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CONDUCTIVITY MEASUREMENTS OF TRANSFORMER OIL CONTAINING WATER AND SOLID PARTICLES

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Abstract: *In this study, time dependence conductivity of mineral oil under various conditions is determined. Four oil samples are investigated: (1) in-serviced transformer oil (ITO), (2) fresh transformer oil (FTO), (3) fresh transformer oil with cellulose powder (FTOCel) and (4) fresh transformer oil with copper particles (FTOCop). Initially, the moisture content of oil samples is measured according to ASTM D1533. Then, conductivity measurement is carried out by applying a constant voltage of 1kV DC to the oil sample for 20 minutes. Simultaneously, the conduction current flow through the oil is recorded. These measured current then being used to determine the oil conductivity via calculation. The results show that the moisture content for the ITO sample (123.13ppm) is beyond allowable limit of 35ppm; in contrast with other samples (25.30ppm). It is indicated that the present of water content, cellulose powder and copper particles increased the conductivity of transformer oil.*

Keywords: *Conductivity; Mineral Oil; Transformer Oil; Cellulose Powder; Copper Particle*

Introduction

Due to economical reason compared to AC transmission, High Voltage Direct Current (HVDC) technology is being used for a long-distance and bulk power delivery [1][2]. There are two (2) basic converter technologies applied in HVDC transmission systems; (1) Line-Commutated, Current-Sourced Converter and (2) Self-Commutated, Voltage-Sourced Converter where both technologies used converter transformer for their HVDC station [1]. A converter transformer is considered to be a valuable asset in a HVDC station because its operation will impact all networks [3]. Similar to power transformer used in AC transmission system, a converter transformer normally used a combination of insulating oil and cellulose as its insulating materials. On the contrary, a converter transformer experiencing a DC stresses rather than AC stresses. Due to that, researchers study the DC field stresses by determine the conductivity of the insulating materials to ensure safe operation of a converter transformer [3]. The conductivity of insulating material is dependent on several parameters such as time, temperature and electrical field strength [4]. Previously, in [2], a time behavior of electrical conductivity measurement rig were developed and investigated. In [3], different amounts of cellulose particles are added into dried oil specimens before the time behavior of electrical conductivity is measured. There was also a study regarding the dependency of water content of the pressboard samples to conductivity measurements as in [5]. In [6], the influence of

electrode material (*i.e.* copper, aluminum and stainless steel) on conductivity measurements were done. The influence of acid content on new and aged vegetable oil's conductivity has also been studied as in [7]. The findings of these researches show that cellulose particles, moisture content, electrode material and acids influence the conductivity of insulating materials. In this contribution, the influence of copper particles in insulating oil towards oil conductivity is presented. The rest of this paper is organized as follows. The methodology adopted in this study is described in the following section. The key findings of this study are then discussed with emphasis on the DC conductivity level of each oil samples, and lastly, the conclusions drawn based on the findings of this study are presented at the end of this paper. This paper provides insight on the effect of contamination (*i.e.* moisture, dissolved decay products, cellulose powder, and copper particles) in insulating oil on conductivity, which is greatly beneficial for researchers and practitioners in this field.

Research Method

The methodology adopted in this study is summarized in the form of a flow chart, as shown in Figure 1. Four (4) different oil samples were prepared in this study: (1) in-serviced transformer oil (ITO), (2) fresh transformer oil (FTO), (3) fresh transformer oil with cellulose powder (FTOCel) and (4) fresh transformer oil with copper particles (FTOCop). The IMO sample is essentially oil that was taken from an in-serviced power transformer as shown in Figure 2. The transformer's rating is 500 kVA, 11kV/433V. Mineral oil in the transformer have undergoes ageing process for nearly 30 years because it never been filtered, replaced or reclaimed since manufactured in 1986. In contrast, the FTO oil sample was taken fresh from drum. The FTOCel oil sample is FMO mixed with cellulose powder while FTOCop oil sample is FTO mixed with copper particles. In the mixing process, 5 g of contaminants (*i.e.* cellulose powder, copper particles) was added into 250ml of oil sample (*i.e.* FMO), and stirred well using a glass rod. Once the mixing process was complete, oil sample was poured into an amber glass bottle, blanketed with nitrogen, sealed tightly and labelled accordingly as other oil samples. Nitrogen blanketing was carried out to prevent oxygen from being trapped inside the amber glass bottle. The moisture content was measured for all oil samples in accordance with the ASTM D1533 standard test method. The moisture content was determined for each oil sample using a coulometer based on the Karl Fischer titration method, as shown in Figure 3. Unlike other instruments, this instrument is capable of tracing low levels of free, emulsified and dissolved water accurately. The Karl Fischer titration method is based on the oxidation of sulphur dioxide by iodine in methanolic hydroxide solution. The titration can be carried out volumetrically or coulometrically. The flow chart for electrical conductivity measurement is as shown in Figure 4. It consists of DC power supply, HVDC amplifier, a test cell within a faraday cage, a picoammeter, RS-232 cable and a computer for recording the data of conduction current. The measured data for all oil samples are time dependent.

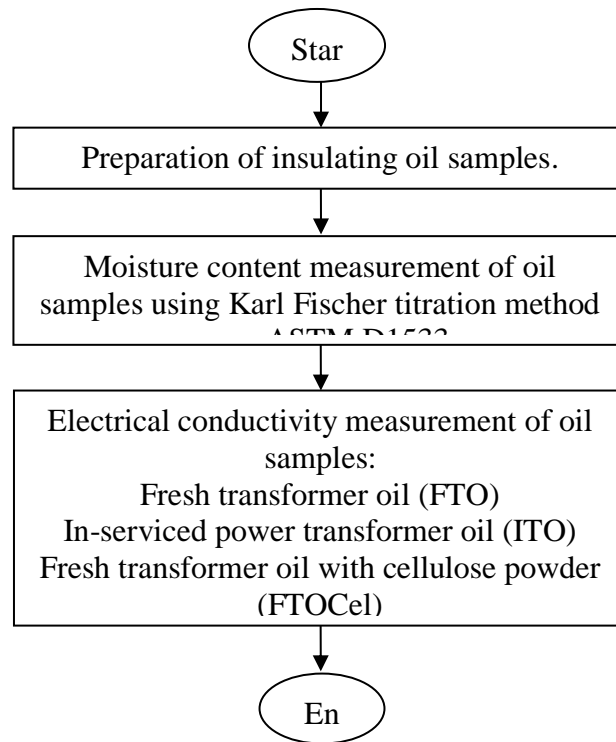


Figure 1. Flow Chart of The Methodology Adopted in This Study



Figure 2. An In-Serviced Power Transformer



Figure 3. Coulometer Used for Moisture Content Measurements

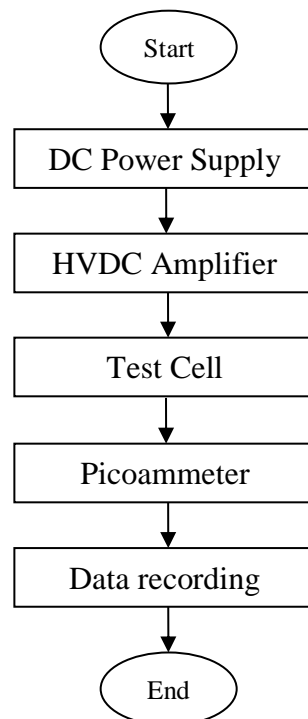


Figure 4. Flow Chart of The Electrical Conductivity Measurement Adopted in This Study

Research Method

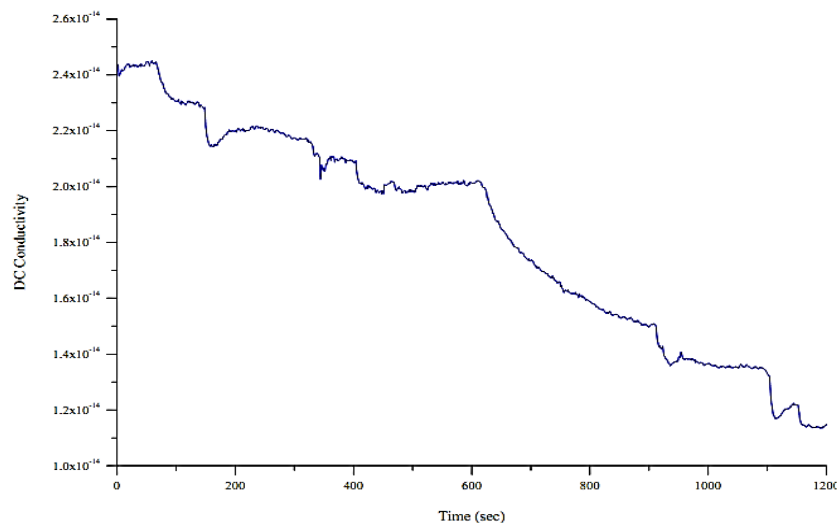
The results obtained from the tests are presented and discussed in this section. This discussion is centered on the moisture content and electrical conductivity of FMO, IMO, FMOCel and FMOCop samples.

