyak meninggalkan bahasa ibundanya sendiri seperti bahasa Temiar akibat daripada faktor ekonomi, pendidikan dan sebagainya. Pengaruh daripada bahasa Melayu standard sedikit sebanyak akan menjadikan bahasa ibunda iaitu bahasa Temiar akan semakin terhakis keaslian dan kekuatan dalam mempertahankan bahasa mereka. Apatah lagi golongan orang Asli Temiar yang menjadi golongan minoriti di Malaysia.

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BAHASA ORANG ASLI JAHUT: PENELITIAN ASPEK FONOLOGI DAN LEKSIKAL

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Abstrak: *Suku kaum Jahut tergolong dalam suku masyarakat orang Asli Senoi. Kelompok Senoi merupakan kelompok orang Asli yang terbesar, diikuti oleh kelompok Melayu-Proto dan kelompok Negrito. Sejumlah 4 717 orang terdapat di Pahang, khususnya di daerah Temerloh. Sebilangan kecil terdapat di Perak dan Selangor. Manakala, bilangan penduduk suku kaum Jahut di Kampung Pian, Kuala Krau, Pahang yang diperolehi daripada Data Profil Perkampungan Orang Asli Pahang-Daerah Temerloh 2009/2010 ialah seramai 702 orang. Kajian ini dilakukan kerana bilangan penutur Jahut yang kecil menimbulkan kebimbangan daripada sudut bahasa memandangkan wujudnya proses dominasi bahasa utama, khususnya bahasa Melayu. Jika usaha pendokumentasian tidak dilakukan dengan segera berkemungkinan bahasa ini akan pupus seterusnya memusnahkankan budaya masyarakat Jahut. Kajian ini memberi tumpuan terhadap aspek bahasa Jahut yang dituturkan di Kampung Pian, Kuala Krau Pahang. Informan terdiri daripada penutur natif suku kaum masing-masing. Fokus utama makalah ini ialah menghuraikan aspek fonologi dan leksikal bahasa suku kaum Jahut berdasarkan pendekatan linguistik struktural. Pengkaji menggunakan pendekatan kualitatif untuk menganalisis data yang diperoleh melalui teknik rakaman dan teknik lafaz. Pentranskripsan akan dilakukan berdasarkan Symbol International Phonetic Alphabet (IPA) bersumberkan data kosa kata bahasa Jahut berdasarkan senarai Swadesh dan kelas kata bertema. Berdasarkan data-data senarai Swadesh dan kelas kata bertema, pengkaji mendapati bahasa Jahut mempunyai 8 fonem vokal dan 20 fonem konsonan. Daripada kosa kata bertema pula pengkaji menemui perbezaan dan persamaan daripada leksikal dan bunyi bahasa Jahut dengan bahasa Melayu. Dalam kosa kata bertema anggota badan khususnya banyak mengekalkan bahasa Jahut sendiri Walau bagaimanapun, terdapat kosa kata yang telah dipengaruhi oleh bahasa Melayu. Kajian terhadap bahasa orang Asli suku kaum Jahut yang meliputi aspek fonologi dan leksikal ini perlu dilakukan agar struktur bahasa tersebut dapat dikaji dengan lebih terperinci dan secara tidak langsung dapat memastikan kelangsungan bahasa tersebut agar tidak pupus ditelan zaman.*

Kata kunci: bahasa, orang asli Jahut, fonologi, leksikal

Pengenalan

Bahasa merupakan cerminan jati diri dan lakaran tamadun sesuatu bangsa. Bahasa memainkan peranan yang penting sebagai alat yang digunakan oleh sesebuah komuniti masyarakat untuk berkomunikasi sesama mereka bagi tujuan menyampaikan dan menerima maklumat. Adalah sukar bagi sesebuah masyarakat itu untuk berhubung di antara satu dengan yang lain tanpa adanya bahasa yang merupakan medium utama dalam proses komunikasi.

Menurut David Crystal dalam Language Death yang menyatakan bahawa kematian bahasa banyak menimpa bahasa minoriti di dunia ini. Jumlah mereka yang kecil jika dibandingkan dengan penduduk Malaysia yang lain menyebabkan bahasa mereka terpinggir dan dipandang rendah. Adalah dianggarkan bahawa hampir 50% daripada 7000 bahasa dalam dunia akan pupus dalam tempoh 100 tahun. Separuh daripada 3054 bahasa yang menghadapi masalah kepupusan adalah bahasa bahasa Asia. Manakala, Skeat dan Blagden (1906) menyatakan bahawa bahasa-bahasa masyarakat orang Asli sedang diancam kepupusan terutamanya kerana mereka sedang berusaha menguasai bahasa Melayu walaupun untuk penggunaan dalam kalangan sesama mereka.

Permasalahan Kajian

Laporan Ethnologue (2005) menyatakan terdapat sejumlah 6912 bahasa di dunia. Daripada jumlah tersebut, 516 menghadapi ancaman kepupusan. Perangkaan menunjukkan bahawa bahasa dunia yang terancam dan bakal menghadapi kepupusan adalah 200 bahasa di Eropah, 1000 bahasa di Amerika (Utara dan Selatan), 2400 bahasa di Afrika, 231 bahasa di Australia, serta di benua Asia dan kawasan Pasifik 3200 bahasa dan daripada jumlah tersebut, 800 bahasa terdapat di Papua New Guinea. David Crystal (2002) pula menyatakan setiap dua minggu bahasa orang Asli akan pupus. Kepupusan bahasa-bahasa Asli ini merupakan sesuatu yang amat membimbangkan. Oleh itu, pengkajian terhadap bahasa Jahut perlu dilakukan agar bahasa kaum minoriti dapat diselamatkan daripada terus hilang begitu sahaja.

Bilangan masyarakat Jahut yang kecil dan kurang juga menimbulkan kebimbangan dari sudut bahasa dan budaya memandangkan wujudnya proses dominasi bahasa utama khususnya bahasa Melayu. Proses asimilasi bahasa Melayu terhadap kaum Jahut juga menyebabkan bahasa Jahut dipinggirkan oleh masyarakatnya sendiri. Hal ini berlaku disebabkan kebanyakan mereka sudah menerima pemodenan dan terdedah dengan dunia luar. Masyarakat orang asli Jahut terpaksa belajar menggunakan bahasa luar supaya tidak ketinggalan dalam arus globalisasi yang semakin maju. Media massa adalah salah satu pemodenan yang memberikan pengaruh bahasa Melayu yang kuat terhadap masyarakat Jahut di Pahang.

Oleh itu, kajian terhadap bahasa orang Asli suku kaum Jahut yang meliputi aspek fonologi dan leksikal ini perlu dilakukan agar struktur bahasa tersebut dapat dikaji dengan lebih terperinci dan secara tidak langsung dapat memastikan kelangsungan bahasa tersebut agar tidak pupus ditelan zaman. Hal ini demikian kerana, bahasa merupakan khazanah yang amat tinggi nilainya

dan tidak wajar sekiranya bahasa tersebut dibiarkan pupus tanpa ada sebarang inisiatif untuk melestarikannya.

Objektif

Objektif kajian tertumpu kepada usaha mendokumentasikan bahasa Jahut dengan menghuraikan leksikal dan aspek fonologi. Ciri linguistik bahasa Jahut yang dianalisis ialah vokal, konsonan dan diftong dianalisis menggunakan symbol IPA.

Metodologi Kajian

Pendekatan kualitatif digunakan dalam pengkajian dan penghuraian ciri bahasa orang Asli Jahut. Ciri-ciri yang diteliti ialah leksikon dan sistem bunyi bahasa Jahut di Kampung Pian, Kuala Krau, Pahang. Kaedah-kaedah yang digunakan ialah lafaz dan rakaman dan kepustakaan.

Melalui kaedah rakaman, pengkaji memerhati dan mengawasi setiap perkataan yang disebut serta kedudukan alat artikulasi yang digunakan. Oleh itu pemilihan informan sangat mempengaruhi kelancaran serta ketepatan dapatan. Pastinya usia responden wajar diberi perhatian agar keaslian bahasa terjamin, menetap dalam kumpulan komuniti etnik yang sama sejak kecil lagi dan menggunakan bahasa tersebut dalam komunikasi seharian. Menurut Kent dan Read (2002) aspek jantina dan umur perlu diambil kira kerana secara fisiologinya terdapat perbezaan ketara dalam penghasilan bunyi oleh lelaki dan perempuan. Asmah Omar(2006) menjelaskan kaedah lafaz ini bertujuan untuk memperoleh sebutan yang betul terhadap kata-kata dalam bahasa yang dikaji. Pengkaji menyediakan terlebih dahulu senarai kata yang hendak dilafazkan agar maklumat yang hendak diperolehi tepat dan terancang. Melalui kaedah ini penyelidik dapat menganalisis dapatan terutama aspek fonetik dan fonologi kosa kata melalui rakaman dan ditranskripsikan menggunakan kaedah International Phonetic Alphabet (IPA).

Seterusnya pengkaji menggunakan alat perakam suara dan alat perakam video untuk mendapatkan sumber primer yang tepat. Alat-alat perakam digunakan untuk mendapatkan maklumat tentang bunyi bahasa orang asli Jahut yang dikaji disamping mendokumentasikan dan mentranskripsi pertuturan beberapa informan yang dipilih daripada suku kaum tersebut. Kaedah ini digunakan untuk mendapatkan bunyi sebutan yang sebenar dalam latar semulajadi dalam bahasa Jahut tanpa pengaruh bahasa lain. Hasil daripada rakaman ini akan digunakan untuk menganalisis sistem bahasa Jahut menggunakan sistem IPA.

Melalui kaedah perpustakaan pula pengkaji dapat mengumpul maklumat yang diperlukan sama ada maklumat tersebut berbentuk am atau empirikal. Data yang terkumpul daripada kajian-kajian berkaitan yang dilakukan sebelum ini oleh pengkaji lain dapat memberikan maklumat asal yang diperlukan (Rohana Yusof, 2003). Maka di sini, kajian perpustakaan yang dilakukan oleh pengkaji adalah dengan mencari sumber-sumber yang bersesuaian dengan tajuk kajian untuk dijadikan bahan kajian dokumen bertulis seperti buku-buku ilmiah, artikel yang diambil daripada keratin akhbar, kertas kerja, jurnal dan majalah. Manakala, kajian-kajian lepas (tesis) pula, didapati terdapat beberapa orang pengkaji telah melakukan terlebih dahulu kajian yang mempunyai tajuk yang hampir seakan sama dengan pengkaji. Kajian tersebut digunakan sebagai rujukan dan landasan bagi memantapkan lagi hasil kerja ini. Kajian-kajian seperti ini sedikit sebanyak dapat membantu pengkaji untuk melaksanakan proses kajian ini.

Pendekatan Linguistik Stuktural

Fokus kajian struktural adalah penghuraian struktur dalam sesebuah bahasa. Menurut Asmah Omar (1983), asas pengkajian dalam struktural ialah setiap bahasa terdiri daripada satu bentuk yang berbeza dan tugas utama ahli-ahli bahasa ialah untuk mengkaji unsur bahasa bukan sebagai unsur berasingan tetapi sebagai bahagian daripada satu keseluruhan sistem. Manakala, menurut Abdullah Hassan(1989) linguistik struktural merupakan kajian linguistik yang menghuraikan bahasa menggunakan pendekatan pada bahasa itu sendiri berdasarkan ciri formal yang ada dalam sesebuah bahasa, sedangkan linguistik tradisioanl mengkaji tataran filsafat dan semnatik.

Linguistik struktural juga berusaha mendikripsikan sesuatu bahasa berdasarkan ciri atau sifat khas yang dimiliki oleh bahasa itu. Huraian bahasa yang dilakukan melalui struktural ialah berasaskan kajian-kajian yang dibuat secara empiris ataupun saintifik. Setiap huraian yang dibuat berdasarkan kepada contoh-contoh pertuturan yang telah dikumpulkan dalam satu pemerhatian. Huraian bahasa berdasarkan kepada struktural ini juga adalah berdasarkan kepada fakta-fakta bahasa yang dapat diperhatikan serta huraian tidak akan dibuat terhadap ciri bahasa yang tidak dapat dilihat.

Menurut Asmah Omar (1983) dan Zaharani(2005) setiap bahasa didunia mempunyai sistem peraturannya sendiri. Peraturan dan sistem dalam bahasa inilah yang membezakan serta menjadi ruukan utama dalam mengidentifikasikan antara sesebuah bahasa tersebut. Linguistik struktural yang menjadi salah satu elemen kerangka teori dalam kajian ini akan menghuraikan struktur bahasa Jahut berdasarkan aspek vokal, konsonan, diftong dan leksikal.

Asmah Omar (2001) juga mengatakan transkripsi jenis ini dianggap memadai sebagai satu usaha awal dalam menghasilkan dokumentasi bahasa yang sebelum ini arang dihasilkan serta bahasa yang bersifat lisan dan belum mempunyai sistem tatabahasa yang tersendiri.

Analisis Fonologi Bahasa Jahut

Analisis linguistik ini merangkumi usaha mendokumentasikan leksikon bahasa Jahut serta menghuraikan sistem bunyi membabitkan ciri-ciri fonologi. Data senarai kosa kata bahasa Jahut yang diambil berdasarkan senarai Swadesh dan beberapa kelas kata seperti mandala cuaca, bahagian anggota badan, panggilan dalam keluarga dan sapaan, binatang, tumbuhan, peralatan dan bahagian rumah serta bahagian-bahagian pokok ditranskripsikan berasaskan International Phonetic Alphabet (IPA)

Aspek Fonologi Bahasa Jahut

Perkara yang akan dibincangkan dalam aspek fonologi adalah mengenai inventori vokal dan konsonan bagi bahasa Jahut. Menurut Abdul Hamid Mahmod (1998) vokal ialah bunyi-bunyi bersuara yang tatkala dihasilkan udara dari paru-paru keluar berterusan melalui rongga tekak dan rongga mulut tanpa sebarang gangguan atau sekatan. Bunyi vokal mempunyai ciri-ciri kelantangan dan kepanjangan. Maksudnya bunyi-bunyi vokal dapat didengar dengan lebih jelas dan lebih panjang daripada bunyi konsonan. Berdasarkan penelitian terhadap sistem bunyi bahasa yang dituturkan dalam bahasa Jahut, pengkaji mendapati terdapat 8 fonem vokal iaitu

[i], [e], [ɛ], [a], [ə], [u], [o], [ɔ]. Kedudukan fonem vokal bahasa Jahut dapat dilihat pada rajah di bawah:

Kedudukan Vokal Bahasa Jahut

	Depan	Tengah	Belakang
Tinggi/sempit	i		u
Separuh sempit	e	ə	o
Separuh luas	ɛ		ɔ
Rendah	a		

Pengkaji telah mengenal pasti dalam penggolongan fonem vokal mengikut kedudukan lidah, terdapat tiga jenis vokal depan iaitu [i], [e], [ɛ] dan [a]. Terdapat satu vokal tengah iaitu [ə]. Manakala, vokal belakang pula terdiri daripada [u] dan [o] dan [ɔ]. Kehadiran fonem-fonem vokal ini dapat diperjelaskan dalam rajah di bawah:

Kehadiran Fonem Vokal Bahasa Jahut

Bil	Jenis vokal	Awalan kata		Tengah kata		Akhir kata	
		BM	BJ	BM	BJ	BM	BJ
1	i	pak cik datuk	[ibah] [itaʔ]	dahi siku	[kəning] [sikuʔ]	topi sawi	[topi] [sawi]
2	e	cendawan	[tes]	semut selimut	[les] [gəbar]	apa fikir	[mənde] [fike]
3	a	adik akar	[adɛʔ] [akar]	mata pelanduk	[mat] [pəlandɔʔ]	tuala seluar dalam	[tuwala] [spinda]
4	ə	telinga	[əntaŋ]	rambutan leher	[gənteʔ] [ləŋeʔ]	misai	[misayə]
5	u			gigi ribut besar	[ləmun] [bəruwaʔ]	lembu	[ləmbu]
6	o	adik ipar	[oy]	ini	[idoh]	tomato	[tomato]
7	ɔ	api	[ɔs]	kaki rambut ayam kera	[jɔŋ] [sɔk] [pɔk] [bɔy]	cuci	[soɔ]
8	ɛ			bibir nipis	[bibɛr] [mimpɛs]		

Berdasarkan jadual di atas didapati bahawa tidak semua fonem vokal dalam bahasa Jahut dapat ditemui di semua posisi awal, tengah dan akhir dalam sesuatu kosa kata. Kosa kata dalam jadual di atas menunjukkan bahawa fonem vokal belakang [u] sempit tidak hadir pada awal kata tetapi

hanya hadir pada tengah kata dan akhir kata. Manakala, fonem vokal [ɛ] tidak hadir pada awal kata dan akhir kata.