Moisture Content

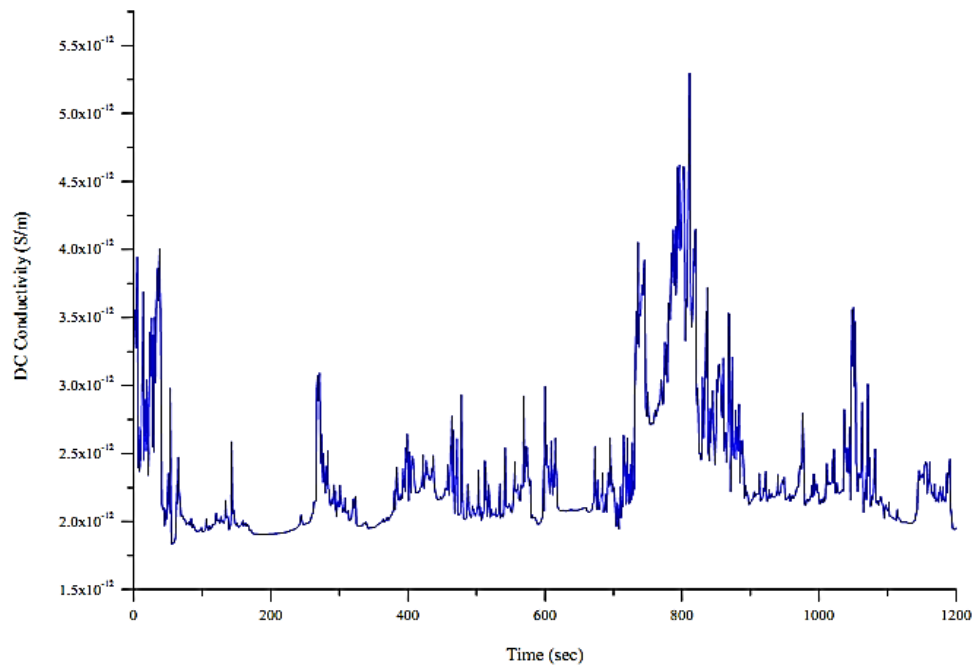
The previous investigation on mineral oil shows that small variation of the moisture content at low humidity level (up to 20% relative humidity and at $T = 30^{\circ}\text{C}$) affects the conductivity measurement insignificantly but an increasing conductivity is observed at higher water contents [13]. The investigation shows that a variation of the moisture up to 0.8% has no observable influences on the conductivity of impregnated pressboards. It is also worthwhile to mention that an exponential increase of the electrical conductivity with moisture is observed for moisture level of higher than 0.8%. [28].

Electrical Conductivity

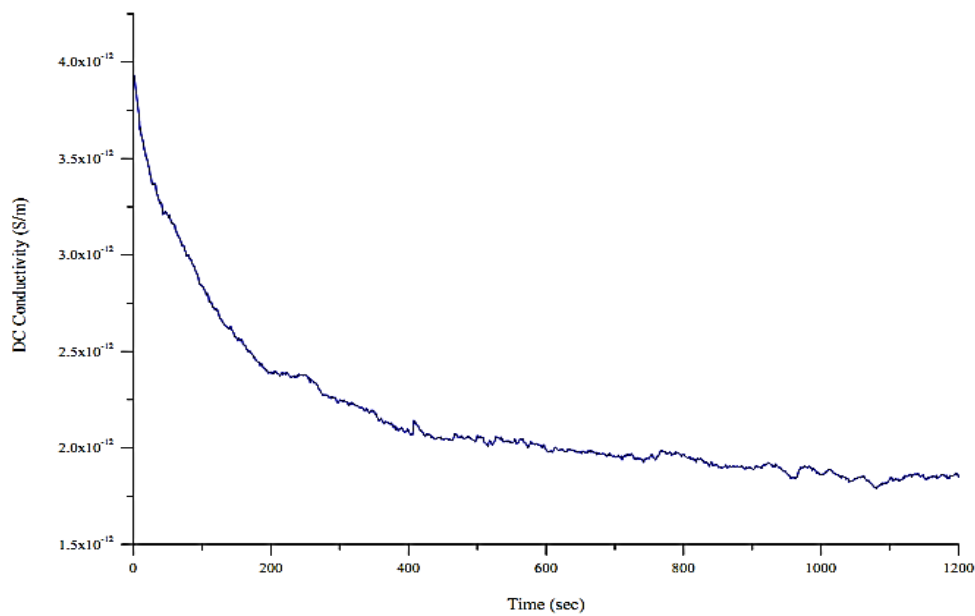
Electrical conductivity is fundamental physicochemical properties of liquids. In solutions, conductivity is a measure of the concentration and mobility of the solute [23]. Conductivity of oil and solid insulation is not constant parameter and depends on various parameter and test condition. The electric field strength electrical field dependent conductivity was study in this project. The developed measuring conductivity system in this study is using NI LabVIEW to make the method measuring conductivity become more efficient. In this study, the DC power supply function as power supply to give direct current to the oil sample. The experiment is required 1KV DC as the supply to the samples. Because of DC power supply cannot give high voltages direct current, there need HVDC amplifier to amplify the value to reach 1kV DC. Test cell in this experiment used as the equipment to put the test sample and where the measurement is taking. With the constant voltage applied in this measurement technique. The current will decrease and increase the sensitivity of the measurement against disturbances. Even the smallest parasitic currents are enough to falsify the measurement significantly [14]. Therefore, the test cell must place inside faraday cage to reduce the effect of possible noise on measurements of the conduction current. A Faraday cage is an enclosure formed by a mesh of conductive material. The function of faraday cage is to block electric fields, cancel the field's effect on the cage's interior, used to protect people and equipment against electric currents, electric fields and electrostatic discharges, since the enclosing cage conducts current around the outside of the enclosed space and none passes through the interior [24]. RS-232 cable functions as communication cable for sending and receiving data between computer and picoammeter.