Hanya fonem vokal depan sempit [i], fonem vokal belakang sempit [e], fonem tengah separuh luas [ə], fonem vokal belakang separuh sempit [o], fonem [ɔ] dan fonem vokal depan luas a hadir pada semua posisi kata dalam bahasa Jahut.

Diftong Bahasa Jahut

Bunyi diftong melibatkan dua deretan vokal yang hadir serentak. Bunyi ini dihasilkan dengan geluncuran dua bunyi vokal, iaitu dari satu bunyi vokal yang pertama menggeluncur ke bunyi vokal yang kedua. Ini bererti ada dua bunyi vokal yang dibunyikan secara berturut-turut. BJ mempunyai tiga diftong seperti mana yang terdapat dalam BM iaitu ai [ay], au [aw] dan oi [oy].

Berdasarkan penelitian pengkaji, dalam bahasa Jahut juga hanya tiga diftong pada akhir kata iaitu ay, aw dan aw. Fonem diftong langsung tidak hadir di posisi awal kata dan tengah kata

Kehadiran Diftong Bahasa Jahut

Bil	Jenis Vokal	Awal kata		Tengah kata		Akhir kata	
		BM	BJ	BM	BJ	BM	BJ
1	ay					labah-labah tali leher	[luway] [taliʔ tay]
2	aw					menantu hijau	[pesaw] [hijaw]
3	oy					adik ipar semalam kelmarin landak	[oy] [paʔ doy] [panaʔ doy] [baloy]

Rangkap Vokal Bahasa Jahut

Vokal rangkap ialah deretan dua atau lebih vokal yang hadir bertutut-turut dengan menampakkan puncak yang nyata atau rangkap itu menjadi nukleus yang kompleks bagi satu-satu suku kata. Daripada penelitian pengkaji, terdapat tiga ciri-ciri rangkap vokal dalam BJ iaitu. Contoh rangkap-rangkap vokal seperti berikut.

Kehadiran Rangkap Bahasa Jahut

Rangkap vokal	BM	BJ
əi	guruh	[karəy]
ei	kening ubi	[cəməmey] [kiyey]
ao	sumpit	[bəlaow]
ua	lutong	[buʷat]
ai	tali leher	[taliʔ tay]

Fonem Konsonan Bahasa Jahut

Bunyi konsonan terjadi apabila berlaku gangguan atau halangan oleh alat artikulasi terhadap udara yang datang dari paru-paru. Konsonan terdiri daripada konsonan bersuara dan konsonan tidak bersuara. Konsonan bersuara bermaksud konsonan yang terhasil apabila tekanan udara yang keluar dari peparu menggetarkan pita suara manakala konsonan tidak bersuara adalah konsonan yang terhasil apabila udara dari peparu tidak menggetarkan pita suara. Bahasa Jahut mempunyai 20 fonem sahaja iaitu [b], [c], [d], [g], [h], [j], [k], [ʔ], [l], [m], [n], [ɲ], [ŋ], [p], [q], [r], [s], [t], [w], dan [y]. Jumlahnya lebih kecil berbanding konsonan bahasa Melayu

Kedudukan Fonem Konsonan Bahasa Jahut

Daerah sebutan	Bibir	Gusi	Gusi-Lelangit keras	Lelangit Keras	Lelangit lembut	Hentian glotis
Plosif bersuara Plosif tak bersuara	b p	d t			g k	q ʔ
Afrikat bersuara Afrikat tak bersuara				j c		
Nasal	m	n		ɲ	ŋ	
Frikatif bersuara Frikatif tak bersuara			 s			 h
Getaran		r				
Lateral		l				
Separuh vokal	w		y			

Konsonan Plosif

Terdapat dua bentuk konsonan plosif iaitu bersuara dan tidak bersuara. Bagi bahasa Jahut konsonan plosif bersuara terdiri daripada [b], [d], [g] dan [q]. Konsonan [q] hanya hadir di akhir kata manakala konsonan [b] pula hadir di awal dan tengah kata. Bagi konsonan d dan [g] ditemui dalam semua posisi awal, tengah dan akhir kata. Contoh-contoh sebaran plosif bersuara bahasa Jahut seperti berikut:

Kehadiran Plosif Bersuara

Konsonan	Awal		Tengah		Akhir	
	BM	BJ	BM	BJ	BM	BJ
b	salak	[bəkot]	labu	[labuʔ]		
d	beruk	[dɔŋ]	hidung	[hiduŋ]	tidak	[həd]
g	garfu	[garpu]	tangga	[taŋgaʔ]	jag	[jag]
q					beri	[oq]

Terdapat empat konsonan plosif tidak bersuara dalam bahasa jahut iaitu konsonan [p], [t], [k] dan [q]. Konsonan [p] dan [t] ditemui dalam semua posisi iaitu di awal, tengah dan akhir kata. Konsonan [k] hanya ditemui dalam posisi awal kata dan akhir kata sahaja. Manakala, konsonan [ʔ] hanya hadir di tengah dan akhir kata.

Kehadiran Plosif Tak Bersuara

Konsonan	Awal		Tengah		Akhir	
	BM	BJ	BM	BJ	BM	BJ
p	panas	[prêt]	dapur	[dapur]	babi	[rap]
t	tangan ulat	[tiŋ] [talon]	mertua	[mentuhaʔ	pulasan	[narat]
k	batang	[kərəŋ]			kancil tanduk	[pacek] [tanduk]
ʔ			cicak duduk	[kəʔcek] [ŋəʔŋəʔ]	dagu kutu	[daguʔ] [cɛʔ]

Konsonan Nasal

Konsonan nasal BJ sama seperti BM, iaitu terdiri daripada empat fonem iaitu [m], [n], [ɲ] dan [ŋ]. Berdasarkan penelitian pengkaji, konsonan [m], [n] dan [ŋ] sahaja yang ditemui di setiap posisi awal tengah dan akhir kata. Manakala, konsonan [ɲ] hadir di awal dan tengah kata sahaja.

Kehadiran Konsonan Nasal

Konsonan	Awal		Tengah		Akhir	
	BM	BJ	BM	BJ	BM	BJ
m	mangkuk	[maŋkoʔ]	durian	[səmpaʔ]	burung	[cem]
n	bilik tidur bumbumg	[nadəm] [nəraboŋ]	dinding	[dindiŋ]	dahan	[dahan]
ɲ	pisau	[ɲemkuʷɛn]	penyapu	[pəɲapuʔ]		
ŋ	rebung	[hərboŋ]	singa	[siŋə]	angin	[mahɔŋ]

Konsonan Frikatif

Dalam BJ konsonan frikatif terdiri daripada dua fonem sahaja iaitu [s] dan [h]. Kesemuanya didapati hadir di semua posisi awal, tengah dan akhir kata.

Kehadiran Konsonan Frikatif

Konsonan	Awal		Tengah		Akhir	
	BM	BJ	BM	BJ	BM	BJ
s	rusa serigala	[səʔ] [səgalaʔ]	menantu buah berangan	[pesau] [kəsaʔ]	tebu semua	[bos] [les]
h	mak cik	[ideh]	Tiang	[tihaŋ]	debu	[habuʔ]

Konsonan Afrikat

Konsonan afrikat BJ terdiri daripada dua konsonan, iaitu [j] dan [c] seperti BM. Kedua- dua konsonan ini didapati hadir disemua posisi.

Kehadiran Konsonan Afrikat

Konsonan	Awal		Tengah		Akhir	
	BM	BJ	BM	BJ	BM	BJ
j	jari	[jarik]	kijang	[kəjɛŋ]	licin	[blaij]
c	kening tidak ada lebah	[cəməmei] [ciyoʔ] [cambəŋ]	udang	Kəcok]	daging	[sɛɔ]

Konsonan Lateral

Hanya terdapat satu sahaja konsonan lateral BJ iaitu [l]. Konsonan ini hadir pada semua posisi awal, tengah dan akhir kata. Contohnya seperti berikut:

Kehadiran Konsonan Lateral

Konsonan	Awal		Tengah		Akhir	
	BM	BJ	BM	BJ	BM	BJ
l	labah-labah	[luwɛy]	harimau lembing	[kəlaʔ] [bulus]	bakul periuk betis	[bakol] [kuʔwəl] [kahɛl]

Konsonan Separuh Vokal

Konsonan separuh vokal BJ terdiri daripada [w] dan [y]. Kedua-duanya hadir dalam semua posisi awal, tengah dan akhir kata.

Kehadiran Konsonan Separuh Vokal

Konsonan	Awal		Tengah		Akhir	
	BM	BJ	BM	BJ	BM	BJ
w	pinggang	[waŋ]	anjing	[cuwək]	sumpit	[bəlaow]
y	nenek	[yaʔ]	buaya ubi	[bahayaʔ] [kiyay]	kera landak tali ampaian	[doy] [baloy] [pənabey]

Aspek Leksikal Bahasa Jahut

Bagi mengkaji aspek leksikal bahasa Jahut, pengkaji menggunakan kosa kata bertema kerana kosa kata ini masih dan selalu digunakan oleh orang asli Jahut. Kosa kata bertema yang dimaksudkan ialah bahagian cuaca, bahagian anggota badan, nama-nama haiwan, peralatan dan bahagian dalam rumah, tumbuh-tumbuhan, panggilan dalam keluarga dan sapaan, pakaian dan perhiasan dan bahagian-bahagian pokok. Kosa kata yang diambil adalah daripada sumber lisan dan sumber bertulis.

Panggilan dalam Keluarga dan Kata Sapaan

Dapatan dari data yang diperoleh, pengkaji mendapati orang asli Jahut masih mengekalkan bahasa tradisi mereka sendiri. Ini terbukti apabila gelaran seperti along, angah, mak uda dan pak usu tidak ditemui dalam kata sapaan orang asli Jahut ini. Contoh gelaran yang mereka masih kekalkan sehingga sekarang ialah nenek [yaʔ], datuk [itaʔ], pak cik [ibah], mak cik [ideh], adik lelaki [adeʔ kon], adik perempuan [adeʔ kəŋ], cucu [cuʔ], mertua [məntuhaʔ] dan gelaran untuk adi ipar [oy], gelaran untuk abang ipar [saʔriʔ]. Berdasarkan contoh berikut jelas menunjukkan orang asli Jahut mengekalkan jati diri dan identiti mereka tersendiri tanpa dipengaruhi oleh bahasa Melayu walaupun mereka sering bercampur dengan masyarakat Melayu.

Leksikal Panggilan dalam Keluarga dan Kata Sapaan

Bil	BM	BJ	IPA
1	Kakak	i-um	[i-um]
2	Abang	i-em	[i-əm]
3	Datuk	itak	[itaʔ]
4	Nenek	yak	[yaʔ]
5	Pak cik	ibah	[ibah]
6	Mak cik	ideh	[ideh]
7	Sepupu	sepupu	[səpupu]
8	Adik lelaki	adek kon	[adeʔ kon]
9	Adik perempuan	adek keng	[adəʔ kon]
10	Anak sedara	iwak sedarak	[iwãʔ sədaraʔ]
11	Cucu	cuk	[cuʔ]
12	Moyang	yang	[yãŋ]
13	Cicit	cicit	[cicit]
14	Menantu	pesou	[pesow]
15	Mertua lelaki	mentuhak	[məntuhaʔ]
16	Mertua perempuan	mentuhak	[məntuhaʔ]
17	Ipar lelaki	ipar lelaki	[ipar ləlaki]
18	Ipar perempuan	ipar perempuan	[ipar pərəmpuan]
19	Adik ipar	adek ipar	[adeʔ ipar]
20	Abang ipar	i-em	[i-em ipar]
21	Anak bongsu	iwak bungsuk	[iwãʔ buŋsuʔ]
22	Anak sulung	iwak sulong	[iwãʔ suloŋ]
23	Anak angkat	iwak angkat	[iwãʔ aŋkat]
24	Anak bini	iwak kenah	[iwãʔ kənah]
25	Anak cucu	iwak cuk	[iwãʔ cuʔ]
26	Anak dara	iwak duar	[iwãʔ dũʷar]
27	Anak perempuan	iwak keng	[iwãʔ kə̃ŋ]
28	Anak lelaki	iwak kony	[iwãʔ kɔɲ]
29	Anak teruna	bujeng	[bujeng]
30	Anak tiri	iwak goi	[iwãʔ gɔy]
31	Ayah	ibek	[ibɛʔ]
32	Ayah angkat	ibek angkat	[ibɛʔ aŋkat]

33	Ayah tiri	ibek goi	[ibɛʔ gɔy]
34	Emak	idek	[idəʔ]
35	Selamat datang	selamat datang	[səlamat dataŋ]
36	Jumpa lagi	temuk lagi	[təmuʔ lagi]
37	Apa khabar	ape kabar	[apə kabar]
38	Selamat pagi	kabar agan	[kabar agan]
39	Selamat petang	selamat trek	[səlamat trəʔ]
40	Selamat malam	selamat teduh	[səlamat təduh]
41	Selamat tengahari	selamat sengat	[səlamat səŋat]
42	Selamat jalan	selamat tinggal	[səlamat tiŋgal]
43	Selamat tinggal	selamat tinggal	[səlamat tiŋgal]

Anggota Badan

Bagi orang asli Jahut hampir keseluruhan perkataan yang berkaitan dengan anggota badan masih bersifat asli dan tidak dipengaruhi bahasa Melayu. Hanya perkataan hidung [hiduŋ] sahaja yang menerima pengaruh bahasa Melayu. Pengkaji mendapati pada keseluruhannya bahasa Jahut masih mengekalkan penggunaan bahasa mereka tersendiri seperti bibir [bibe], gigi [ləmun], lidah[ləntaq], dahi [kəniŋ], rambut [sok], kening [cəməmei], mata[mat], dagu[daguʔ], telinga [əntaŋ], leher [ləŋeʔ], dada [dadaʔ], kuku [cərwes], jari [jariʔ], siku [sikuʔ], tangan[tiŋ], lutut [koy kəruwal], kaki [jong], pipi [pipiʔ], pinggang [waŋ], peha [bluʔ], betis [kahel], bulu mata [sok mat], kemaluan lelaki [luwoʔ] dan kemaluan perempuan [leʔ]. Berdasarkan contoh yang diberi menjelaskan pengaruh anggota badan yang merupakan bahagian asasi bagi setiap manusia mampu menggambarkan identiti bahasa tersendiri.