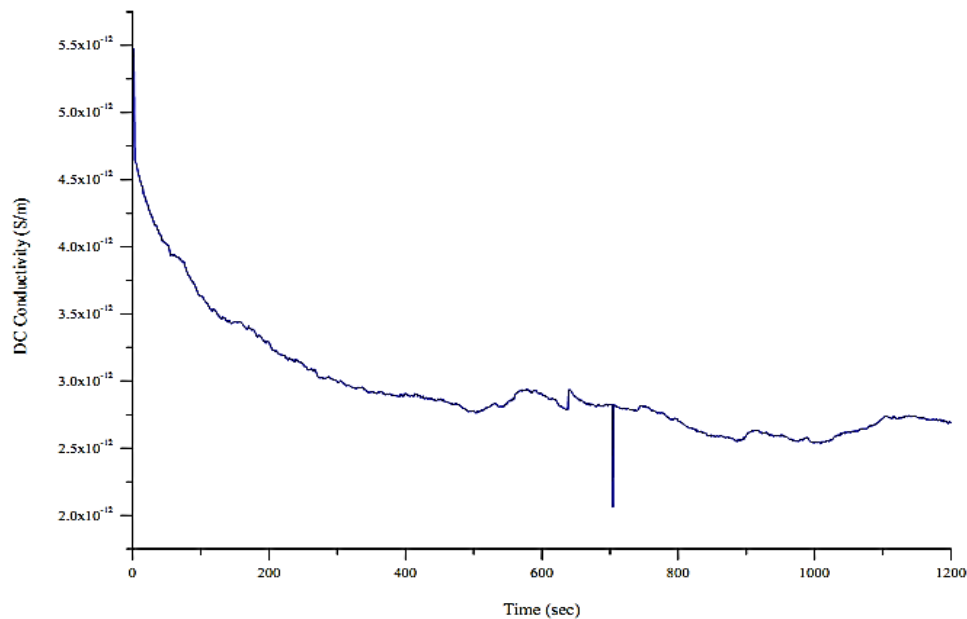
(a) FMO



(b) IMO



(c) FMOCel



(d) FMOCop

One of the parameters which have an influence on the electrical conductivity is moisture content of the insulation material. Water appears in transformer as an unwanted substance which affects transformer life and decreasing the dielectric strength of insulation. The previous researcher shows that small variation of the moisture content at low humidity level (up to 20% relative humidity and at $T=30^{\circ}\text{C}$) affects the conductivity measurement insignificantly but an increasing conductivity is observed at higher water content [25]. Other parameters that will affect the electrical conductivity are acid number in the insulation. As discussed in [26] the electrical conductivity is increase with acid number in the insulation. In the new pure oil, already has defined acid content which is higher than the water content of mineral oil. Therefore, the effect of acid content and impurities on conductivity is more dominant compare to water influence on conductivity [13]. The statement in [13] is supported with this study result. The conductivity graph shows that with higher water content and higher total acid number will give higher value in electrical conductivity.

Conclusion

Fundamentally, transformer is the most important equipment for a system network field. This is because the main purpose of transformer is to ensure the continuity of power supply besides to transmit the electrical power from one voltage level to another. To keep it remain operational, the transformer depends on an insulating fluid or well known as transformer oil. This insulating fluid also can be classified into other categories such as natural ester and synthetic ester and is not just focusing towards mineral oil. On the other words, transformer oil is the main component for a transformer because it will insulate electrically and also dissipate the heat generated by the windings. Moreover, when selecting transformer oil, some criteria need to be considered seriously, for instance, breakdown voltage, flash point, fire point and viscosity. Even though mineral oil has conquered the transformer oil for more than a century, this type of oil has its own disadvantages in terms of performance compared to ester. However, ester or as known as vegetable oil also has

disadvantages such as poor oxidative stability and high cost. Other than that, there is still a problem in predicting the performance of transformer oil in real life compared to the theoretical properties due to many constraints occurred such as the external factor (air, moisture and unsteady voltage).

Acknowledgements

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THE MODERATING EFFECT OF JIT ON THE RELATIONSHIP BETWEEN SCOR MODEL ON SUPPLY CHAIN PERFORMANCE IN MALAYSIA MANUFACTURING INDUSTRY

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Abstract: *The SCOR Model is one of the most applied reference models to support the description of supply chains and understanding the relationship between supply chain operation reference and supply chain performance. The Supply Chain Operations Reference (SCOR) model owes a standard thought to perceive an activity of the Supply Chain Council that provides a framework for characterizing supply chain management practices and processes with the result in best class performance. This thesis investigates potentials for future extensions of the model. The survey from been distributed to 1,100 companies in Malaysia manufacturing industry for extension potentials population. By an exhaustive analysis of 265 samples were returns to be evaluated for this study. This exploratory study investigates the relationship between supply chain operation reference (SCOR) Model effect by moderating of Just-In-Time (JIT) and supply chain performance based on the five decision areas provided in SCOR Model Version 10.0 (PLAN, SOURCE, MAKE, DELIVER, RETURN) and five key supply chain performance derived from supply chain business management experts. The questionnaire tool by Supply Chain Council is used to analyse requirements on modelling tools to support the application of a respective extended SCOR Model. A concept of a tool support which accomplishes most of the requirements is described and realised as a prototype which is introduced in this thesis. The results show that planning processes are important in all SCOR supply chain planning decision areas. Collaboration was found to be most important in the Plan, Source and Make planning decision areas, while teaming was most important in supporting the Plan and Source planning decision areas. Process measures, process credibility and process integration were found to be most critical in supporting the deliver planning on the decision area. Using these results, the study discusses the implications of the findings and suggests several a venue for future research.*

Keywords: *Supply Chain Operation Reference (SCOR) Model, Just-In-Time, Supply Chain Performance*

Introduction

Supply chain management and performance in the manufacturing industry have attracted a lot of affecting factors amongst researchers. The manufacturing industry is imperative in the present business to develop as a country towards altered products and services and cost ingenious creations through the commercial center is turning into a more incorporated commercial center. It is identified with more advancement wealth, competitiveness and economic growth (Thurik and Wennekers, 2004). Thus, identified globalization and demanding worldwide will compete with the technology advancement. It creates an altogether new business condition for rivalry and in addition

giving the chances to succeed (Jorge and Alvarado, 2012). Therefore, numerous organizations turn out to be more clients arranged regarding decreasing reaction time to client asks for and enhancing quality as procedures to trail upper hand in Malaysia Manufacturing companies (R Tasmin, 2013).

In terms of industrial activities in the country, organizations concentrated on center skills and endeavors to achieve upper hand by viably overseeing buying exercises with suppliers towards manufacturing operation into performance measurement to improve business performance (Piszcalski, 2002). Therefore, a significant competitive advantage in manufacturing industries is needed to enhance the effectiveness of the product and supply chain process towards better performance (Arawati A. and Za'faran H., 2011). Thus, supply chain process models and SCOR Model performance measurement has been perceived as one of the central points in process assessment and change of manufacturing industries (Patrik Jonsson and Magnus, 1999; Georgise, 2011; Lucato, 2017).

This study concerning towards the relationship between supply chain performance accomplishments on Supply Chain Operation Reference (SCOR) Model in Malaysian manufacturing company. Furthermore, in identifying the key factors in making them perform in supply chain management. This study explores the business world which changes the supply chain and highlights the SCOR Model performance that gives an overview of the latest trends taking place in the supply chain process of the companies. Additionally, Chairul *et al.*, (2016) categorized the SCOR Model as a reliable and flexible system that should be aided by the management of a basic leadership process which might prove company's performance.

Specifically, the (Bauhof *et al.*, 2004) expressed the key parts of the SCOR Model of the processes involved in the performance measurement which focuses on the five supply chain processes. This is on the planning, sourcing, production making, delivery and product return process. As indicated in the supply chain council (SCC, 2010), an effective process practices set has been implemented in supply chain management performance. Then again, the idea of the supply chain management performance enhances organization which develops competence and effectiveness through an innovative process system (Gunasegaram *et al.*, 2004).

This study is investigating the performance level of organization of manufacturing company in Malaysia industry by using the moderating impact of Just-In-Time (JIT) on the connection between the SCOR Model. Determination of significant worth included products and services will be measured based on the analysis towards the SCOR Model performance moderated by the JIT into several stages of the Plan, Source, Make, Deliver and Return. Supply Chain Operation Reference (SCOR) Model related in activity of provider which is suppliers, makers is manufacturers, wholesalers and clients for enhancing and incorporating the proceeding with the performance into the manufacturing companies as a whole in a sorted out and high-performing plan of action (Chopra and Meindl, 2010). Tan K.C (2012) pointed out that "practical business with the common goal of resourcefully and successfully management is leading the successful cooperation in supply chain management". In this way, coordination of the SCOR Model is required to decide and build up the output from the stock into finished products (Fitra and Kamariah, 2014). Therefore, it is also believed that the key to achieving the objectives of using the SCOR Model. Due to, minimize the waste and more an incentive to the client to enhance the interior procedures of organizations be aligned. In addition, implementing the Just-In-Time (JIT) to cut expenses and solve of the issues in the supply chain organization (Burgessetal, 2006; Cigolinietal, 2004).