Leksikal Bahagian Anggota Badan

Bil	Bahasa Melayu	Bahasa Jahut	IPA
1	Bibir	biber	[bibɛr]
2	Gigi	lamuny	[lamuɲ]
3	Lidah	lentaʔ	[lənta ʔ]
4	Dahi	kening	[kəniŋ]
5	Rambut	sok	[sɔk]
6	Kening	cememei	[cəməmey]
7	Mata	kebes	[kəbəs]
8	Hidung	hidung	[hiduŋ]
9	Dagu	daguk	[daguʔ]
10	Telinga	entang	[əntaŋ]
11	Leher	lengek	[ləŋeʔ]
12	Dada	dadak	[dadaʔ]
13	Kuku	cerues	[cəruʷɛs]
14	Jari	jarik	[jariʔ]
15	Siku	sikuk	[sikuʔ]
16	Tangan	ting	[tiŋ]
17	Lutut	koy keruwal	[koy kəruwal]
18	Kaki	jong	[jɔŋ]

19	Tumit	tumet	[tumet]
20	Pipi	pipik	[pipiʔ]
21	Pinggang	weng	[wəŋ]
22	Paha	bluk	[bluʔ]
23	Betis	kaher	[kahɛr]
24	Bulu mata	sok mat	[sok mat]
25	Kemaluan lelaki	luwok	[luwoʔ]
26	Kemaluan perempuan	lek	[leʔ]
27	Ibu jari	idek ting	[idəʔ tiŋ]
28	Jubur	liang kiet	[liʸaŋ kiʸət
29	Jari kelingking	jarik kelengkeng	[jariʔ kəleŋkeŋ]
30	Kerongkong	kerongkong	[kəroŋkɔŋ]
31	Kulit badan	ketuk del	[kətuʔ dɛl]
32	Perut	ket	[kət]
33	Pusat	pusat	[pusat]
34	Puting	puting	[putiŋ]
35	Tapak tangan	tapak ting	[tapak tiŋ]
36	Jari telunjuk	jarik tunjok	[jariʔ tunjok]
37	Misai	misaye	[misaye]
38	Janggut	janggot	[jaŋgot]

Kesimpulan

Berdasarkan data-data kelas kata bertema dan senarai Swadesh, pengkaji mendapati bahasa Jahut mempunyai 8 fonem vokal iaitu [i], [e], [ɛ], [a], [ə], [u], [o], [ɔ] berbanding bahasa Melayu. Didapati bahawa tidak semua fonem vokal dalam bahasa Jahut dapat ditemui di semua posisi awal, tengah dan akhir dalam sesuatu kosa kata. Kosa kata daripada data-data tersebut menunjukkan bahawa fonem vokal belakang [u] sempit tidak hadir pada awal kata tetapi hadir pada tengah kata dan akhir kata. Manakala, fonem vokal [ɛ] tidak hadir pada awal kata dan akhir kata. Manakala, fonem-fonem yang lain di jumpai dalam setiap posisi kata.

Konsonan bahasa pula terdiri daripada 20 fonem iaitu [b], [c], [d], [g], [h], [j], [k], [ʔ], [l], [m], [n], [ɲ], [ŋ], [p], [q], [r], [s], [t], [w], dan [y]. hanya 4 fonem konsonan sahaja yang tidak hadir pada setiap posisi kata iaitu fonem [q], [k], [ʔ] dan [ɲ]. Fonem [q] hanya hadir di posisi akhir kata. Konsonan [k] pula hanya hadir di awal dan akhir kata. Manakala konsonan [ʔ] hadir di tengah dan akhir kata sahaja. Konsonan [ɲ] pula hanya hadir di posisi awal dan tengan kata iaitu [ɲyemkuʷɛn] (pisau) dan [pəɲapuʔ] (penyapu). Analisis vokal dan konsonan ini menunjukkan bukan semua fonem bahasa Jahut akan hadir di setiap posisi kata dan fonem-fonemnya tidak sama dengan bahasa Melayu.

Bagi aspek leksikal bahasa Jahut, pengkaji menggunakan kosa kata bertema kerana kosa kata ini masih dan selalu digunakan oleh orang asli Jahut. Daripada kosa kata bertema ini pengkaji menemui perbezaan dan persamaan daripada leksikal dan bunyi bahasa Jahut dengan bahasa Melayu. Pengkaji juga mendapati orang asli Jahut masih mengekalkan bahasa tradisi mereka sendiri. Dalam kosa kata bertema anggota badan khususnya banyak mengekalkan bahasa Jahut sendiri seperti [lamuɲ] (gigi), [lənta ʔ] (lidah), [kəniŋ] (dahi), [sɔk] (rambut) dan sebagainya.

Walau bagaimanapun, terdapat beberapa kosa kata yang telah dipengaruhi oleh bahasa Melayu. Ini menunjukkan telah berlaku proses dominasi bahasa dan asimilasi bahasa Melayu terhadap bahasa Jahut.

Berpandukan data-data leksikal yang dikutip, masih terdapat lagi kosa kata yang tidak dipengaruhi oleh bahasa Melayu. Generasi tua dapat mengingati bahasa ibunda mereka dan dipraktikkan sehingga sekarang. Ini membuktikan bahasa Jahut masih kaya dengan kosa kata yang tersendiri tanpa pengaruh bahasa Melayu. Antara kosa kata yang dikenalpasti ialah [kəlaʔ] (hariamau), [pɔk],(ayam), [mohɔŋ] (ribut), [bəruwaʔ] (ribut besar) dan lain-lain lagi. Secara keseluruhannya, bahasa Jahut ini dilihat tidak akan pupus dalam waktu terdekat tetapi perlu diambil perhatian kerana terdapat tanda-tanda dominasi dan asimilasi bahasa Jahut dalam pendidikan dan perkahwinan campur.

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PERANAN KETAHANAN DIRI DALAM MERANGSANG KESEJAHTERAAN PSIKOLOGIKAL IBU TUNGGAL

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Abstrak: *Kajian ini mengkaji peranan ketahanan diri dalam merangsang kesejahteraan psikologikal ibu unggal. Seramai 164 ibu tunggal di Johor yang dipilih sebagai responden kajian dengan menggunakan persampelan rawak berkelompok. Soal selidik Resilience Scale for Adult (RSA) digunakan dalam kajian ini bagi mengukur ketahanan diri dalam kalangan ibu tunggal manakala soal selidik Psychological Well-Being digunakan bagi mengukur kesejahteraan psikologi dalam kalangan ibu tunggal dan tindakbalasnya terhadap enam dimensi kesejahteraan psikologikal. Data dianalisis menggunakan SPSS di mana analisis deskriptif digunakan untuk menerangkan demografi ibu tunggal dan tahap-tahap bagi ketahanan diri dan kesejahteraan ibu tunggal, manakala data inferensi (ANOVA) digunakan untuk menjelaskan peranan ketahanan diri terhadap kesejahteraan psikologikal ibu tunggal. Dapatan kajian menunjukkan ketahanan diri berperanan merangsang tiga dimensi kesejahteraan ibu tunggal iaitu hubungan positif, perkembangan diri, dan penerimaan diri di mana dapatan kajian menunjukkan perbezaan yang signifikan ($p < .05$). Walaubagaimanapun, dapatan kajian menunjukkan tiada perbezaan yang signifikan antara peranan ketahanan ke atas autonomi, penguasaan persekitaran dan tujuan kehidupan ($p > .05$). Implikasi kajian turut dibincangkan dan dicadangkan kajian seterusnya diperluaskan dan berfokus kepada kawasan bandar dan luar bandar terutamanya dalam pengagihan sumber-sumber yang mempengaruhi pemerkasaan ibu tunggal.*

Keywords: ketahanan diri, kesejahteraan psikologikal, ibu tunggal.

Pengenalan

Populasi Malaysia bakal berkembang sehingga 32 juta orang dengan jumlah wanita mencecah 15.5 juta dan sejumlah 235,240 ibu tunggal telah dikenalpasti melalui bancian yang dijalankan pada tahun 2010 (Jabatan Statistik Malaysia, 2017). Angka-angka ini signifikan dalam perlaksanaan polisi baru seperti Pelan Tindakan Pemerkasaan Ibu Tunggal untuk tempoh lima tahun (2015-2020) berikutan peningkatan jumlah ibu tunggal dari tahun ke tahun. Selaras dengan itu, Kementerian Pembangunan Wanita, Keluarga dan Masyarakat (KPWKM) telah menggariskan definisi utama ibu tunggal melalui tiga kriteria iaitu; (1) Perempuan yang menjadi Ketua Isi Rumah, bertaraf perkahwinan balu atau bercerai/berpisah tetap dan mempunyai anak yang belum berkahwin dalam rumah ibu yang sama; (2) Perempuan yang

menjadi Ketua Isi Rumah tetapi mempunyai isteri (suaminya tidak sihat dan tidak berkemampuan untuk bekerja) dan mempunyai anak yang belum berkahwin dalam rumah yang sama; dan (3) Perempuan yang menjadi Ketua Isi Rumah, tidak pernah berkahwin tetapi mempunyai anak (anak angkat atau anak tidak sah taraf). Pendefinisian terbaru ini dalam erti kata lain menggabungkan taraf wanita masih lagi bergelar isteri serta wanita yang tidak pernah berkahwin dengan syarat-syarat tertentu di bawah payung yang sama iaitu 'ibu tunggal' dan sekaligus layak menerima bantuan dan insentif oleh kerajaan.

Cabaran sebagai ibu tunggal di Malaysia berkisar kepada masalah ekonomi, stigma masyarakat, keluarga dan juga isu psikologikal (Faizah & Hazirah, 2013). Ianya masih lagi relevan sehingga kini dan disokong oleh dapatan-dapatan data serta selari dengan objektif program-program sokongan yang dianjurkan oleh kerajaan dan badan-badan bukan kerajaan. Dari segi ekonomi, ibu tunggal sinonim dengan masalah kemiskinan terutamanya berkenaan perbelanjaan isi rumah dan pengumpulan harta atau aset yang negatif (Doris & Nur Aini, 2012; Zarina & Kamil, 2012). Selain itu, peranan ibu tunggal sebagai pencari nafkah tunggal dalam menyediakan keperluan asas keluarga merupakan isu yang kritikal kini kerana berdepan dengan kesukaran dari segi kos hidup yang semakin meningkat (Diyana, Doris, & Nor Aini, 2009). Implikasi daripada permasalahan kemiskinan ini membawa kepada rentetan permasalahan lain antaranya adalah masalah kekeluargaan yang meliputi hubungan antara ibu tunggal dengan keluarga atau anak-anak. Hal ini dikukuhkan dengan dapatan kajian oleh Usakli (2013), yang menunjukkan bahawa ibu tunggal yang menggalas pelbagai peranan dalam satu-satu masa, cenderung mempunyai kemahiran keibubapaan yang bersifat agresif, mengarah dan tidak mesra. Kajian Faizah, Farah, Azian dan Mastura, (2015) dan Faizah, Syuaibatul Islamiah & Azian, (2014) juga mendapati bahawa ibu tunggal lebih cenderung mempunyai masalah kesihatan mental yang menganggu kesejahteraan psikologikal mereka .

Ibu tunggal juga tidak dapat lari dengan stigma masyarakat di Malaysia yang rata-ratanya negatif hasil manisfestasi kehidupan seharian ibu tunggal yang berkait dengan kemiskinan dan bangsa (Halemen, 1998). Mohd Ismail, Chik, dan Kilani (2006) menyatakan bahawa masyarakat mempunyai persepsi buruk terhadap ibu tunggal sebagai perampas, penggoda dan perosak rumahtangga yang membentuk sifat rendah diri, *agrression* dan *restlessness* dalam diri ibu tunggal (Faizah *et al*, 2013). Proses adaptasi ibu tunggal terhadap permasalahan ini akan menghasilkan dua jawapan yang berbeza iaitu sama ada adaptasi itu tidak berkesan dan masih kekal dalam kitaran permasalahan, atau hasil adaptasi berkesan iaitu ibu tunggal bangkit dan melakukan perubahan yang positif. Proses adaptasi yang berkesan ini juga dikenali sebagai Resiliens atau ketahanan diri yang merujuk kepada kebolehan psikologi individu untuk mengatasi, mempelajari dan beradaptasi positif terhadap kesukaran dalam kehidupan (Riley & Masten, 2005). Dari perspektif psikologikal pula, ketahanan diri ini merupakan satu indikator yang mewujudkan kesejahteraan psikologikal yang baik. Ini disebabkan melalui ketahanan diri yang tinggi, ibu tunggal secara psikologinya mampu kekal positif dan mampu kembali semula ke satu 'titik keseimbangan' walaupun dilanda pelbagai musibah.

Ketahanan Diri

Ketahanan diri (*Resilience*) secara umumnya merujuk kepada adaptasi positif dalam apa jua keadaan yang mencabar (Masten & Obradovic, 2008). Ketahanan diri adalah proses yang dipelajari melalui kesusahan dan tidak akan terbentuk tanpa masalah atau risiko (Masten, 2009). Pengkajian terhadap ketahanan diri dalam bidang psikologi di abad ke -21 ini telah

melalui empat gelombang utama. Gelombang pertama berfokus kepada diskripsi iaitu dengan melakukan pendefinisian dan mengukur ketahanan diri, dan mengenalpasti individu yang mempunyai ketahanan diri. Gelombang kedua pula berfokus kepada menngenalpasti proses-proses yang wujud yang menghasilkan ketahanan diri melalui analisis di pelbagai tahap (*multiple level*) dan proses *neurobiological* (Cicchenti & Curtis, 2007), manakala gelombang ketiga pula eksperimen penggunaan faktor penggalak dan pelindung dalam pengkajian ketahanan diri, dan akhir sekali gelombang keempat iaitu berfokus kepada kajian-kajian berkaitan genetik, perkembangan *neurobehavioral*, dan juga statistik (Masten, 2007).

Dalam konteks penulisan ini, ketahanan diri adalah satu kayu ukur yang membantu kesejahteraan psikologikal ibu tunggal. Ketahanan diri yang baik adalah trajektori psikologi kesihatan yang seimbang dan mempunyai kefunngsian secara fizikal sebagai corak yang terhasil dari peristiwa yang traumatik (Bonanno, Westphal & Mancini, 2011). Justeru dalam konteks ibu tunggal, pengalaman menjadi ibu tunggal, berpisah dengan pasangan serta menggalas tanggungjawab sebagai ketua keluarga mampu memberikan pengalaman yang traumatik. Oleh itu, jika ibu tunggal mampu beradaptasi terhadap pengalaman traumatik itu, maka kebolehan untuk berhadapan dengan masalah tertentu akan terbina. Dalam kata lain, semakin banyak cabaran yang dihadapi, semakin tinggi ketahanan diri ibu tunggal. Dalam kajian ini, ketahanan diri diukur berasaskan lima tema utama iaitu kompetensi sosial, sumber-sumber sosial, kohesi keluarga, komptensi peribadi, dan gaya berstruktur. Semakin tinggi skor tema yang diukur, semakin rendah gangguan psikologikal yang dihadapi (Friborg, Hjemdal, Martinussen, & Rosenvinge, 2009).

Kesejahteraan Psikologikal

Kesejahteraan psikologikal menrujuk kepada kesihatan mental yang positif (Bradburn, 1969). Ryff (1989) mendefinisikan kesejahteraan psikologikal sebagai hasil penilaian terhadap diri sendiri yang nilainya bergantung kepada pengalaman dalam kehidupan. Penilaian terhadap pengalaman ini boleh menjadikan individu sama ada menjadi berserah (*resigned*) yang membawa kepada kesejahteraaan psikologikal yang rendah, atau menjadi berusaha untuk meningkatkan kualiti kehidupannya. Asmawati Desa (2009) pula melihat kesejahteraan psikologi adalah berasaskan pengalaman individu. Penilaian individu terhadap kehidupan dalam bentuk kepuasan hidup (penilaian kognitif) atau perasaan (reaksi emosi). Secara umunya individu yang mempunyai kesejahteraan psikologikal yang baik adalah individu mampu gembira, berpuas hati dengan kehidupan dan tidak menunjukkan simptom-simptom kemurungan. Implikasinya dalam perkembangan peribadi bergantung kepada penilaian kesejahteraan subjektif. Dalam kajian ini, kesejahteraan psikologikal dirujuk kepada enam dimensi iaitu penerimaan diri, mempunyai hubungan yang baik dengan orang lain, autonomi, penguasaan persekitaran, tujuan kehidupan, dan perkembangan peribadi (Ryff & Keyes, 2015).

Objektif Kajian

Kajian ini berfokus kepada:

1. Mengenalpasti tahap ketahanan diri dalam kalangan ibu tunggal.
2. Mengenalpasti tahap kesejahteraan psikologi ibu tunggal
3. Mengenalpasti peranan ketahanan diri terhadap kesejahteraan ibu tunggal.

Metodologi

Kajian ini berbentuk kuantitatif yang menggunakan soal selidik bagi menjawab objektif kajian 1, 2 dan 3. Persampelan berkelompok akan digunakan dan data ditabur kepada 164 ibu tunggal yang berdaftar dengan Yayasan Pembangunan Keluarga (YPK) Darul Ta'zim di 5 buah daerah di Johor iaitu Pontian, Batu Pahat, Kluang, Kulai dan Mersing. Setiap ibu tunggal menjawab 2 set soal selidik iaitu set soal selidik pertama mengukur tahap ketahanan diri menggunakan soal selidik *Resilience for Adult Scale* (RSA) (Hjemdal, *et al*, 2011) yang mempunyai lima tema utama, manakala set soal selidik kedua mengukur tahap kesejahteraan psikologi menggunakan *Psychological well-being Scale* (Ryff, 1989) yang mempunyai enam dimensi utama.

Proses dimulakan dengan memberikan penerangan ringkas tentang tujuan kajian dijalankan, kepentingan respons dan kerahsiaan maklumat dan data kepada ibu-ibu tunggal. Selepas itu pen/pensel serta soal selidik kajian akan diedarkan kepada responden. Bagi responden yang tidak boleh membaca, soalan diterangkan dengan membaca item satu persatu dan menandakannya bagi pihak responden.

Dapatan Data

Demografi

Demografi ibu tunggal dalam kajian ini mengambil kira aspek, punca menjadi ibu tunggal, tahap pendidikan dan pendapatan isi rumah dan bilangan tanggungan dari 164 responden. Dapatan kajian menunjukkan demografi punca menjadi ibu tunggal sebahagian besarnya berpunca dari kematian suami iaitu seramai 86 responden (57.7%), dan punca perceraian pula adalah seramai 62 responden (41.6%), manakala faktor punca ditinggalkan suami hanya seorang responden sahaja (0.7%). Seterusnya ialah demografi tahap pendidikan iaitu kelulusan Sijil Pelajaran Malaysia (SPM) merupakan kelulusan pendidikan yang tertinggi yang dimiliki oleh 77 orang responden (51.7%), diikuti oleh Penilaian Menengah Rendah (PMR) seramai 33 responden (22.1 %), Ujian Penilaian Sekolah Rendah (UPSR) seramai18 orang (12.1%), Sijil Tinggi Pelajaran Malaysia (STPM) seramai 5 responden (3.4%), tidak bersekolah seramai 5 responden (3.4%), Diploma dan Sarjana Muda masing-masing seramai 4 responden (2.7%), dan Sarjana iaitu hanya seorang responden sahaja (0.7%).

Daripada aspek jumlah pendapatan pula, dapatan kajian menunjukkan sebahagian besar responden mempunyai pendapatan isi rumah dibawah RM1000 iaitu seramai 90 responden (54.9%), diikuti oleh pendapatan RM1001-RM2000 iaitu seramai50 responden (30.5%), pendapatan RM2001-RM3000 seramai14 responden (8.5%), pendapatan RM3001-RM4000 seramai 2 responden (1.2%), dan pendapatan RM5001 ke atas 5 responden (3.0%). Pendapatan RM4001-RM5000 dan RM 0 (tiada pendapatan) masing-masing seramai seorang responden sahaja (0.6%). Bagi demografi bilangan tanggungan pula, responden yang mempunyai bilangan tanggungan seramai 1-3 orang adalah yang tertinggi iaitu seramai 45 responden (27.4%), diikuti oleh tanggungan seramai 4-6 orang iaitu sebantak 25 responden (15.3%), tanggungan seramai 7-8 orang adalah seramai 2 responden (1.2%) dan tiada tanggungan pula seramai 12 responden (14.3%)

Tahap Ketahanan Diri

Jadual 1: Tahap Ketahanan Diri Ibu Tunggal

Subskala	Skor Min	SD	Tahap
Kompetensi sosial	5.20	1.15	Sederhana
Sumber-sumber sosial	5.59	1.17	Tinggi
Kecenderungan kepada keluarga	5.05	1.11	Sederhana
Kompetensi peribadi	4.94	1.12	Sederhana
Gaya berstruktur	5.24	1.17	Sederhana
RSA Total	5.20	0.92	Sederhana

Jadual 1 menunjukkan tahap ketahanan diri ibu tunggal. Dapatan data menunjukkan subskala sumber-sumber sosial adalah ketahanan diri yang tinggi dalam kalangan ibu tunggal iaitu dengan M= 5.59, SD= 1.17. Diikuti dengan gaya berstruktur, kompetensi peribadi, dan kecenderungan kepada keluarga berada di tahap sederhana dengan skor min masing-masing M= 5.24, SD= 1.17; M= 5.20, SD=1.15; dan M= 5.05, SD=1.11. Manakala subskala kompetensi peribadi mendapat skor min yang paling rendah iaitu M= 4.94, SD=1.12. *Resilience Scale for Adults* (RSA) Total pula adalah jumlah skor antara kelima-lima subskala bagi memberikan gambaran keseluruhan tahap ketahanan diri ibu tunggal. Dapatan data menunjukkan RSA Total berada di tahap sederhana dengan skor M= 5.20, SD= 0.92.

Tahap Kesejahteraan Psikologikal

Jadual 2: Tahap Kesejahteraan Psikologikal Ibu Tunggal

Dimensi	Skor Min	SD	Tahap
Hubungan positif	4.82	1.15	Tinggi
Autonomi	4.98	1.16	Tinggi
Perkembangan peribadi	5.86	1.08	Tinggi
Penguasaan persekitaran	5.59	1.12	Tinggi
Tujuan kehidupan	4.21	1.0	Tinggi
Penerimaan diri	5.1	1.23	Tinggi

Jadual 2 menunjukkan tahap kesejahteraan psikologikal ibu tunggal melalui 6 dimensi utama. Keenam-enam dimensi kesejahteraan psikologikal ibu tunggal menunjukkan tahap yang tinggi dengan nilai skor min yang tertinggi berada di dimensi perkembangan peribadi iaitu M= 5.86, SD=1.08, diikuti oleh dimensi penguasaan persekitaran (M=5.59, SD=1.12), dimensi penerimaan diri (M=5.1, SD=1.23), dimensi autonomi (M= 4.98, SD= 1.16), dimensi hubungan positif (M= 4.82, SD= 1.15), dan yang terakhir adalah dimensi tujuan kehidupan (M= 4.21, SD= 1.0).

Kesejahteraan Psikologikal dan Ketahanan Diri

Jadual 3: Analisis ANOVA untuk Melihat Perbezaan antara Kesejahteraan Psikologikal dan Ketahanan Diri Ibu Tunggal

Pembolehubah		Jumlah Kuasa Dua	dk	Min Kuasa Dua	F	Sig.
Hubungan Positif	Antara Kumpulan	1224.526	82	14.933	1.694	.009*

	Dalam Kumpulan	704.803	81	8.816		
Penerimaan Diri	Antara Kumpulan	1421.383	82	17.334	1.752	.006*
	Dalam Kumpulan	801.367	81	9.983		
Autonomi	Antara Kumpulan	843.889	82	10.291	.748	.904
	Dalam Kumpulan	1114.617	81	13.761		
Perkembangan Peribadi	Antara Kumpulan	1110.022	82	13.573	1.834	.003*
	Dalam Kumpulan	597.783	81	7.380		
Penguasaan Persekitaran	Antara Kumpulan	1066.109	82	13.001	1.361	.083
	Dalam Kumpulan	773.617	81	9.551		
Tujuan Kehidupan	Antara Kumpulan	790.344	82	9.638	1.162	.250
	Dalam Kumpulan	1462.311	81	8.296		

Jadual 3 diatas menerangkan analisis yang mengukut sejauhmana wujudnya perbezaam dalam kesejahteraan psikologikal yang dirangsang oleh ketahanan diri. Dapatan menunjukkan bahawa daripada enam dimensi kesejahteraan psikologikal, hanya tiga dimensi yang signfikan iaitu dimensi hubungan positif (F= 1.694, p= .009, p < .05), dimensi penerimaan diri (F = 1.752, p = .006, p <.05), dan dimensi perkembangan diri (F= 1.834, p = .003, p <.05). Manakala tiga dimensi lain iaitu dimensi autonomi (F= .748, p= .904, p>.05), dimensi penguasaan persekitaran (F= 1.361, p = .083, p >.05) dan dimensi tujuan kehidupan (F= 1.162, p= .250, p >.05) adalah tidak signifikan dalam mengukur tahap perbezaan ketahanan diri terhadap kesejahteraan psikologikal ibu tunggal.

Perbincangan

Objektif pertama dibincangkan melalui dapatan data bagi tahap ketahanan diri ibu tunggal di negeri Johor, iaitu menunjukkan purata keseluruhan pada tahap sederhana. Namun salah satu dari subskala yang dikaji telah menunjukkan tahap yang tinggi iaitu sumber-sumber sosial (M=5.59, SD=1.17). Sumber-sumber sosial menyokong ketersediaan (*availability*), iaitu sikap menyokong dan menggalakkan (Hjemdal et al., 2011). Responden dengan tahap sumber-sumber sosial yang tinggi mengambarkan kepentingan hubungan dan sokongan dalam sesebuah komuniti atau masyarakat dalam membentuk ketahanan diri (Nurullah, 2012; Reicherzer & Spillman, 2011). Walaupun ibu-ibu tunggal berhadapan dengan stigma negatif masyarakat (Mohd Ismail et al., 2009), namun sokongan rakan-rakan mampu memberikan keseimbangan psikologikal yang berkesan buat ibu-ibu tunggal. Dapatan bagi subskala kedua tertinggi berada pada tahap yang sederhana iaitu gaya berstruktur (M=5.24, SD= 1.17). Subskala ini mengukur kecenderungan responden mempunyai rutin, lebih tersusun (*organized*), dan mempunyai matlamat yang jelas. Responden yang memberi respons kepada subskala ini mempunyai harapan yang tinggi tentang masa depan dan merupakan salah satu kepentingan utama ketahanan diri (Skodol, 2010). Seterusnya ialah kompetensi sosial (M= 5.20, SD= 1.15) yang mengukur kemahiran sosial, *sense of humor*, dan kebolehan untuk fleksible dan kukuh dalam sesuatu perhubungan (Hjemdal et al., 2011). Tahap yang sederhana

dalam subskala ini memberi gambaran bahawa ibu-ibu tunggal mempunyai set kemahiran sosial yang baik dan ianya boleh dipertingkatkan lagi melalui program-program dan kursus-kursus intensif yang berkesan.

Subskala kecenderungan pada keluarga berada pada tangga ke empat dengan M= 5.05, SD= 1.11. Ini agak janggal kerana kerana keluarga berada di bahagian bawah berbanding faktor-faktor lain. Situasi ini berkemungkinan menunjukkan bahawa struktur kekeluargaan dalam kalangan ibu tunggal tidak sekuat sebelum menjadi ibu tunggal. Dapatan kajian lepas juga ada menjelaskan fenomena di mana ibu-ibu tunggal mengalami kemurungan, tertekan dengan tanggungjawab dan seterusnya memberi kesan kepada gaya keibubapaan dan hubungan dengan anak-anak (Usakli, 2013). Subskala yang berada di kedudukan terakhir ialah kompetensi peribadi (M= 4.94, SD=1.17) yang mengukur keyakinan diri, efikasi, jangkaan realistik, dan kebolehan untuk merancang awal dengan matlamat yang jelas dan positif (Hjemdal et al., 2011). Situasi kompetensi peribadi ini menggambarkan sejauhmana sikap, pemikiran dan kesediaan responden berada pada tahap merisaukan. Ibu-ibu tunggal masih lagi mempunyai kesedaran yang kurang berkenaan potensi diri, bimbang dengan persepsi negatif dan berada dalam keadaan ragu-ragu. Ini berkemungkinan didorong oleh faktor budaya dan nilai-nilai setempat di Asia Tenggara yang rata-ratanya masih bersifat konservatif dan tertutup. Budaya malu sering membelenggu ibu-ibu tunggal berikutan status dan pandangan negatif masyarakat menghalang mereka dari terus kehadapan dan meningkatkan potensi dan produktiviti diri.

Objektif kedua dibincangkan dengan dapatan data bagi tahap kesejahteraan psikologikal yang melibatkan enam dimensi utama, dengan hasilnya menunjukkan kesemua dimensi yang diukur mendapat tahap yang tinggi. Dimensi yang berada pada kedudukan pertama ialah dimensi perkembangan peribadi (M=5.86, SD= 1.08) iaitu kebolehan untuk mengenali potensi diri secara menyeluruh. Responden yang mendapat skor yang tinggi dalam dimensi ini akan sentiasa berkembang maju, terbuka untuk menerima pengalaman baru, mengenali bakat atau potensi diri, dan memahami bahawa semakin lama mereka akan berkembang (Ryff, 1995). Ini menunjukkan responden ibu tunggal mempunyai satu kefahaman yang jelas tentang diri, bakat, potensi mereka. Ini merupakan satu petanda positif dan selari dengan Pelan Tindakan Pemerkasaan Ibu Tunggal yang ingin menanamkan semangat dan jati diri dalam menjana produktiviti ibu tunggal (KPWKM, 2015).

Dimensi kedua tertinggi ialah penguasaan persekitaran (M= 5.59, SD=1.12) iaitu kebolehan individu untuk berdaya saing dalam kehidupan dan mengubah sesuatu secara kreatif melalui aktiviti-aktiviti fizikal dan mental. Responden ibu tunggal dalam kajian ini berkebolehan untuk mengurus persekitaran mereka dengan mengawal aktiviti-aktiviti luaran, dan mampu menggunakan peluang-peluang yang ada secara berkesan (Ryff, 1995). Tahap yang tinggi dalam dimensi ini memberikan gambaran bahawa ibu-ibu tunggal sudah mampu untuk berdikari, dan mampu menerima tugasan atau latihan untuk memacu kejayaan. Seterusnya dimensi ketiga tertinggi ialah dimensi penerimaan diri (M= 5.1, SD= 1.23) iaitu individu melihat diri sendiri secara positif, menerima kualiti baik dan buruk yang menjadi diri unik, serta mampu menerima pengalaman silam dengan baik (Ryff, 1995). Dimensi ini menunjukkan ibu-ibu tunggal secara mempunyai kesihatan mental yang baik, tidak mengalami kemurungan dan mampu memaafkan diri atau orang lain atas kesilapan masa lampau serta berfokus kepada pencapaian dan matlamat masa depan.