Literature Review

This study is investigating the performance level of organization of manufacturing company in Malaysia industry by using the moderating impact of Just-In-Time (JIT) on the connection between the SCOR Model. Determination of significant worth included products and services will be measured based on the analysis towards the SCOR Model performance moderated by the JIT into several stages of the Plan, Source, Make, Deliver and Return. Supply Chain Operation Reference (SCOR) Model related in activity of provider which is suppliers, makers is manufacturers, wholesalers and clients for enhancing and incorporating the proceeding with the performance into the manufacturing companies as a whole in a sorted out and high-performing plan of action (Chopra and Meindl, 2010). Tan K.C (2012) pointed out that “practical business with the common goal of resourcefully and successfully management is leading the successful cooperation in supply chain management”. In this way, coordination of the SCOR Model is required to decide and build up the output from the stock into finished products (Fitra and Kamariah, 2014). Therefore, it is also believed that the key to achieving the objectives of using the SCOR Model. Due to, minimize the waste and more an incentive to the client to enhance the interior procedures of organizations be aligned. In addition, implementing the Just-In-Time (JIT) to cut expenses and solve of the issues in the supply chain organization (Burgessetal, 2006; Cigolinietal, 2004).

The manufacturing sector is important and the emergence of the manufacturing industry of the economy is generally acknowledged (Sampath, 2014). Hence, it has made colossal business openings and is the motor of financial development globally. (Govende *et al.*, 2015) defined leveraging on the usage of information technology and communication has revolutionized operations and across businesses. Therefore, the manufacturing industries need to strategize, differentiate and compete in the global marketplace, the integration of new horizons in sustaining and growing businesses to remain competitive. Moreover, in the recent global financial crisis, the manufacturing industry remains the strongest among all areas (Tan, 2017). In the meantime, many manufacturing industries have kept up their force as well as actually, increment their ability and capacity. For instance, Emerson (2011) have commented towards SCOR Model in manufacturing industry in a more grounded nearness, connecting straightforwardly to entrepreneurs, and giving inventive arrangements that suit the current financial atmosphere for a long-lasting business relationship that will pay it over.

In addition, the Department of Statistics Malaysia found a total of 1,028,301 employees are engaged in Malaysian manufacturing industry sector (Jaideep, 2018). They concluded that researchers have endeavored to locate the following huge thing that will give the Malaysian assembling industry the edge in the market by acquainting thoughts with enhance the item through creative and another, propelled process. Jaidee (2018) have suggested that studies should involve exploring a new concept for products for making improvements. These studies can be considered as early discussion for an improved performance in Malaysian manufacturing industry.

Daghfous (2017) acknowledges that supply chains, known as support pull philosophy. In addition, items are pulled through the framework based on clients' necessities. In any case, Robin (2013) characterized that supply chain with the succession ventures on will create an output, beginning with the handling of crude materials, ceaselessly with the generation of maybe a progression of middle of the road sources of info, and closures with final assembly and distribution. According to

(Govindan et al., 2017) which mentions about supply chain uncertainty refers to basic decision-making circumstances in which the chief needs compelling control activities or can't precisely anticipate the effect of conceivable control activities on framework conduct in light of an absence of comprehension. In addition, the present condition state and a predictable model which presented supply chain performance indicator and variable (Badawy, 2016).

Furthermore, Marchi (2017) has defined that the supply chain is a structure of the organization, people, equipment, performance, in the process of moving an item or office from supplier to client. Cloerec (2017) has refined supply chain exercises change ordinary resources, crude materials and apparatus into a total item that is delivery to the end client. Furthermore, supply chain frameworks utilize items that perhaps will re-emerge the supply chain anytime where the exceptional esteem is recyclable. In addition, supply chains are continuously being viewed as an included element, and closer dealings between the associations directly through the tie to upper hand, diminish expenses and help to manage a reliable client bolster (Pasanen, 2015). Particularly, in a push philosophy of value chain products, they are pushed through the material flow with regard to the optimum level of supply (Omarah, 2007). Subsequently, makers take an interest with each other just amid their supply chains, and no measure of improvement at the maker's end can compensate for the inadequacy in supply chain which decreases the maker's capacity to contend (Jose M., 2010).

Pasanen (2015) called supply chain management as the incorporated arranging, coordination, and control of all calculated business process and exercises in the supply chain. Those are, to deliver a great value to buyer at less cost than the supply chain all in all while fulfilling the prerequisites of different partners in the supply chain network. As pointed out by Gunasekaran (2015), the envelopment and mix of individuals and mechanical resources are basic to fruitful supply chain incorporation. Among other factors suggested by Pasenan (2015) which defines the process goals of supply chain management components that typically provide information for the supply chain networks. Moreover, it refers to the objective progress of goods from your suppliers' suppliers to your company to eventually your customers' customer. The processes refer to SCOR Model processes which are the plan, source, make, deliver, return and enable (Delipinar, 2016). Moreover, factors measured in setting process goals comprise of transactional efficiency for sale deal orders, buy orders, work requests, and return approvals, substitution requests, and estimates (Oksanen, 2015).

The SCOR Model has been tenderly greeted by industry since it was introduced (Vijay, 2005). This process reference model is considered to make a possible statement among supply chain members (SCC, 2010). Daghfous (2017) has given general words to correspondence and it is utilized to clarify measure and gauge the supply chain course of action. SCOR model display joins the idea of the business procedure re-building, benchmarking and best practices. Moreover, the SCOR model demonstrates is supplier and intended for the displaying and advancement supply chain of extending nations. SCOR model display incorporates all the execution of supplier, client, material streams and all market relations (Patil KS, 2015).

In their study, the SCOR model show comprises of five fundamental procedures, Plan (P), Sources (S), Make (M), Deliver (D) and Return (R). The SCOR model demonstrating advance begins with the speculation that any supply chain process can be spoken to as a course of action of the procedures Plan, Source, Make, Deliver and Return (Gary L.; 2011 and Delipinar; 2016). In expansion, XLi (2014) has additionally characterized the arrangement supplier adjusts to best take care of the demand and supply the sourcing, manufacturer and delivery needs. It contains three

levels of process. Level 1 is the best level that arrangements with process write. Additionally, it characterizes an extent of a supply chain. Level 2 is the development level which manages process classifications. Level 3 is the process segment level and is the most minimal conceivable level in the extent of the SCOR model display.

In supply chain studies, Uraikin *et al.*, (2017) defined JIT is a "draw" plan of development, where solid guidelines exhibit a flag for an item to be consumed and manufactured. Moreover, it can be well thought as a philosophy for the waste decrease and constant enhancement, a process which is in charge of and decrease inventory, a way to grow throughput, and a manufacturing development system (Lahti, 2016). In addition, in 1990s Leite (2015) received the organizations overall utilizing the term lean instead of JIT to feature the objective of such frameworks of delivering exactly what is vital when it is fundamental and in the required amounts 'only' – not pretty much. In addition, the term lean turned into a super-set and JIT as one of the systems to go lean.

Gunasekaran *et al.*, (2017) measured processes belonging to a supply chain is fundamental in improving performance into one tool for organization of the measurement. To meet the targets, the yield of the process encouraged by the supply chain must be estimated and contrasted and an arrangement of rule. As indicated by Harvard Business School Professor Michael Porter, any activity in a company's value chain that does not present genuine sensible change is a candidate for outsourcing to a partner that can offer a cost or centrality advantage. Hence, Sweeney (2012) characterized this investigation propensity to outsource more capacities. Besides, the supply chain expands well far from the interior elements of an affiliation. Then again, this presents open doors for aggressive change and business adaptability which additionally exhibits as a superior requirement for correspondence, in arrangement commitment, desire, and aggregate objectives between supply chain accomplices for the most ideal performance (Kocoglu, 2011).