Dimensi di tangga keempat ialah dimensi autonomi atau berdikari dengan M= 4.98, SD=1.16.. Autonomi yang juga dikenali sebagai keyakinan diri, berdikari dan kebolehan untuk meregulasi tingkah laku. Individu yang mendapat skor tinggi di dalam dimensi ini mampu menolak tekanan sosial serta mampu berfikir dengan sendiri tanpa pengaruh orang lain (Ryff, 1995). Dimensi ini adalah satu dimensi yang penting dalam membentuk kesejahteraan psikologikal ibu tunggal selain menggambarkan bahawa ibu tunggal kini lebih berkebolehan menangkis elemen-elemen negatif dalam masyarakat dan berfokus kepada membantu pencapaian matlamat jangka panjang. Dimensi pada kedudukan kelima ialah hubungan yang positif dengan orang lain. Dimensi ini bersifat *straight foward* iaitu kebolehan untuk menyayangi orang lain. Kebolehan ini meliputi mampu membentuk sikap penyayang terhadap orang lain selain mampu bersikap empati dan mempunyai intimasi dengan individu lain (Ryff, 1995).

Hasil tahap yang tinggi bagi dimensi ini juga memberi gambaran bahawa ibu tunggal yang dikaji bersikap penyayang dan mempunyai sokongan sosial yang kuat dari keluarga dan masyarakat. Dimensi terakhir ialah dimensi tujuan kehidupan (M= 4.21, SD= 1.0) iaitu individu yang mempunyai arah tujuan kehidupan dengan menetapkan matlamat-matlamat tertentu pada diri sendiri, mereka juga menghargai nilai-nilai yang wujud pada masa silam dan masa sekarang, mereka percaya hidup ini ada tujuannya, dan mereka mempunyai objektif yang dicipta untuk diri sendiri (Ryff, 1995). Walaupun dimensi ini berada dikedudukan terbawah, namun tahapnya masih lagi tinggi dan boleh dibanggakan. Ini jelas menunjukkan ibu-ibu tunggal yang dikaji di negeri Johor mempunyai asas psikologikal yang kukuh. Kesejahteraan psikologikal yang kukuh adalah sangat relevan dengan transisi kehidupan kerana ianya adalah indikator dalam menentukan individu mampu mengatasi masalah, beradaptasi dengan perkara baru, mengekalkan perhubungan serta mempunyai perkembangan diri yang berpanjangan.

Bagi objektif ketiga pula iaitu mahu mengenalpasti peranan ketahanan diri terhadap kesejahteraan ibu tunggal. Oleh itu, hasil dapatan yang mengkaji perbezaan yang wujud dalam dimensi kesejahteraan psikologi kesan dari rangsangan faktor ketahanan diri mampu memberikan input yang lebih mendalam tentang hubungan sebab-akibat antara kedua-dua pembolehubah. Dapatan kajian menunjukkan daripada enam dimensi kesejahteraan psikologikal yang diukur, terdapat tiga dimensi yang signifikan dengan pembolehubah ketahanan diri. Dimensi pertama ialah dimensi perkembangan peribadi (F= 1.834, p= .003) yang signifikan. Ini membuktikan bahawa ketahanan diri yang tinggi boleh membentuk perkembangan diri yang efektif. Dapatan ini disokong oleh perspektif pendekatan *Strength Based* ketahanan diri iaitu responden tetap berfokus kepada kekuatan dengan penekanan kepada kapasiti positif individu walaupun berhadapan dengan kesukaran yang seterusnya membentuk perkembangan positif selari dengan kekuatan yang dimiliki (Weick & Chamberlin, 1997). Dimensi kedua yang signifikan ialah dimensi penerimaan diri (F= 1.752, p= .006). Ini menunjukkan bahawa ketahanan diri merangsang penerimaan diri secara positif. Hal ini selari dengan kajian yang dijalankan oleh Ramananth (2016) terhadap wanita di kawasan setinggan di India yang dibelenggu kemiskinan melampau dan bagaimana mereka membina kehidupan semual dengan melakukan penilaian diri yang positif iaitu menerima diri seadanya serta menjadikan pengalaman silam sebagai kekuatan dan bukannya kelemahan. Oleh itu dalam konteks ini, ianya berkisar tentang kebolehan ibu tunggal itu sendiri dan bagaimana mereka telah berjaya membuka lembaran kehidupan baru dengan mengekalkan nilai-nilai yang dipelajari dari pengalaman silam dan seterusnya membentuk kehidupan yang lebih produktif.

Dimensi ketiga yang signifikan ialah dimensi hubungan positif dengan orang lain (F= 1.694, p= .009). Hal ini menjelaskan bahawa ketahanan diri mampu merangsang perhubungan yang positif dalam diri individu dengan orang lain. Kajian oleh Hong dan Welch (2013) mendapati ibu-ibu tunggal yang pernah mempunyai sejarah kemurungan dan mampu menstabilkan emosi dan kefungsian psikologinya dengan mempunyai hubungan yang baik hasil dari persahabatan yang ikhlas dengan orang lain yang seterusnya membawa kepada pembentukan satu ketahanan diri yang baru. Skodol (2010) juga manyatakan individu yang mempunyai ketahanan diri yang baik akan lebih mesra, lebih mudah membina persahabatan dan gembira dengan persahabatan tersebut. Oleh itu, dapatan ini dilihat menyokong kenyataan tersebut yang melihat bahawa ketahanan diri mampu merangsang individu membina perhubungan yang bermakna.

Manakala tiga dimensi kesejahteraan psikologikal yang lain pula adalah tidak signifikan yang merangkumi dimensi penguasaan persekitaran (F= 1.361, p=.083). Hal ini menunjukkan bahawa faktor ketahanan diri tidak merangsang dimensi penguasaan persekitaran individu. Hal ini berkemungkinan responden belum berada di fasa bahawa mereka mampu mengawal persekitaran mereka dengan baik, dan belum mampu berdaya saing secara kompetitif dengan masyarakat luar. Ini dibuktikan dengan dapatan ketahanan diri yang secara keseluruhannya berada di tahap sederhana. Peningkatan dalam ketahanan diri mungkin akan memacu peningkatan penguasaan responden terhadap persekitaran dan seterusnya menngambil peluang untuk berdaya saing di peringkat yang lebih tinggi.

Dimensi kedua yang tidak signifikan ialah dimensi tujuan kehidupan (F= 1.162, p>.250). Ini membuktikan bahawa dalam konteks kajian ini, faktor ketahanan diri tidak memberikan kesan yang signifikan kepada tujuan dan matlamat kehidupan ibu tunggal. Dimensi tujuan kehidupan secara umumnya berkenaan mempunyai matlamat kehidupan disamping dan menghargai nilai-nilai murni yang wujud disepanjang kehidupan. Justeru dalam hal ini, faktor ketahanan diri yang terkait rapat dengan dimensi ini adalah subskala kompetensi peribadi yang berada di kedudukan paling bawah dalam senarai subskala. Hal ini jelas menerangkan bahawa kebanyakan ibu-ibu tunggal lebih memberikan tumpuan, tenaga dan usaha kepada faktor yang berbentuk sosial dan bukannya dalam bentuk peribadi. Dalam sisi lain pula, responden mempunyai banyak jaringan sokongan sosial yang mampu membantu dirinya supaya tidak berterusan terjerumus ke lembah permasalahan kehidupan. Dimensi terakhir yang tidak signifikan ialah dimensi autonomi (F= .748, p>.904). Dapatan ini agak mengejutkan berikutan skor pencapaian bagi ketahanan diri dan kesejahteraan psikologikal adalah agak kukuh. Namun situasi ini mungkin boleh dijelaskan dengan dapatan awal tahap ketahanan diri iaitu satu-satunya faktor subskala yang mendapat tahap yang tinggi ialah sumber-sumber sosial. Keperluan responden terhadap sokongan daripada keluarga dan komuniti berkemungkinan memberikan impak terhadap sikap berdikari dan autonomi mereka. Kebergantungan kepada sumber sokongan sosial pada ketika ini serta corak budaya masyarakat Asia yang berkelompok-kelompok dan kolektif (Sue, 2014) merupakan antara faktor responden meletakkan autonomi bukan sebagai matlamat terpenting mereka.

Kesimpulan dan Cadangan

Kajian ini melibatkan ibu-ibu tunggal yang terpilih di seluruh Johor. Kajian ini selari dengan fokus Kementerian Pembangunan Wanita, Keluarga dan Masyarakat (KWPKM) yang melancarkan Pelan Tindakan Pemerkasaan Ibu Tunggal iaitu meningkatkan kesedaran dan komitmen pihak berkepentingan dalam memperkasakan ekonomi ibu tunggal. Oleh itu,

kepentingan ketahanan diri dalam merangsang kesejahteraan psikologikal ibu-ibu tunggal harus menjadi titik tolak kepada pembangunan insaniah ibu-ibu tunggal terutamanya dalam konteks pemerkasaan ibu tunggal. Individu yang mempunyai ketahanan dan secara kesejahteraan psikologikal yang tinggi mampu mengadaptasi, berkomitment tinggi, dan merupakan sokongan yang kuat terhadap individu lain serta boleh dijadikan contoh kepada ibu-ibu tunggal yang lain. Cadangan kajian seterusnya berfokus kepada kawasan bandar dan luar bandar serta bagaimana pengagihan sumber-sumber ini digunskan secara efektif oleh ibu tunggal.

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PRESTASI PENGURUSAN RUANG DI HOSPITAL PAKAR SULTANAH FATIMAH, MALAYSIA (2003-2015)

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Abstrak: *Masalah peningkatan bilangan kemasukan pesakit ke wad merupakan kesulitan bagi pihak hospital. Tujuan kajian ini adalah untuk menentukan prestasi dalam pengurusan ruang telah dicapai dan digunakan oleh pihak hospital kerajaan. Ia melibatkan pengenalpastian corak pengurusan ruang hospital dan kaedah digunakan untuk menangani masalah kekurangan ruang dan katil terutamanya. Kajian kualitatif ini akan menggunakan kaedah analisis dokumen, yang melibatkan prestasi terkini dan yang lepas dalam memenuhi keperluan ruang dan katil hospital. Kadar kemasukan, kadar kegunaan katil hospital kerajaan, serta kaedah untuk menangani peningkatan kemasukan pesakit bagi tempoh 2003 hingga 2015 dianalisis secara tematik menggunakan analisis kandungan. Dengan itu, pengembangan dan penemuan ilmu baru untuk kajian lanjut dan penyelesaian kepada permasalahan ruang di hospital dapat ditangani.*

Kata kunci: pengurusan ruang, hospital kerajaan, prestasi

Pengenalan

Peruntukan bajet tahunan untuk penyampaian khidmat kesihatan merupakan kedua terbesar selepas pendidikan (kategori bajet mengurus) (Laporan Ekonomi Malaysia 2015/2016, MoF, 2015). Walaupun dengan bajet yang besar, sebarang penggantian aset sedia ada dilakukan tanpa perancangan sewajarnya, termasuk aset dan fasilti ruang. Masalah ini berpunca daripada kelemahan dalam menilai keperluan sebenar aset/ kemudahan fasiliti yang diperlukan oleh sokongan teknikal dan kepakaran (KKM, 2015b). Ini dapat dikaitkan dengan kurangnya pengetahuan dan kemahiran berkaitan, ditambah dengan kurangnya kajian berkaitan aset dan fasiliti ruang (Algaet et al. 2015).

Masalah tersebut perlu ditangani dengan serius memandangkan ruang seperti ward adalah merupakan antara aset penting hospital. Sebagai penyedia perkhidmatan kesihatan yang sering mendapat pujian dunia (KKM, 2015b), Malaysia perlu bersedia untuk lebih maju dalam meningkatkan kecekapan pengurusan aset dan fasiliti mereka, termasuklah pengurusan aset dan fasiliti ruang (KKM, 2015b). Tun Abdullah mengutarakan bahawa, “Purata bajet RM7b

setahun untuk penyenggaraan aset dan fasiliti negara... dan ...Malaysia masih belum mempunyai sistem untuk menilai prestasi dan kondisi aset." (Johari, 2009); walaupun penilaian kondisi dan prestasi aset perlu dilaksanakan sekurang-kurangnya sekali dalam setahun (Manual Pengurusan Aset Menyeluruh (MPAM), Klausa 4.39), Dasar Pengurusan Aset Kerajaan (DPAK) 2009.

Menyedari hal tersebut, Pelan Transformasi Perkhidmatan Kesihatan, KKM telah memberi perhatian kepada perlaksanaan pengurusan aset dan fasiliti yang lebih cekap dan berkesan. Untuk menilai prestasi dan kondisi semasa, perkara asas yang diperlukan adalah 1) rangka perundangan yang perlu dipatuhi; 2) corak pengurusan aset dan fasiliti ruang; dan 3) corak gunaruang semasa.

Ini kerana tahap pemanfaatan ruang (seperti gunaruang) dikategorikan sebagai salah satu ciri menilai kualiti prestasi sesebuah bangunan serta didapati sebagai sub faktor kedua terpenting dalam menilai kualiti prestasi sesebuah bangunan (Ho et al., 2005). Dengan mengetahui komponen berkaitan, masalah dalam aspek pengurusan aset dan fasiliti dapat ditangani dengan holistik.

Untuk itu, tiga persoalan kajian disediakan, 1) Apakah rangka perundangan yang perlu dipatuhi pihak hospital kerajaan dalam menguruskan aset dan fasiliti ruang, 2) Bagaimana kedudukan semasa pengurusan aset dan fasiliti ruang hospital kerajaan, 3) Bagaimana corak gunaruang aset dan fasiliti ruang hospital kerajaan.

Tiga objektif ditetapkan iaitu, i) menentukan rangka perundangan berkaitan pengurusan aset dan fasilti ruang hospital; ii) menentukan corak pengurusan aset dan fasiliti ruang hospital; dan iii) menentukan corak gunaruang aset dan fasiliti hospital mengikut jenis.

Kajian Literatur

Ruang merupakan aset bagi sesebuah organisasi dan ward pesakit adalah komponen terbesar bagi bangunan hospital Pengurusan ruang tersebut perlu mengikut keadaan dan kesesuaian setempat atau organisasi (Alexander, 1996). Masalah dalam pengurusan ruang bukan sahaja berlaku dalam hospital dan penyedia-penyedia perkhidmatan kesihatan sahaja, tetapi berlaku kepada semua jenis bangunan seperti universiti, sekolah, malahan kapal terbang. Bagi organisasi berorientasikan keuntungan, ruang perlu dimanfaatkan sepenuhnya melalui kaedah-kaedah yang bersesuaian. Seterusnya, bagi aspek rangka perundangan berkaitan pengurusan aset dan fasilti ruang hospital, antara perundangan yang perlu dipatuhi oleh hospital adalah seperti Akta 447 dan OSHA (KKM, 2015b).

Manakala dalam aspek pengurusan aset hanya ada DPAK dan MPAM yang masih belum dapat dipenuhi. Seterusnya, corak pengurusan ruang di hospital kerajaan adalah berbentuk campuran kerana ia bergantung kepada jenis perkhidmatan disediakan oleh sesebuah hospital dan perancangan ruang adalah perlu mematuhi garis panduan dan KKM (Syakima, 2013). Manakala aspek pengurusan aset dan fasiliti diletakkan di bawah Bahagian Perkhidmatan Kejuruteraan (KKM, 2015b).

Maka, didapati timbul masalah seperti penggantian aset dan fasiliti bersifat adhoc tanpa perancangan sewajarnya (KKM, 2015b). Untuk menentukan corak pengurusan aset dan fasiliti

ruang hospital, konsep pengurusan fasiliti digunakan untuk dibandingkan dengan amalan semasa di hospital kerajaan. Ia merangkumi aspek *people, place, process and technology*.

Bagi menentukan corak gunaruang aset dan fasiliti hospital mengikut jenis. Seterusnya, dalam aspek corak gunaruang, kadar nisbah admission dan occupancy digunakan. Untuk mengukur kadar pemanfaatan katil, antara komponen diambilkira adalah kadar bed turnover mengikut bulan per katil bagi sesebuah hospital; bergantung kepada jenis ward (MoH, Saudi Arabia).

Selain itu, terdapat juga senario, pesakit dikeluarkan lebih awal bagi membolehkan katil digunakan pesakit baru (Kc dan Terwiesch 2009), dipindahkan ke wad yang bertaraf lebih rendah (Yankovic 2009) atau dipindahkan ke unit lain (Chan dan Green, 2013). Di Malaysia, situasi kesesakan hospital yang dialami adalah seperti pesakit dipindahkan ke hospital lain, ruang baru dibuka jika berlaku wabak, hanya menerima pesakit kritikal ke ward dan menambah katil di wad kelas satu (Syakima, 2013).

Kaedah Kajian

Kajian dijalankan menggunakan pendekatan kualitatif. Penggunaannya adalah disebabkan oleh jenis data, kaedah analisis yang digunapakai serta hasil kajian yang akan melibatkan aktiviti pengurusan yang bersifat kualitatif. Kaedah kajian yang digunakan bagi pengumpulan data adalah menerusi sorotan kajian dan analisis dokumen. Data yang diperolehi dan diterima dianalisis dan diolah secara tematik menggunakan teknik analisis kandungan (induktif). Analisis frekuensi, peratus digunakan bagi rekod-rekod berkaitan pemanfaatan ruang dan aset hospital kerajaan, iaitu Hospital Pakar Sultanah Fatimah (HPSF), Muar, Johor. Data bagi HPSF, Muar dari 2003 hingga 2015 adalah diperolehi daripada Kementerian Kesihatan Malaysia (KKM).

Dapatan Kajian

Rangka perundangan bagi pengurusan aset dan fasiliti hospital kerajaan

Selain akta Akta 447 dan OSHA, hospital kerajaan diuruskan dibawah Act 435, Estate Hospital Assistants (Registration) Act 1965 (Revised -1990) Incorporating latest amendment - Act 160/1975. Selain itu, ia juga perlu memenuhi Pekeliling Am, Bil. 1 (2009), dasar pengurusan aset kerajaan (DPAK) 2009, Manual Pengurusan Aset Menyeluruh (2009), dan lain-lain.

Untuk pengurusan asset alih dan stor, ia adalah tertakluk kepada: i) Aset Alih - SOP Lembaga Pemeriksa Pelupusan; Senarai Tugas Lembaga Pemeriksa Pelupusan; SOP Pemeriksaan Aset Alih; Senarai Tugas Pegawai Aset; Sistem Pengurusan Aset (SPA); ii) Stor - SOP Verifikasi Stor; Senarai Tugas Pemverifikasi Stor; Sistem Pengurusan Stor (SPS) (Manual Lantikan Pentadbir Pegawai SPS; Manual Pendaftaran Stor - Manual Penyediaan Kod Lokasi Penyimpanan Stok; Manual Mendaftar dan Aktifkan Stok; Manual Penerimaan Stok Dari Pembekal; Manual Permohonan Stok; iii) Penerimaan Hadiah Oleh Jabatan - SOP Permohonan Kelulusan Penerimaan Hadiah. Lain-lain yang berkaitan adalah SOP Pengurusan Aset Akibat Bencana Banjir; SOP Pengurusan Aset KOSPEN.

Corak pengurusan aset dan fasiliti ruang hospital kerajaan

Corak pengurusan adalah bergantung kepada keperluan perundangan, garis panduan, polisi, manual dan prosedur yang ada. Daripada sudut pengurusan fasiliti, pengurusan ruang, aset dan fasiliti hospital kerajaan telah mengamalkan empat komponen utama pengurusan fasiliti iaitu *people, place, process and technology*.

Ia bergantung kepada jenis perkhidmatan yang diberikan pihak hospital. Tiga jenis perkhidmatan utama adalah *in-patient*, *out-patient* dan perkhidmatan pergigian. Dalam aspek pengurusan aset, polisi dan garis panduan sedia ada lebih menjurus kepada aset alih seperti stok perubatan, perabot dan seumpamanya.

Dalam aspek ruang, ia bergantung kepada jabatan atau bahagian perubatan yang ada. Wad-wad juga diuruskan mengikut jenis. Tiga jenis utama wad adalah wad biasa, wad bersalin dan wad ICU. Wad biasa mempunyai beberapa kelas sehingga kelas satu. Manakala, di antara wad ICU dan wad biasa, terdapat wad CCU.

Dalam aspek teknologi, sejak 2008, semua hospital kerajaan telah mula menggunakan sistem pengurusan hospital atas talian iaitu Total Hospital Information System (e-HIS). Terdapat lebih 15 jenis modul dalam e-HIS, antaranya, Patient Management System (PMS), Medical Record (MR), Clinician Access(CA) Module, Billing And Account Receivable System, Laboratory Information System (LIS), Pharmacy Information System (PhIS), Radiology Information System (RIS), Mortuary Management System, OT Management System (OTMS), Nurse Management System, Dietary Management System, Central Sterile Supply Department (CSSD), Picture Archiving & Communication System (PACS), Electro Cardiogram Management System, Critical Care Information System (CCIS), Operating Theatre Critical Care Information System (OT CCIS).

Corak gunaruang aset dan fasiliti ruang hospital kerajaan (katil)

Daripada data yang diperolehi untuk tempoh yang dinilai (2003 hingga 2015), didapati peningkatan kemasukan pesakit sering bertambah. Namun, bilangan katil hanya bertambah apabila kadar kegunaan katai atau bed occupancy rate meningkat sehingga 90% pada tahun 2005. Secara keseluruhan, peningkatan kemasukan pesakit di HPSF adalah sentiasa meningkat walaupun telah ditambah bilangan katil. Prestasi yang sama didapit berlaku bagi negeri Johor secara keseluruhannya. Dapatan ini dipaprkan dalam Jadual 1a-b dan Jadual 2. Selain strategi penambahan bilangan katil, dalam aspek pengurusan ruang, HPSF juga turut memperkenal kaedah *drivetrough* untuk pengambilan ubat-ubatan. Ini dapat membantu dalam mengurangkan kesesakan di dalam ruang-ruang menunggu di dalam hospital dan kesesakan ruang parkir kenderaan.

Jadual 1: Bilangan Katil dan Kadar Kegunaan Katil di HPSF berbanding Negeri Johor

Jadual 1a. Pengenapan Katil/ Bed Complement Or Bilangan Katil/ Number of Beds

Tahun	JDT	HPSF, Muar
2003	2668	405.00
2004	2668	405.00
2005	2668	405.00
2006	3049	550.00
2007	3517	550.00
2008	3517	550.00
2009	3517	550.00
2010	3517	550.00
2011	3610	550.00
2012	3634	550.00
2013	3836	550.00
2014	3836	550.00
2015	3836	550.00

Jadual 1b. Kadar Kegunaan Katil/ Bed Occupancy Rate (%)

Tahun	JDT	HPSF, Muar	+/-
2003	71.8	82	-10.2
2004	75.85	87.27	-11.42
2005	80.41	96	-15.59
2006	73.23	69.13	4.1
2007	66.15	66	0.15
2008	69.64	71.63	-1.99
2009	69.21	72.5	-3.29
2010	70.5	68.22	2.28
2011	72.02	68.95	3.07
2012	73.07	70.19	2.88
2013	73.6	71.89	1.71
2014	75.23	71.63	3.6
2015	76.38	72.96	3.42

Sumber data: *Kementerian Kesihatan Malaysia (2003-2016)*

Jadual 2: Purata Kemasukan Harian/ Daily Average Number Of Admissions

Tahun	JDT	HPSF, Muar
2003	553.98	78.96
2004	595.84	86.89
2005	623.7	88.28
2006	652.19	90.43
2007	663.73	87.42
2008	705.98	96.64
2009	710.74	97.32
2010	732.26	97.61
2011	770.93	104.59
2012	778.83	104.65
2013	828.11	109.26
2014	871.65	109.1
2015	903.13	116.96

Sumber data: *Kementerian Kesihatan Malaysia (2003-2016)*

Kesimpulan dan Cadangan

Kajian ini telah menilai aspek pengurusan hospital kerajaan dan menentukan kedudukan semasa mereka. Ini dicapai dengan empat objektif yang telah ditetapkan. Hasil kajian menunjukkan bahawa hospital-hospital kerajaan wajar dipuji dalam aspek pengurusan aset dan fasiliti ruang. Ini terbukti dengan data HPSF (2003 – 2015), bahawa kerajaan telah mengambil tindakan dengan menambah bilangan katil selepas kadar *occupancy* terus meningkat sehingga melebihi 90%. Walau bagaimanapun, secara amnya, kadar *occupancy* bagi hospital di negeri Johor semakin meningkat dan kekurangan katil merupakan masalah besar bagi hospital

kerajaan. Solusi seperti menambah bilangan katil, *drive trough* adalah langkah yang diambil. Kaedah penyelesaian oleh hopsital lain, seperti *lounge*, juga boleh dikembangkan di semua hospital kerajaan. Pembinaan hospital baru hanya ditempat atau negeri kritikal. Tindakan atau remedi sementara yang diambil kerajaan adalah baik dan boleh dipertingkatkan. Kajian ini perlu diteruskan dengan mengkaji skop lebih besar, iaitu semua hospital di Malaysia, supaya semua aspek yang dikaji dapat dilihat dengan menyeluruh dan penyelesaian holistik dapat dicadangkan.

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Abstrak: *Pusat Kesihatan adalah salah satu fasiliti sokongan yang penting bagi memastikan fungsi sebuah universiti dapat disampaikan dengan efektif dan berkesan kepada para pelajar. Dalam keadaan peruntukan bajet yang terhad, pusat kesihatan universiti awam perlu mengekalkan fungsi dan prestasinya yang cemerlang. Kajian ini dilakukan di UTM sebagai universiti awam dan AIMST University sebagai universiti swasta. Kajian ini bertujuan untuk mengenalpasti kriteria pengukuran prestasi pusat kesihatan awam dan swasta, melalui pendekatan Penilaian Pasca Menduduki ataupun lebih dikenali sebagai Post Occupancy Evaluation (POE). Perbezaan pandangan pengguna pusat kesihatan universiti awam dan universiti swasta diambilkira bagi mengetahui ruang-ruang penambahbaikan yang boleh dilakukan oleh kedua-dua pihak terutama bagi pusat kesihatan universiti awam. Kajian menggunapakai kaedah kuantitatif menerusi soal selidik dan analisis min serta frekuency. Kriteria pengukuran prestasi yang ditemukan ialah kesihatan, keselamatan, fungsi, keperluan sosial, estetika, psikologi, keselesaan, dan pergerakan aktiviti. Kajian ini juga mendapati ruang-ruang penambahbaikan lain yang boleh dilakukan dan diutamakan dalam merancang program penggantian dan penyelenggaraan aset, agar peruntukan bajet yang diperoleh mampu digunakan secara optimum.*

Kata kunci: POE; pusat kesihatan; prestasi; perspektif pengguna

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Pengenalan

Pelan Transformasi Perkhidmatan Kesihatan (KKM, 2015) melaporkan bahawa program dan perancangan bagi penggantian aset kesihatan yang sedia ada tidak dirancang dengan

sewajarnya untuk menangani keperluan sebenar. Hal ini berpunca daripada kelemahan dalam menilai keperluan sebenar aset dan kemudahan fasiliti yang diperlukan oleh sokongan teknikal dan kepakaran. Program penggantian aset ini tidak diberi penekanan dalam pengagihan peruntukan. Situasi tersebut memberi impak yang besar sama ada bagi hospital-hospital kerajaan mahupun pusat-pusat kesihatan di universiti awam. Ini kerana yuran pelajar yang terhad sekaligus membawa kepada peruntukan yang sedikit bagi menyediakan perkhidmatan kesihatan (Canel, 2001).

Lebih membimbangkan, pengumuman Bajet 2016 yang dibentangkan oleh Perdana Menteri Malaysia, Datuk Seri Najib Tun Razak telah memperlihat pemotongan bajet universiti awam melalui Kementerian Pendidikan Tinggi (KPT) sebanyak 10 hingga 20 peratus berbanding peruntukan tahun-tahun yang lepas. Tekanan ini mendorong pihak pengurusan universiti untuk menyediakan beberapa langkah dan alternatif untuk terus kekal menyediakan perkhidmatan kesihatan yang berkualiti kepada para pelajarnya (Canel, 2001). Menurut Roshayati dan Rosnita (2016) pula, perkhidmatan kesihatan yang melibatkan kos yang tinggi tidak semestinya menjamin kualiti yang baik, manakala perkhidmatan kesihatan yang berkualiti tidak semestinya memerlukan kos yang tinggi. Bagi tujuan itu, universiti awam giat melakukan penambahbaikan dan menjadikan universiti swasta sebagai penanda aras dalam menyediakan perkhidmatan kesihatan yang berkualiti. Hal ini kerana, seorang individu tidak seharusnya dibeza-bezakan dalam soal kesihatan. Selain itu, aspek-aspek yang dijalankan di pusat kesihatan universiti swasta akan diadaptasi sebolehnya di pusat kesihatan universiti awam (Normah et al. 2014).

Oleh itu, sebarang usaha untuk peningkatan kualiti atau perkhidmatan sedia ada perlu dipantau dan diukut. Pemantauan dan pengukuran prestasi penyedia-penyedia perkhidmatan kesihatan tersebut perlu untuk mereka mengekalkan prestasi yang baik. Dalam aspek pengurusan aset kerajaan, pengurkuran prestasi dan prestasi dinyatakan dalam Manual Pengurusan Aset Menyeluruh (MPAM, 2009). Maka, pusat kesihatan universiti perlu menjalankan satu pengukuran prestasi bagi memberi panduan bagi pihak pengurusan tentang aspek-aspek yang perlu ditambahbaik, dalam masa yang sama mengoptimumkan sumber peruntukan yang sedia ada (Stephens et al., 2014). Tambahan pula, pengukuran prestasi perlu dibuat di kedua-dua universiti awam dan swasta dapat memberi memberi gambaran perbezaan yang jelas tentang ruang penambahbaikan yang boleh dilakukan.

Menurut Preiser dan Vischer (2005), aspek-aspek kritikal dalam menentukan prestasi bangunan boleh ditaksir melalui Penilaian Pasca Menduduki atau Post Occupancy Evaluation (POE). Hal ini disokong oleh Rowena (2017) yang menyatakan bahawa Penilaian Pasca Menduduki dapat memberikan gambaran yang jelas terhadap prestasi bangunan daripada persepsi pengguna itu sendiri. Namun, timbul persoalan tentang kriteria-kriteria yang perlu dititikberatkan dalam menentukan prestasi Pusat Kesihatan Universiti. Kriteria-kriteria ini perlu diketahui terlebih dahulu sebelum persepsi pengguna terhadap prestasi Pusat Kesihatan Universiti dapat diketahui dengan lebih lanjut melalui kriteria-kriteria tersebut.

Maka, kajian ini bertujuan mengenalpasti kriteria dan parameter yang digunakan untuk pengukuran prestasi pusat kesihatan. Seterusnya, kajian ini mengenalpasti perbezaan persepsi pengguna tentang prestasi pusat kesihatan di universiti awam dan juga swasta, berdasarkan kriteria dan parameter yang ditemukan. Perbandingan perspektif antara kedua-dua kumpulan responden ini bertujuan untuk mengenalpasti ruang-ruang penambahbaikan yang boleh

diaplikasi di kedua-dua universiti, terutama di UTM sebagai universiti awam yang terkesan dengan pemotongan bajet.