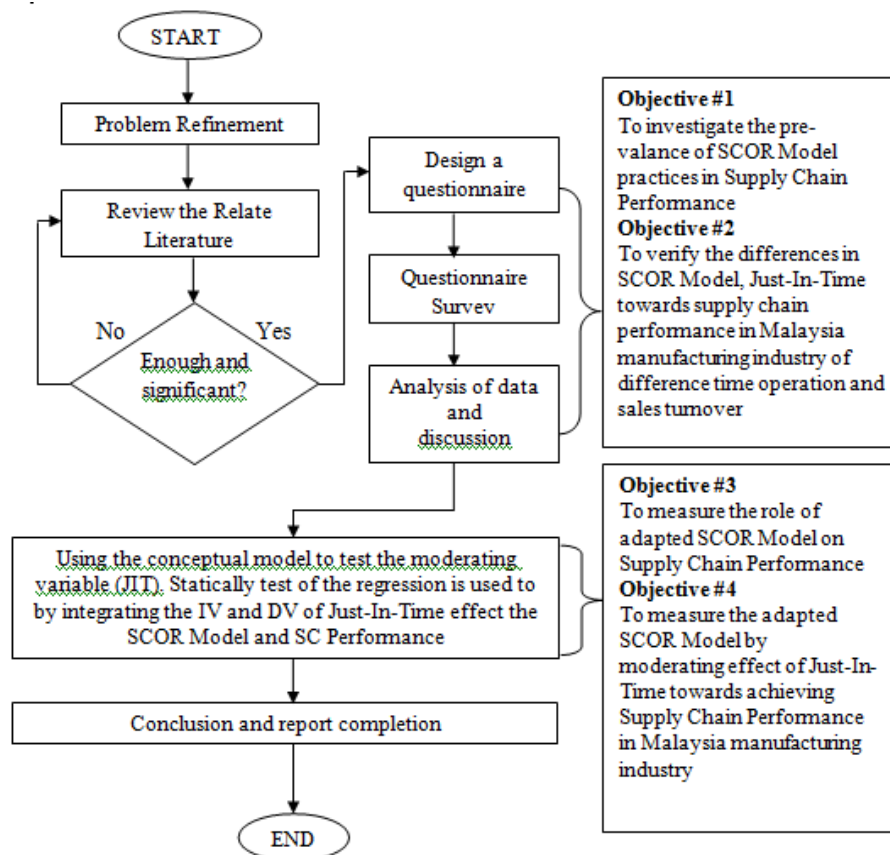
In addition, Han *et al.*, (2017) have presented the representative of the organization structure performance estimation display which has five phases. Beginning with business level for considering by and large after-deals monetary performance and it is then taken after with process level in which parts and obligations in regards to supply chain exercises after deals with management are being talked about. Next, the movement level of an interior and outer from the business performance is being considered as far as unwavering quality. Moreover, alternate levels are responsiveness to clients, lead time, waste and cost management and use of aggregate resources. At long last the fifth level that individual analysts came to creativity and advancement as far as innovative work, Human Resources use and data innovation is by presenting change administration as one of other use of SCOR show in supply chain performance (Chan; 2014, Pasanen *et al.*; 2015, Tarasewicz *et al.*; 2016).

A critical finding rose in this examination is a noteworthy association instrument, a performance measurement backing to enhance the performance in accordance with supply chain greatness (Nguyen, 2018). In this way, (Rezaee, 2018) pointed that despite the fact that supply chain is changed to a typical arrangement in manufacturing levels and a limitless number of papers are accessible on hypotheses and practices of supply chain association, chain performance estimation has not been paid idea respectfully. In any case, to this premise, a large portion of the creators assume that supply chain performance estimation isn't appropriately being focused and it is abused (Beamon, 1999; Holmberg, 2000; Gunasekaran *et al.*, 2001; Chan and Qi, 2003; Chan *et al.*, 2003; Gunasekaran *et al.*, 2004; Schmitz and Platts, 2004; Folan and Browne, 2005; Park *et al.*, 2005; Chelariu *et al.*, 2014).

Methodology

To achieve the destinations of this study undertaking, the correct approach must be connected keeping in mind the end goal to touch base at the exact, precise, solid and verifiable conclusion. Without the utilization of such an approach, the outcome picked up from the exploration probably won't be the correct conclusion and the examination can be considered futile. This study will also use different approaches to gather information and data. Every one of the methodologies has its own qualities and shortcomings relying upon what data are to be gathered. This method of data analysis is also explained covering the validity analysis, questionnaire reliability test, and the research hypothesis of the present research. In this task, three methodologies have been utilized as a part of request to gather required data by making a comparison, maintaining up-to-date and providing new data.

Prabir (2007) examines supply chain performance measurement developed in terms of efficiency with respect to practical parameter across five distinctive task spaces which are plan, source, make, delivery, and return. There are five essential key execution markers (KPI) distinguished in every activity space. Figure 3.1 captures the process flow of the present research.



Finding

Firstly, this study provides give a clear picture of the attributes of information investigations of the respondents. Furthermore, the study results shown from the data exploration in statistical analyses from the outcome variable, such as normality, linearity, and homoscedasticity. In addition, present

the validity and reliability of the data measurement from this research. Lastly, the results of one-way analysis of variance (ANOVA) are presented for the purpose of descriptive hypothesis testing. Therefore, the result can be able to compare the actual top-line into business process of efficiency.

Factor analysis forms a factor by placing the closely related individual items together. A factor is a kind of super-factor communicated by a gathering of factors having high between connections however low relationships with some other gathering (Burns and Burns, 2008). According to Williams *et al.* (2010), factor analysis serves three purposes: (i) it reduces the number of variables; (ii) it examines unidimensional of constructs and; (iii) it determines to construct validity of the questionnaire. In this study, factor analysis is used to determine the unidimensional and validity of the constructs, namely (i) SCOR Model, (ii) Just-In-Time and; (iii) supply chain performance.

Table 1: Factor Analysis for SCOR Model

SCOR Model	Factor Loading
Plan (P)	
Overall Plan Factor Loading	0.71
Source (S)	
Overall Source Factor Loading	0.67
Make (M)	
Overall Make Factor Loading	0.78
Delivery (D)	
Overall Delivery Factor Loading	0.84
Return (R)	
Overall Return Factor Loading	0.81

Table 2: Factor Analysis for JIT and Supply Chain Performance

Variable	Factor Loading
Moderating Variable	
Just-In-Time (JIT)	0.83
Dependent Variable (SCP)	
Supply Chain Performance	0.69

The reliability test or internal consistency test has been performed prior to the full-scale questionnaire distribution to ensure the items in questionnaire measure what they are supposed to measure. A reliability analysis was performed in this section. Cronbach's alpha (α) is considered the most popular indicator of internal consistency, the α -values of variables used in this study are shown in Table 4.9. The α -values of all variables were considered as preferable and reliable with $\alpha > 0.70$ (Pallant, 2011).

Variable	No. of Items	Cronbach's Alpha (α)
COMBINED (SCOR MODEL, JIT and SCP) *SCOR (Supply Chain Operation Reference) - Independent *JIT (Just-In-Time) - Moderating *SCP (Supply Chain Performance) - Dependent	265	0.913

Conclusion

As discovered from this study the majority of the organizations under study were young or early organization and consequently the related technical entrepreneurs' operation timeless and their operation time were also in an early stage in involvement in business. As revealed by the analysis based on the SCOR Model measure of organization performance, a large majority of the organization under study may be classified as into the inter-relationships of the performance attribute variables. Moreover, into develops efficient measurement model that can resolve supply chain performance complication by strengthening the model. This is an advantage for the supply chain management of the organization in the Malaysia manufacturing industry as it appears that they have already adopted entrepreneurial propensity in the management of their organizations. This study is required to make a substantial contribution to improving organizational performance in the Malaysia manufacturing industry in terms of offering one special type of management style, i.e. SCOR Model performance measurement approach in the management approach in the management of organizations. These supports the suggestion made by Delipinar (2016) the managers who want to make their organizations more effectively are well-advised to follow several of Delipinar's suggestions.

Potential supply chain management and great supply chain performance are essential for the present business achievement. Organizations need an adjusted budgetary in term of productivity that identified with supply chain performance to accomplish most advantages for the future accomplishment. To date, there has been no far-reaching study that has investigated the connection between the SCOR Model and supply chain performance. The target of this examination was to comprehend the directing impact of Just-In-Time on the connections between the SCOR Model on supply chain performance in Malaysia fabricating industry.

Thusly, this examination integrated surviving exploration in different SCOR Model and store network execution and proposes a far-reaching research system to investigate the part of SCOR Model and inventory network execution in the present production network administration. The consequence of this study shows as analytical reveal that the effect of Just-In-Time towards SCOR Model on supply chain performance has a positive relationship in supply chain management. The viable SCOR Model finding has enhances all the four-parts supply chain performance (reliability, responsiveness, cost and asset management efficiency). Both effective SCOR Model and effective supply chain performance are necessary to achieve optimal business performance. This study

finding has important implications for the future researcher beneficial. For the following future research should test the aggregate model in supply chain setting that influence the business performance.

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STRESS AND ACADEMIC PERFORMANCE AMONG UNIVERSITY STUDENTS

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Abstract: A student can be stressed due to many factors such as problems with family, friends, financial, and study. Many studies proved that stress problem has negative impact on the academic performance. As a university student, academic performance is measured by the cumulative grade point average (CGPA). Stress problem among students should be faced in a positive manner. Hence this study focuses in determining (i) the stress level among students, (ii) the effect of being stressed, (iii) the relationship of stress and academic performance and (iv) their ways of handling stress. Population in the study is all students in UiTM Cawangan Melaka. 145 students were selected as sample using convenience sampling. Data was collected using online questionnaire. Descriptive, correlation and chi square test were used to analyse data. Findings show that generally, stress is not related to academic performance. Somehow, stress caused by problem with friends is related to academic performance for male students while stress caused by financial problem is related to academic performance for female students. Most of the students prefer having sleep, listening to music, and having food to handle stress.

Keywords: Stress, Academic Performance, CGPA

Introduction

A student can be stressed due to many factors such as problems with family, friends, financial, and study. Some students have problem with family relationship and bullying problem among friends. The others may have small allowance which leading students to have less choices in choosing daily food and prefer to have instant noodle rather than balanced food. Too many assignments and presentation also causing stress among students if time cannot be well managed.

Many studies proved that stress problem has negative impact on the academic performance. Hence being stressed is not good for a student. Somehow, stress is unavoidable and skill of handling stress is a need for every student.

This study is done to determine (i) the stress level among students, (ii) the effect of being stressed, (iii) the relationship of stress and academic performance and (iv) their ways of handling stress. As a university student, academic performance is measured by the cumulative grade point average (CGPA). Job hunting will be easier with a good CGPA and positive personality. Both criteria can

be achieved with a good skill in handling stress. Stress problem among students should be faced in a positive manner.

Literature Review

Stress has a different meaning for different people under different conditions. Stress is the body's nonspecific response mechanism towards demands or strains made on itself or the environment (Selye H., 1974). In the Webster new world dictionary, stress can be defined as “a condition typically characterized by symptoms of mental and physical tension or strain, as depression or hypertension, that can result from a reaction to a situation in which a person feels threatened, pressured, etc.” Stress may occur when one cannot meet the expectation.

Many studies have been done to reveal the relationship between stress and academic performance. Elias H., Ping W.S. & Abdullah M.C. (2011) found a significant relationship between stress and academic performance in both genders while Rafidah et. al. (2009) found a relatively weak negative correlation between perceived stress levels and overall grade point average among students in Malaysia.

Looking at the effect of stress among students, some studies proved negative effect of stress on academic performance (Stewart S.M. et. al., 1999; Bennett D., McCarty C. & Carter S., 2015). Somehow, Harlina H.S. et. al. (2014) denied the negative effect of stress towards their academic performance as UKM medical students are highly resourceful to manage their stress well.

Level of stress gives a significant impact on academic performance where Rafidah K. et. al. (2009) found that students of moderate degree stress performed to have satisfactory GPAs while experiencing higher levels of stress during the examination period was found to be associated with poorer average grades (Antonio C. et. al., 2016).

Common factors of being stressed among students are family problem, social or problem with friends, financial problem and study activities. Hence, interpersonal skills are needed for every students so that they can socialize and have a good relationship with the people around them (Yusoff M.S.B. & Ahmad Fuad A.R., 2010). Financial support also important for students as several studies reported that students feel that financial stress has negatively affected their academic performance. (Ross et al., 2006; Perez-Pena R., 2012; Trombitas K., 2012). It is proven by Bennett D., McCarty C. & Carter S. (2015) who reported that financially stressed students were more likely to received significantly lower grades in principles of economics courses.

Since there are positive and negative effect of stress on academic performance, it is always preferable to see the positive side of it. Students may achieve good performance in academic if they can manage their stress well. Students should exposed to various personal and professional developmental activities so that they able to face everyday challenges and manage stress well and thereby achieve better academic performance.

Methodology

This study involved accounting students in UiTM Cawangan Melaka. 145 sample was selected in the survey using cluster sampling. Online questionnaire is used to collect data from respondent. Data was analysed using SPSS.

Variables of interest are students' gender, CGPA, stress level, effect of stress and ways of handling stress by students.

CGpa Data Was Collected in Four Categories (Table 1).

Table 1: CGPA Category

CGPA score	CGPA category
2.00 < 2.50	3 rd Class
2.50 < 3.00	2 nd Class Lower
3.00 < 3.50	2 nd Class Upper
3.50 & above	1 st Class

Stress level data collected from 4 different questions based on the factors (family, friends, financial and study). Four scales are used in measuring stress level which are no stress at all, sometimes, often and all the time.

Descriptive and chi square test were used in the analysis part. Chi Square test is used to determine the significant relationship between stress and academic performance.

Findings

Demographic of respondents are shown in Table 2. 79.3 percent of them are female students. More than 2/3 of the respondents score more than 3.00 in CGPA. Only 4.8 percent or seven (7) students score less than 2.50 in CGPA. As the 3rd class only encounter for seven (7) students, university can focus on these students to ensure better performance in coming semesters.

Table 2: Demographic of Respondents

		Frequency	Percentage
Gender	Male	30	20.7%
	Female	115	79.3%
CGPA	1 st Class	58	40.0%
	2 nd Class Upper	55	37.9%
	2 nd Class Lower	25	17.2%
	3 rd Class	7	4.8%

The 1st objective of the study is determining the stress level among students. Stress level is shown in four (4) categories which are stress caused by family, friends, financial and study. Referring to Figure 1, findings show that only 6.9 percent of the respondents are stressed caused by their family. 19.3 percent of students stressed all the time with friends while 22.1 percent of students stressed all the time with their financial problem. Lastly, 35.2 percent of the students stressed at all time with the study activities. This may cause by the assignment, projects, assessments and presentations

need to completed during the semester. Average stress level among students according to the factors are 1.69, 2.30, 2.43 and 2.83 respectively.