Oleh itu, kajian ini menyenaraikan beberapa elemen penambahbaikan yang boleh dilakukan dan diutamakan apabila melakukan perancangan penggantian fasiliti dalam peruntukan bajet yang terhad. Ini seterusnya boleh diaplikasikan dalam pengurusan aset dan fasiliti perkhidmatan kesihatan kerajaan yang lain seperti hospital, klinik-klinik kesihatan dan sebagainya. Kajian ini dijalankan di Universiti Teknologi Malaysia (UTM) dan juga Asian Institute of Medical, Science, and Technology (AIMST) University.

Kajian Literatur

Bahagian ini membincangkan dan menjelaskan mengenai kajian dan penulisan-penulisaan terdahulu yang diperoleh daripada bahan-bahan cetakan seperti artikel, jurnal dan sebagainya. Maklumat dan fakta yang diperoleh akan digunakan bagi membantu melaksanakan kajian yang dilaksanakan. Sub-subtopik adalah Pusat kesihatan, Fungsi pusat kesihatan kepada pelajar, Prestasi, Penilaian Pasca Menduduki, Aspek yang dikaji dalam Penilaian Pasca Menduduki, Kriteria bagi mengukur prestasi.

Pusat kesihatan

Pusat kesihatan ialahsatu unit dalam sesebuah organasi, yang menjadi pelengkap kepada perkhidmatan yang diberikan oleh mana-mana organisasi induk. Pusat kesihatan pelajar pula ialah pelengkap kepada perkhidmatan di institusi pengajian tinggi. Tujuan pusat kesihatan diwujudkan di institusi pengajian tinggi ialah bagi mewujudkan pelajar yang sihat dan cergas. Selain itu, pusat kesihatan pelajar juga diwujudkan bagi menjaga kebajikan para pelajar. Hal ini kerana pusat kesihatan lazimnya berada di dalam kampus, memudahkan para pelajar mendapatkan rawatan segera dengan kos yang minimum.

Fungsi pusat kesihatan

Secara amnya, pusat kesihatan universiti berfungsi untuk menyediakan khidmat kesihatan premier kepada pesakit luar. Khidmat kesihatan premier ialah khidmat perubatan kepada pesakit di luar bidang penjagaan hospital. Sebagai contoh, pemeriksaan kesihatan yang tidak serius seperti demam, selsema, batuk, dan rawatan susulan kencing manis boleh dirawat tanpa memasukkan seseorang di dalam hospital. Menurut World Health Organisation (WHO) pula, penjagaan premier boleh juga dikatakan sebagai penjagaan kesihatan awalan sebelum mendapatkan rawatan lanjut di hospital ataupun melalui doktor pakar. Pesakit luar pula ialah pesakit yang mendapatkan rawatan, tetapi tidak diarahkan untuk mendaftarkan diri di wad. Bagaimanapun, sesetengah Pusat Kesihatan Universiti menyediakan Kemudahan Wad Pemerhatian, bagi tujuan pantauan pesakit sementara dalam waktu perkhidmatan Klinik Perubatan. Para pesakit yang memerlukan pemerhatian lanjut dari waktu itu akan dirujuk ke Hospital Kerajaan. Secara amnya, Pusat kesihatan Universiti menyediakan pelbagai perkhidmatan kesihatan kepada para pelajar dan staff, adalah Rawatan pesakit luar dan kecemasan, Pemeriksaan perubatan, Pemeriksaan perubatan seperti ujian darah dan air kencing, Kemudahan Ambulans, Kemudahan Makmal dan X-Ray, Kemudahan Wad Pemerhatian, Pembedahan Kecil yang memerlukan bius setempat sahaja, Perkhidmatan Kesihatan Ibu dan Kanak-Kanak, Pemeriksaan dan rawatan semasa mengandung (ante-natal)

dan selepas bersalin (post-natal), termasuk 'ultra-sound', Pembekalan ubat termasuk vitamin dan mineral, Perkhidmatan Perancangan Keluarga secara pil sahaja, Perkhidmatan Imunisasi (suntikan wabak, suntikan vaksin tetanus (ATT), dan lain-lain), Rawatan Pergigian.

Prestasi dan Pengukuran Prestasi

Prestasi sesebuah bangunan sangat penting bagi membantu secara lansung dan tidak lansung dalam usaha mencapai matlamat organisasi. Keselesaan pengguna sesuatu bangunan berkait rapat dengan kemampuan bangunan tersebut memberikan prestasi yang diharapkan (Preiser, 2013). Oleh itu, pengukuran prestasi menjadisesuatu yang penting dan maklumat tersebut perlu diketahui oleh pihak pengurusan sesuatu organisasi (Aksah et al., 2014). Pengukuran prestasi bertujuan untuk memantau dan mengekalkan kawalan sesuatu organisasi dalam mencapai objektif yang telah ditetapkan (Aksah et al., 2014). Menurut Upadhaya et al. (2014), pengukuran prestasi membolehkan organisasi mengetahui pencapaian yang telah dicapai, beserta dengan kelebihan dan kekurangan yang perlu ditambah baik dari masa ke semasa. Menurut Melnyk et al. (2014), pengukuran prestasi seharusnya mengambilkira matlamat dan strategi organisasi itu sendiri. Misalnya, prestasi bangunan di institusi kesihatan dipengaruhi oleh pelbagai kriteria antaranya ialah kualiti penyelenggaraan di bangunan itu, usia bangunan, tahap kepenggunaan dan sebagainya (Hashim et al., 2016). Menurut Preiser (2013), aspek-aspek kritikal dalam menentukan prestasi bangunan boleh ditaksir melalui Penilaian Pasca Menduduki. Kaedah diagnostik ini boleh diaplikasikan bagi mengetahui masalah di bangunan yang sedia ada bagi ditambah baik pada bangunan yang akan datang.

Penilaian Pasca Menduduki

Kajian ini akan menggunapakai kaedah Penilaian Pasca Menduduki bagi mengukur prestasi di kedua-dua buah pusat kesihatan Universiti.

Definisi Penilaian Pasca Menduduki

Penilaian Pasca Menduduki ialah proses penilaian secara sistematik terhadap fasiliti, setelah sesuatu bangunan itu diduduki bagi memenuhi matlamat organisasi dan keperluan pengguna dalam masa yang sama (Preiser, 2013). Tujuan Penilaian ini adalah bagi memudahkan pengurus fasiliti dan organisasi merancang aktiviti berkaitan fasiliti bagi mencapai matlamat yang tersendiri. Penilaian ini bukan hanya menilai bangunan dari sudut fizikal semata-mata, namun melangkaui kitaran hayat bangunan itu sendiri.

Model Penilaian Dalam Penilaian Pasca Menduduki

Penilaian Pasca Menduduki mempunyai tahap pendekatan yang berbeza bergantung kepada masa, kos, dan juga matlamat pengukuran prestasi itu dibuat. Menurut Preiser (2013), terdapat tiga tahap pendekatan yang boleh digunakan dalam menjalankan Penilaian Pasca Menduduki, iaitu: Indicative POE yang memerlukan masa yang minimum. Tahap pengukuran ini akan mengukur kekuatan dan kelemahan yang wujud dalam sesebuah bangunan. Investigative POE memerlukan kajian yang lebih dalam berbanding Indicative POE. Ianya juga melibatkan pengukuran fizikal terhadap bangunan tersebut dan melibatkan beberapa bangunan lain yang mempunyai kategori yang sama. Diagnostic POE merupakan tahap pengukuran yang lebih terperinci berbanding kedua-dua tahap di atas. Diagnostic POE lebih tertumpu dan fokus secara

spesifik terhadap parameter yang ditetapkan. Dalam kajian ini, Indicative POE akan digunakan sebagai pendekatan bagi mengukur prestasi di Pusat Kesihatan Universiti.

Kepentingan Penilaian Pasca Menduduki

Penilaian Pasca Menduduki diperkenalkan pada tahun 1960 setelah mengambilkira masalah-masalah yang dihadapi pada prestasi sesebuah bangunan yang dilihat daripada pandangan pihak pengguna. Wheeler dan Malekzadeh (2015), menyatakan bahawa bangunan yang baru dibina juga tidak terlepas dari terdedah kepada masalah-masalah seperti kesihatan, keselamatan, kebocoran, kekurangan ruang peribadi, dan masalah dalam menyelenggara permukaan kaca pada bangunan tersebut. Penilaian ini sangat penting bagi menyediakan maklumat berkaitan prestasi sesuatu bangunan. Menurut Neo et al. (2014) kejayaan sesuatu bangunan itu tidak dapat dipastikan keberhasilannya kecuali setelah Penilaian Pasca Menduduki dilakukan ke atasnya. Aksah et al. (2016) juga menekankan kepentingan Penilaian Pasca Menduduki iaitu bagi memastikan prestasi bangunan dan fasiliti yang disediakan dapat dikekalkan fungsi kewujudannya. Penilaian Pasca Menduduki juga amat penting bagi mendapatkan maklum balas daripada pihak pengguna daripada pelbagai aspek, sekaligus akan memberi gambaran terhadap prestasi sesuatu bangunan (Preiser, 2013).

Aspek-Aspek Yang Dikaji Dalam Penilaian Pasca Menduduki

Penilaian Pasca Menduduki mempunyai beberapa kriteria dan parameter bagi menilai prestasi sesebuah bangunan. Kriteria ialah standard bagi menilai sesuatu, dan parameter pula ialah sesuatu yang boleh diukur bagi membantu dalam menjelaskan kriteria tersebut dengan lebih jelas. Bagi mendapatkan kriteria-kriteria tersebut, maka kajian literatur dijalankan melalui beberapa sumber. Kriteria-kriteria dan parameter-parameter yang dikenalpasti untuk digunakan dalam kajian ini. Sebelum menjalankan POE, matlamat dan tujuan penilaian perlulah dikenalpasti terlebih dahulu bagi mengetahui kriteria yang perlu digunakan bagi mencapai matlamat tersebut. Menurut Neo et al. (2014), pengetahuan tentang matlamat yang ingin dicapai dan apa yang ingin dinilai akan mempengaruhi kejayaan proses penilaian ini.

Kriteria bagi Mengukur Prestasi

Daripada sorotan kajian dijalankan terdapat lapan kriteria pengukuran prestasi yang boleh diaplikasikan dalam mengukur prestasi pusat kesihatan. Kriteria tersebut ialah kesihatan, keselamatan, fungsi, keperluan sosial, psikologi, estetika, keselesaan, dan juga pergerakan aktiviti. Disamping lapan kriteria tersebut, terdapat parameter-parameter di bawahnya seperti di Jadual 1.

Jadual 1: Kriteria dan Paramerter bagi POE Pusat Kesihatan Universiti

(i) Kriteria	(ii) Parameter (keterangan kriteria)	(iii) Sumber
(iv) Kesihatan	(v) Pengaliran udara (vi) Pencahayaan : (pencahayaan semulajadi dan buatan)	(vii) Humphries et al. (2015), Ainurzaman et al. (2014), Leung, Cheung & Chi, (2015), Anders et al. (2017), Allen (2014), LeGates (2014), Angela et al. (2015), Leung, Cheung & Chi (2015)

(i) Kriteria	(ii) Parameter (keterangan kriteria)	(iii) Sumber
(viii) Keselamatan	(ix) Reka bentuk : Ruang, susunatur ruang, perabot (x) Bahan : Bahan binaan (kualiti dan keadaan) (xi) Peralatan Kelengkapan (xii)	(xiii) Faturechi et. al.(2016), Nan Li et al. (2014), Chaianun dan Mitsuru (2014), Moreira & Gunther (2013), Mustafa et al. (2014).
(xiv) Fungsi	(xv) Reka bentuk : Dimensi dalaman dan luaran bagi menyokong fungsi bangunan (xvi) Susunatur : perancangan susunatur ruang (xvii) Kecukupan ruang : saiz ruang yang diperuntukan (xviii) Teknologi	(xix) (xx) Ren-Jye et al. (2015), Shefali et al. (2017), Williams dan Gardiner, (2014), Lisa et al. (2017).
(xxi) Keperluan Sosial	(xxii) Ruang dan fasiliti sosial (xxiii) Keperluan golongan orang kelainan upaya (OKU)	(xxiv) (xxv) Sonu et. al.(2015), JPBD
(xxvi) Psikologi	(xxvii) Pencahayaan : Mempengaruhi psikologi (xxviii) Warna : kesan kepada emosi (xxix) Susunatur ruang : Perancangan ruang mempengaruhi pergerakan dan tingkah laku (xxx) Bunyi : Tahap bunyi yang mempengaruhi emosi	(xxxi) Ghazali dan Abbas, (2017), Esther et al. (2013), Leung, Cheung & Chi, (2015), Shan (2013), Timothy dan Halil (2014), Arshad (2014), Timothy dan Halil, (2014), Madalena dan Nelio (2015), Gerhardsson dan Nilsson (2013), Avinash et al. (2014), KyooSang (2015).
(xxxii) Estetika	(xxxiii) Hiasan dalaman (warna, kemasan alatan dan lain-lain)	(xxxiv) Ghazali dan Abbas (2017), Carpman dan Grant (2016), Izran (2011), Susana et al. (2013), Timothy dan Halil (2014).
(xxxv) Keselesaan	(xxxvi) Pencahayaan : Keselesaan pandangan (xxxvii) Haba : (iklim dalaman) (xxxviii) Bunyi : Tahap bunyi (xxxix) Ergonomik (rekabentuk kerusi dan lain-lain peralatan)	(xl) LiuYang (2014), Sherif et al. (2014), Hui dan Deng (2014), Madalena dan Nelio (2015), Paul et al. (2014), Sadrizadeh dan Loomans (2016), Azizpour et al. (2016), Salonen et al. (2016), Bayabana et al. (2016), Weiner et al. (2016), Bayabana et al. (2016), Bartnik dan Rice (2013).
(xli) Pergerakan aktiviti	(xlii) Akses antara ruang dalaman (xliii) Penunjuk arah	(xliv) Hicks et al. (2015), Charpman dan Grant (2016), Cawood, et al. (2016), Vilar et al. (2014), Carpman dan Grant (2016).

Metode

Peringkat Pertama : Pengenalan Kepada Kajian

Pada peringkat permulaan, perkara yang dibincangkan ialah mengenai isu dan permasalahan yang berkaitan dengan kajian yang bakal dijalankan iaitu masalah yang timbul di kawasan kajian akibat daripada kriteria dan parameter yang akan memberi impak kepada persepsi responden sebagai pengguna terhadap prestasi Pusat Kesihatan Universiti. Isu tersebut akan digunakan bagi membantu pembentukan objektif kajian ini dan seterusnya skop kajian akan digariskan supaya dapat menjadikan kajian ini lebih efektif. Peringkat ini juga akan menerangkan kepentingan kajian yang dijalankan kepada mana-mana pihak yang terlibat. Pada pengakhiran bab ini, metodologi kajian akan dirangka bagi memberi panduan terhadap proses kajian ini supaya mampu berjalan dengan lancar.

Peringkat Kedua : Kajian Literatur

Peringkat kedua, iaitu kajian literatur ini merupakan ulasan yang tertumpu kepada teori yang diperolehi daripada kajian-kajian lepas melalui data sekunder, iaitu jurnal, artikel, buku, keratan akhbar dan sebagainya. menerangkan isu ini secara menyeluruh, dan tidak tertumpu hanya pada kajian kes semata-mata.