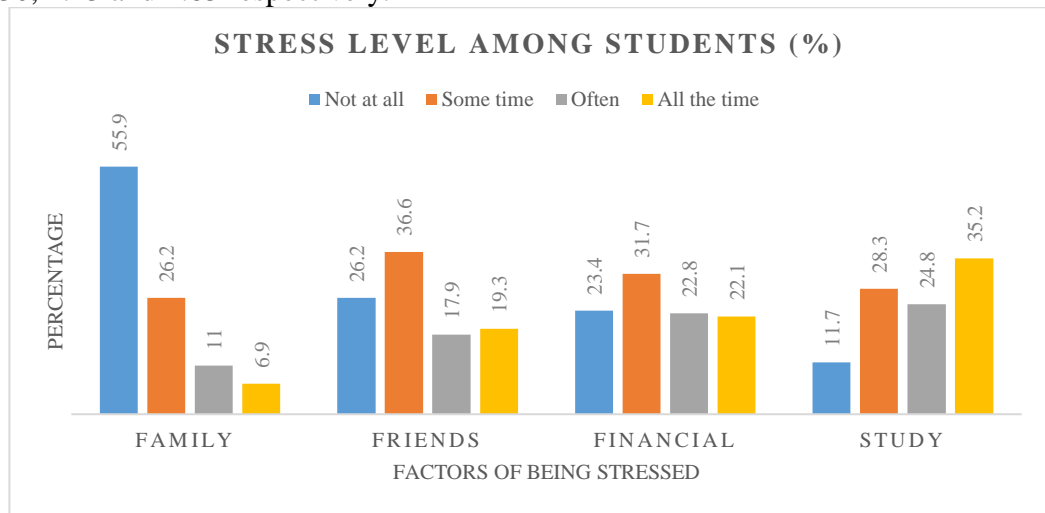


Figure 1: Stress Level among Students Based on the Factors Causing Stress

Determining the effect of being stressed among students is the 2nd focus in the study. Major effect of being stressed among students are mood swings, followed by depression, over eating and anxiety (Figure 2). Depression is a serious problem which may lead to suicide in some cases. Positive environment is important in supporting students with stress problem.

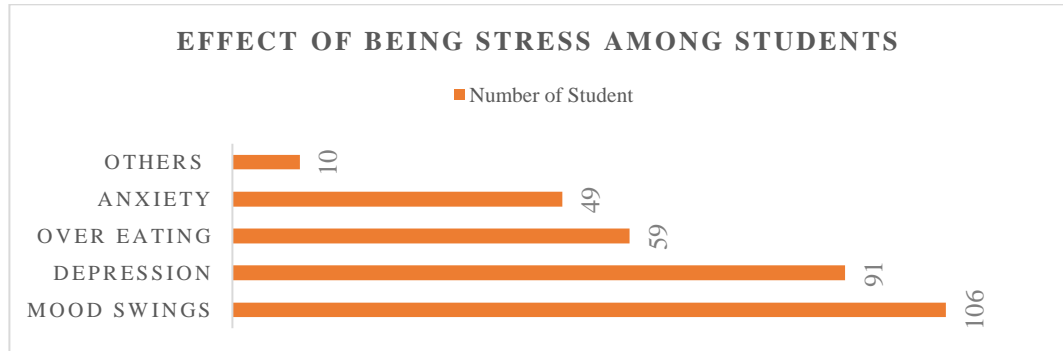


Figure 2: Effect of Being Stress among Students

Stress may affect academic performance among students. 3rd objective in the study is to determine the relationship of stress and academic performance among students. Chi square test shows that stress caused by family, friends, financial and study is not related to academic performance (Table 3).

Table 3: Chi Square Result

Academic Performance	Stress caused by	Gender	Pearson Chi Square	
			Value	Asymp. Sig (2-sided)
CGPA	Family		6.234	0.716
		Male	6.059	0.417

	Female	4.381	0.885
Friends		13.809	0.129
	Male	16.234	0.013**
Financial	Female	7.178	0.619
		13.681	0.134
	Male	7.490	0.278
Study	Female	15.149	0.087*
		9.858	0.362
	Male	6.841	0.336
	Female	7.182	0.618

**Significant at 5% significance level

*Significant at 10% significance level

Further analysis is done to determine whether there is a relationship between stress and academic performance among male and female students. Results show that stress caused by friends is related to academic performance for male students. Table 4 shows that six (6) male students who are stressed all the time caused by friends score in 2nd class lower. Suitable supportive activity should be done to support these six (6) male students so that their problem with friends can be solved and score better CGPA in coming semester.

Table 4: Cross Tabulation of Stress Caused by Friends and CGPA among Male Students

Stress Caused by Friends	1st Class	2nd Class Upper	2nd Class Lower	Total
Not at all	3	1	1	5
Some time	2	6	0	8
Often	3	4	0	7
All the time	3	1	6	10
Total	11	12	7	30

Another significant result is that stress caused by financial related to academic performance for female students. Table 5 shows that 19 or 79 percent of female students who are stressed by their financial all the time scored more than 3.00 in CGPA. This is better than those female students who are often stressed caused by their financial problem as nine (9) over 24 of these students score less than 3.00 in CGPA. This finding show that student's mentality of students who are used with the stress problem due to financial problem all the time have strong encouragement in getting excellent performance.

Table 5: Cross Tabulation of Stress Caused By Financial And CGPA Among Female Students

Stress Caused by Financial	1st Class	2nd Class		3rd Class	Total
		Upper	Lower		
Not at all	10	15	2	1	28
Some time	16	15	6	2	39
Often	12	3	5	4	24
All the time	9	10	5	0	24
Total	47	43	18	7	115

Findings show that stress due to family and study are not related to academic performance. It shows that students are good in handling stress problem. Most of the students choose to sleep to release stress, followed by listen to music, go for eating, chatting with friends and do exercises. Only nine (9) of the students choose smoking to release stress.

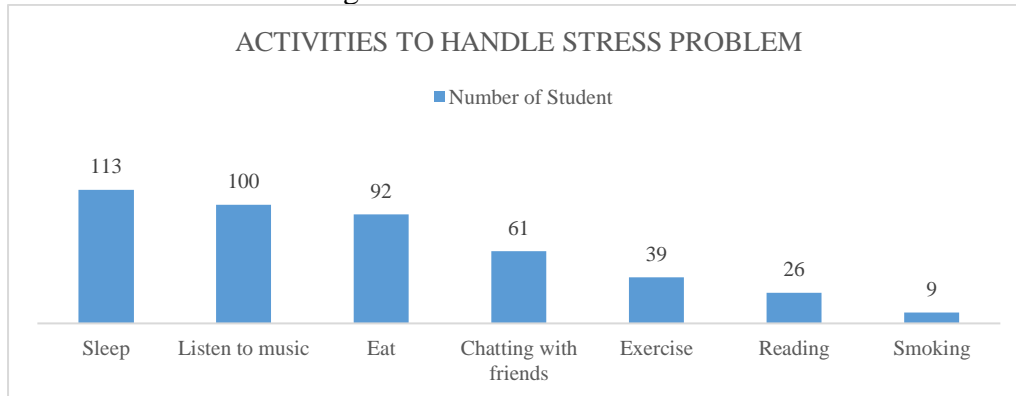


Figure 3: Activities to Handle Stress Problem by Students

Conclusion and Recommendation

There are 145 accounting students in UiTM Cawangan Melaka involved as respondents in this study including 30 male students and seven (7) female students in the 3rd class CGPA. There is no significant relationship between stress and academic performance among students in general. Somehow, looking deeply according to gender, stress caused by friends' problem among male students is related to academic performance while stress caused by financial among female students is related to academic performance.

Accounting students are good in handling stress as it does not relate to their academic performance in general. Effect of stress such as mood swings, depression and others are handled wisely with sleep, listen to music, go for eating and other positive activities. Only some cases students choose to smoke.

As a recommendation, this study suggests a consultancy session for students who are facing stress problem with friends and financial support system for the students with financial problem such as scholarship, waqaf and zakat.