Peringkat Ketiga : Peengumpulan Data dan Maklumat

Dalam sesebuah kajian, data dan maklumat yang diperolehi merupakan tulang belakang kepada kajian tersebut. Pada peringkat penting ini, segala data dan maklumat akan dikutip dan seterusnya dikumpul, dan dibahagikan kepada data premier dan sekunder. Data premier ialah data yang diperolehi secara terus kepada pihak yang terlibat, bagi mendapatkan gambaran sebenar dan realiti situasi yang terlibat. Data ini diperolehi daripada borang soal selidik yang akan diedarkan kepada responden, juga temubual dan pengamatan secara terus di kawasan kajian. Data sekunder pula biasanya diperoleh daripada bahan elektronik atau bahan cetakan, dan merujuk kepada sumber kedua daripada hasil penulisan dan kajian-kajian lepas yang telah dijalankan, dan diperolehi daripada sumber-sumber yang sesuai. Data sekunder boleh didapati daripada jurnal, artikel, keratan akhbar, buku, penyelidikan terdahulu, dan sebagainya.

Peringkat Keempat : Analisis Data

Pada peringkat ini, kedua-dua jenis data iaitu data premier dan data sekunder akan digabungkan, dan dianalisis mengikut kesesuaian permasalahan objektif yang telah digariskan. Borang soal selidik akan dianalisis dengan menggunakan bantuan perisian Statistical Package for Science Social (SPSS) bagi mengetahui tahap persepsi responden terhadap prestasi pusat kesihatan. Analisis yang dibuat adalah merujuk skala likert (1-5, sangat tidak penting hingga sangat penting), menggunakan analisis frekuensi dan analisis min skor.

Peringkat Kelima : Membuat Rumusan dan Cadangan

Peringkat ini merupakan peringkat terakhir yang akan merumuskan segala dapatan dalam kajian ini, yang diperoleh daripada analisis yang telah dijalankan. Selain itu, cadangan lanjutan yang bersesuaian akan dikemukakan bagi kesinambungan pada kajian-kajian akan datang.

Dapatan Kajian

Bagi mengenalpasti kriteria dan parameter dalam melaksanakan POE yang mempengaruhi perspektif pengguna terhadap prestasi pusat kesihatan, analisis frekuensi dan min digunakan.

Jadual 2 : Analisis jawapan responden tentang kriteria yang mempengaruhi tahap perspektif pengguna di pusat kesihatan UTM

(xlv) (xlvi) (xlvii) rite ria	(xlviii angat Tidak Penting (xlix) %)	(l) (li) Tidak (lii) Penting (liii) %)	(liv) (lv) (lvi) eutral (lvii) %)	(lviii (lix) (lx) Penting (lxi) %)	(lxii) (lxiii) angat Penting (lxiv) %)	(lxv) (lxvi) (lxvii) umlah (lxviii) %)
(lxix) esihatan	(lxx)	(lxxi	(lxxii)	(lxxi 5	(lxxiv) 3	(lxxv) 0 0
(lxxvi) eselamatan	(lxxvi	(lxxv	(lxxix) 0	(lxxx 5	(lxxxi) 2	(lxxxii 0 0
(lxxxiii) ungsi	(lxxxi	(lxxx	(lxxxv 3	(lxxx 1	(lxxxvi	(lxxxi 0 0
(xc) eperluan Sosial	(xci)	(xcii	(xciii) 0	(xciv 7	(xcv) 3	(xcvi) 0 0
(xcvii) sikologi	(xcviii	(xcix	(c) 4	(ci) 8 4	(cii) 2	(ciii) 0 0
(civ) stetika	(cv)	(cvi)	(cvii)	(cviii 0	(cix)	(cx) 0 0
(cxi) eselesaan	(cxii)	(cxii	(cxiv)	(cxv 4	(cxvi) 4	(cxvii) 0 0

(cxviii) ergerakan Aktiviti	(cxix)	(cxx)	(cxxi) 6	(cxxi 3	(cxxiii)	(cxxiv 0 0

Jadual 2 menunjukkan analisis yang dibuat mengikut kelima-lima jawapan iaitu sangat tidak setuju, tidak setuju, neutral, setuju dan sangat setuju secara terperinci. Secara umumnya, hanya tiga kriteria sahaja yang dianggap tidak mempengaruhi prestasi pusat kesihatan oleh reponden di UTM. Kriteria tersebut ialah keselamatan, estetika dan juga pergerakan aktiviti. Namun begitu, sebilangan besar responden mementingkan kriteria-kriteria pengukuran prestasi lain yang telah digariskan.

Jadual 3:Analisis jawapan responden tentang kriteria yang mempengaruhi tahap perspektif pengguna di pusat kesihatan AIMST

(cxxv) (cxxvi) riteria	**(cxxv angat Tidak Penting (cxxv %)**	**(cxxix (cxxx idak (cxxx enting (cxxx %)**	**(cxxx (cxxx (cxxx eutral (cxxx %)**	**(cxxx (cxxx (cxxxi enting (cxl) %)**	**(cxli) (cxlii) angat Penting (cxliii) %)**	**(cxliv) (cxlv) (cxlvi) umlah (cxlvii %)**
(cxlviii) esihatan	(cxlix	(cl) 0	(cli)	(clii) 2	(cliii)	(cliv) 0 0
(clv) selamatan	(clvi)	(clvii)	(clviii	(clix) 7	(clx)	(clxi) 0 0
(clxii) ungsi	(clxiii	(clxiv	(clxv)	(clxvi) 0	(clxvii	(clxvii 0 0
(clxix) eperluan Sosial	(clxx)	(clxxi	(clxxi	(clxxii 9	(clxxi 3	(clxxv 0 0

(clxxvi) siko logi	(clxx	(clxx	(clxxi	(clxxx 7	(clxxx	(clxxxi 0 0
(clxxxiii stet ika	(clxx	(clxx	(clxx	(clxxx 5	(clxxx 4	(clxxxi 0 0
(cxc) esel esa an	(cxci)	(cxcii	(cxcii	(cxciv 4	(cxcv) 6	(cxcvi) 0 0
(cxcvii) erg era kan Akt iviti	(cxcv	(cxcix	(cc) 3	(cci) 7	(ccii)	(cciii) 0 0

Jadual 3 pula menunjukkan pandangan responden di AIMST tentang aspek-aspek yang mempengaruhi prestasi sebuah pusat kesihatan. Berbeza daripada hasil analisis di UTM dalam jadual sebelumnya, hanya dua kriteria yang kurang mempengaruhi perspektif mereka terhadap prestasi, iaitu psikologi dan juga pergerakan aktiviti. Manakala itu, sebahagian besar responden yang lain mengambil berat tentang tujuh kriteria pengukuran prestasi yang lain.

Dapatan dalam Jadual 2 dan 3 tersebut kemudiannya dianalisis menggunakan analisis skor purata *(mean score analysis)*. Analisis skor purata digunakan untuk mengukur sejauh mana kriteria-kriteria yang digunakan itu memberi impak kepada perspektif pengguna pusat kesihatan. Skor yang diperoleh ini boleh dikira melalui hasil analisis kekerapan yang dijalankan, dan kemudiannya disandarkan kepada nilai skor seperti berikut:

Jadual 4: Nilai skor yang disandarkan kepada jawapan responden

(cciv)	**Jawapan Responden**	**(ccv)**	**Skor**
(ccvi)	**Sangat Tidak Penting**	(ccvii)	1
(ccviii)	**Tidak Penting**	(ccix)	2
(ccx)	**Neutral**	(ccxi)	3
(ccxii)	**Penting**	(ccxiii)	4
(ccxiv)	**Sangat Penting**	(ccxv)	5

Jadual 4 menunjukkan nilai skor yang disandarkan kepada jawapan responden mengenai aspek-aspek yang mempengaruhi prestasi pusat kesihatan. Jumlah skor perlu diketahui terlebih dahulu sebelum skor puratanya dapat diketahui. Bagi tujuan tersebut, formula yang digunakan adalah:

Jumlah Skor = Σ (Skor x bilangan kekerapan skor)

$$\text{Skor Purata} = \frac{Jumlah\ Skor}{Jumlah\ Responden}$$

Setelah pengiraan dibuat, hasil jawapan disusun mengikut markah yang diperolehi secara menurun (Siti, 2011). Hasil analisis terhadap jawapan dalam borang soal selidik menggunakan formula di atas telah menghasilkan dapatan seperti di Jadual 5.

Jadual 5 : Hasil Analisis Skor Purata bagi Kesemua Kriteria

(ccxvi) Kriteria	(ccxvii) Skor			
	(ccxviii) UTM		(ccxix) AIMST	
(ccxx) Kesihatan	(ccxxi) 4.11		(ccxxii) 4.08	
(ccxxiii) Keselamatan	(ccxxiv) 3.96		(ccxxv) 4.01	
(ccxxvi) Fungsi	(ccxxvii) 3.93		(ccxxviii)	3.98
(ccxxix) Keperluan Sosial	(ccxxx) 4.03		(ccxxxi) 4.05	
(ccxxxii) Psikologi	(ccxxxiii)	4.08	(ccxxxiv)	3.97
(ccxxxv) Estetika	(ccxxxvi)	3.89	(ccxxxvii)	4.13
(ccxxxviii) Keselesaan	(ccxxxix)	4.22	(ccxl) 4.16	
(ccxli) Pergerakan Aktiviti	(ccxlii) 3.86		(ccxliii) 3.75	

Jadual 5 menunjukkan hasil analisis skor bagi kesemua kriteria di kedua-dua buah universiti, iaitu UTM dan AIMST. Bagi mendapatkan gambaran dengan lebih jelas mengenai hasil analisis skor purata, hasil analisis tersebit disusun mengikut turutan kriteria yang paling mempengaruhi, diikuti yang sedikit mempengaruhi dan seterusnya seperti yang ditunjukkan dalam Rajah 1:

Rajah 1: Kriteria Yang Mempengaruhi Tahap Perspektif Pengguna dalam POE

Berdasarkan Rajah 1, analisis skor tertinggi bagi kriteria yang mempengaruhi perspektif pengguna terhadap dalam mengukur prestasi pusat kesihatan ialah keselesaan. Aspek keselesaan mencatatkan markah paling tinggi bagi UTM dan AIMST. Oleh itu, aspek keselesaan yang terdiri daripada keselesaan pencahayaan, keselesaan bunyi, keselesaan haba dan juga ergonomik perlu dititikberatkan oleh pihak pengurusan kedua-dua universiti. Hal ini bertepatan dengan dapatan kajian literatur yang mengatakan bahawa kegagalan sesuatu bangunan untuk menyediakan bangunan yang selesa kepada pengguna akan menjejaskan kepuasan mereka sepanjang menggunakan bangunan tersebut (LiuYang, 2014).

Namun begitu, aspek kedua terpenting di kedua-dua universiti ini menunjukkan tahap kepentingan yang berbeza. Bagi UTM, responden lebih menitikberatkan aspek kesihatan, iaitu persekitaran pusat kesihatan yang sihat. Soal kesihatan adalah amat penting kerana di dalam organisasi kesihatan, masih terdapat doktor, jururawat, dan lain-lain staf kesihatan bekerja

dalam persekitaran yang terdedah kepada persekitaran yang tidak menyihatkan (Humphries et al., 2015).
Berbeza dengan AIMST, nilai estetika seperti hiasan dalaman dan kemasan yang menarik lebih mempengaruhi perspektif pengguna terhadap prestasi pusat kesihatan. Bagi sesebuah institusi kesihatan, nilai estetika begitu penting dalam mewujudkan persekitaran yang menyembuhkan. Hal ini bertepatan dengan kajian Timothy dan Halil, (2014) yang menyatakan bahawa pesakit yang berada dalam persekitaran yang ceria mampu untuk sembuh lebih cepat berbanding pesakit yang berada dalam persekitaran yang suram dan tidak ceria.

Rajah 1 juga menunjukkan persamaan kedudukan antara aspek keperluan sosial, keselamatan, dan fungsi. Hanya kedudukan aspek psikologi, estetika dan kesihatan mempunyai tahap perspektif yang berbeza di kedua-dua universiti mengikut keutamaan responden tentang kepentingannya dalam mempengaruhi prestasi pusat kesihatan.

Manakala, kriteria yang dianggap kurang penting ialah pergerakan aktiviti (akses antara ruang dalaman dan penunjuk arah), kerana markah responden di kedua-dua universiti berapa di tahap paling rendah. Walaupun pengguna tidak merasakan bahawa kriteria ini penting bagi mempengaruhi prestasi pusat kesihatan, namun kriteria dan parameter ini bukanlah sesuatu yang tidak kritikal dan boleh dipandang remeh. Ianya hanya kurang penting jika dibandingkan dengan kriteria-kriteria lain yang lebih dominan. Langkah pembaikan masih perlu dilakukan berdasarkan penilaian prestasi sebenar yang akan diterangkan selanjutnya.

Kajian mendapati, pengguna di kedua-dua universiti mementingkan aspek keselesaan sebagai penentu yang mempengaruhi prestasi pusat kesihatan. Kriteria yang berikutnya adalah berbeza mengikut universiti. Pengguna di UTM lebih mementingkan aspek kesihatan dan psikologi, manakala pengguna di AIMST mementingkan aspek estetika dan juga kesihatan. Justeru itu, pihak pengurusan di kedua-dua universiti ini boleh menjalankan langkah-langkah penambahbaikan yang diperlukan bagi meningkatkan lagi prestasi pusat kesihatan masing-masing dan digunapakai oleh pemberi perkhidmatan kesihatan yang lain.

Kesimpulan

Kajian ini memberi sumbangan kepada akademik dengan memberi satu garis rujukan bagi pengukuran prestasi fizikal bagi sesebuah pusat kesihatan. Hal ini kerana, kajian sedia ada lebih banyak menumpukan pada aspek prestasi servis dan perkhidmatan pusat kesihatan semata-mata. Hal ini kerana kajian ini lebih fokus kepada prestasi fizikal pusat kesihatan.Selain itu, kajian ini memberi penambahbaikan dengan menggariskan perbezaan yang wujud di pusat kesihatan universiti awam dan swasta. Dari sudut praktis lapangan, hasil kajian ini memberi satu gambaran kepada pihak pengurusan kedua-dua pusat kesihatan tentang elemen-elemen yang perlu diutamakan dalam merancang program penggantian dan penyelenggaraan, dalam mengoptimumkan peruntukkan bajet yang digariskan. Objektif kajian ini telah dicapai sepenuhnya.

Walau bagaimanapun, kajian ini hanya mengambilkira UTM sebagai sebuah universiti awam dan AIMST University sebagai sebuah universiti swasta. Kajian ini tidak melibatkan keseluruhan universiti awam dan universiti swasta yang lain. Responden kajian ini juga hanya melibatkan pengguna di pusat kesihatan UTM dan pusat kesihatan AIMST University sahaja. Kajian ini tidak melibatkan pandangan atau pendapat pakar yang terlibat dalam bidang ini.

Disebabkan kekangan masa dan kewangan, kajian ini hanya mengkaji tentang tahap perspektif pengguna semata-mata, dan tidak melibatkan langkah-langkah penambahbaikan yang diperlukan

Kajian ini mencadangkan kajian lanjutan dilakukan bagi mengkaji kriteria-kriteria lain yang mungkin wujud dalam Penilaian Pasca Menduduki bagi sebuah pusat kesihatan. Selain itu, satu kajian lanjutan juga boleh dilakukan menggunakan Investigative atau Diagnostic POE yang lebih mendalam dan terperinci. Kajian tersebut mungkin mampu mencadangkan langkah-langkah bagi mengatasi kekurangan yang digariskan dengan lebih tepat.

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