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IS MIGRATION GOOD FOR TRADE ACROSS MENA REGION

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Abstract: *This study investigates empirically the impact of migrants on trade for Middle East and North Africa (MENA) region. The migrant effect is estimated using different trade segments including total trade, exports, and imports. The estimated gravity model is examined using data sample of eighteen countries from 1990 to 2015 at five-year intervals. The estimated model is tested using the Poisson Pseudo Maximum Likelihood estimator. Using such approach may successfully deal with issues of zero trade observations by forgoing the traditional ordinary Least Squares (OLS) estimator and the log-log model. Importantly, the main findings show that higher migrant levels lead to higher trade relations between MENA countries and migrant countries. Specifically, the higher migrant levels into the MENA region, the higher the flows of exports, imports, and total trade with migrant countries. This important result supports the fact that higher migrant levels in host MENA countries attract more trade with migrant countries.*

Keywords: Migrant Flows; Trade Direction; Poisson Pseudo Maximum Likelihood MENA.
JEL: R1; C50; J08; J6

Introduction

Given the current socio-economic instability that disturbs numerous countries around the world, many citizens tend to migrate out of necessity for a better quality of life. Migration is the voluntary movement from one's own country of origin to a foreign country for various reasons. In general, people migrate mostly for higher wages, improved quality of life, job opportunities, and to escape toxic environments due to war and/or conflict.

This paper aims to understand the effect of a change in migrant levels, on trade direction of the host countries. The MENA region was selected to be studied for various reasons. The most prominent of which is that Asia as a continent has the highest number of migrants as of 2015 ranging at 104 Million migrants with the fastest annual growth of migrants at 2.8 percent per year. As per recent migration reports (United Nations, 2015), almost 67 percent of all migrants live within twenty countries. Among those countries, nine countries are in Asia and the rest are scattered in Europe, Northern America, Africa and Oceania. Furthermore, when it comes to international migrants as a percentage of total population, the three top countries among the world are the United Arab Emirates with 88 percent of total population consisting of Migrants, Qatar at 75 Percent, and Kuwait at 74 percent. As the MENA region has such an influx of migrants with some of the highest population levels worldwide, especially considering the relative size of countries such as Saudi Arabia versus the United States. It is compelling to understand the implications of these international migrant numbers and their influence on the economy overall, and more specifically trade. Analyzing the growth and declining migrant population across MENA countries and the consequential effect on trade in addition to other variables influencing exports and imports, such as the exchange rate and distance between countries for the period from 1990 to 2015. Clarifying the effect migrants have on a trade levels, whether it is positive or negative through the Poisson Maximum Likelihood (PML) estimator. More specifically using the Poisson Pseudo Maximum

Likelihood (PPML) in lieu of other more common ones such as the Ordinary Least Squares (OLS), limits issues dealing with zero trade observation. Finally, the PPML estimator provides the same weight to all observations without emphasizing higher values over lower for more balanced and equally reflective regression results. Findings of PPML estimator show that Migrant Levels are highly significant and positively affecting Total trade, Exports, and Imports. As such an increase in the population of migrants within a host country will increase its international trade with its top migrating partners. The remainder of the paper is organized as the following; Section II presents a survey of the literature. Section III provides the theoretical framework as well as the methodology used. Section V explains the data description. Empirical results will be discussed in Section IV. Finally, the concluding remarks, policy recommendations and further research will be provided in Section VI.

Literature Review

The various readings and studies that focus on the effect immigration has on trade have rarely investigated the MENA region, specifically GCC countries such as the UAE which has the highest percentage of migrants as part of the total population.

Head and Ries (1998) research the effect immigration has on trade in Canada using trade data from 136 countries during the years 1980 until 1992. They suggest that immigrants may expand trade of the host country with their own countries of origin due to their familiarity, knowledge, and access to foreign markets. Immigration is found to create a significant positive relationship for Canadian bilateral trade, the results indicate that a 10% increase in immigrants led to a 1% increase in Canadian exports to the immigrant's home country and a 3% increase in imports. In 1992 immigrants generated an additional 3000 US dollars in exports and 8000 US dollars in imports. Immigration may increase imports more than exports possibly due to the preference to home country goods. Independent immigrants are found to have a larger influence on trade than refugees who have the least impact on trade. Canadian immigration policy has a strong influence on both exports and import levels. The results of the paper are consistent with the theory that immigration lowers transaction costs and generates gains from trade in return. Expanded trade is likely to increase the general welfare level through trade creation. Immigration does have negative effects, as it can increase trade deficits which may result in currency depreciation leading to a lower real income. Head and Ries (1998) make a point to note that trade effects are only one aspect of positive or negative effects of immigration.

Khan (2016) estimate that each Pakistani migrant contributes 422 US Dollars to Pakistan exports to the selected middle east trading partners as per the available data. The increase in exports is partially due to the reduction of transaction costs. This study confirms the theory that migrants assist in increasing international trade due to foreign relations. Karagoz (2016) examines the impact of migration on bilateral trade in an augmented panel gravity framework. Specifically, on the relationship between Turkish migrant stock in the 13 OECD countries and bilateral trade volume (imports and exports) for the years 2000-2012. The results show that migration has a significant impact on bilateral trade both in terms of imports and exports. Economic size and distance are found to have a positive and negative effect respectively on trade. Bahcekapili (2015) and Cetin (2015) study the impact of forced migration (Syrian Refugees) on regional economies in Turkey. Findings regarding foreign trade concluded that in cases where migration increased foreign trade balance improved.

Studies such as Çağatay (2014), Değirmen (2014), Genç (2014), Koska (2014), Lucke (2014), and Saygın (2014) analyze the impact of migration on international trade and product diversity. Mediterranean Partners and Eastern European Countries constitute the home, the EU 27 constitutes the host countries. Trade analysis on total and industry-level bilateral exports and imports find migration to have a significant impact on exports and imports in most cases. The effect of migration on trade is a relevant topic considering the current state of migration levels worldwide, thus the analysis of such can provide benefits, insight, and understanding to countries and their respective economies on how trade volumes fluctuate. If rising or falling migrant population levels have an impact on international trade and if so what is the extent of said impact. Some MENA countries have migrant levels where the citizen population levels are below the migrant population level. As such, it is interesting to research the effect of high migrant levels on smaller economies such as most countries in the MENA region. As opposed to the effect of the migrant population on larger and stronger economies such as the United States. Finally, Silva (2006) and Tenreyro's (2006) explain why the parameters of log-linearized models estimated by OLS lead to biased estimates and propose the Poisson pseudo-maximum-likelihood estimator to be used in the presence of heteroskedasticity as a substitute for the standard log linear model. Using the gravity equation for trade to illustrate their point, they find significant differences between estimates obtained with the proposed estimator and those obtained with the traditional method.

Methodology & Model Specification

This paper attempts to find whether the level of migrant workers affected is significant for the trade of most Middle Eastern and North African countries as well as what other variables explain the trade level for the past 25 years. The Poisson regression model is based off the Poisson distribution, named after the French mathematician Siméon Denis Poisson. It is a discrete probability distribution which consists of the probability of a given number of events occurring in a fixed interval of time and/or space. If these events occur with a known average rate, and independently of the time since the last event, then they are considered to follow the Poisson distribution. To confirm if a variable follows the distribution, it must consist of the number of times the event occurs in an interval take values such as 7, 8, 9, . . . the first event must have no effect of the probability of the second event, as in each event occurs independently of the previous and next. The variable must have a constant rate for which events occur, and the event may not occur in the exact same instant. Finally, the probability of this event must be a small interval proportional to the length of the same interval. The variables and data set used in this paper do not follow the Poisson distribution and most are not considered count data which goes against the Poisson regression methodology. However, as in the paper of Silva and Tenreyro (2006), the variables do not have to follow the distribution for the Poisson Pseudo Maximum Likelihood estimator to remain consistent; what must occur is that the conditional mean must be correctly specified: (1) $E(y_i|x) = \exp(x_i\beta)$

Where y_i does not have to be an integer for the estimator to remain consistent. Nevertheless, the below Poisson regression model can be explained following the Poisson distribution to understand the basic model before proceeding with the non-Poisson distributed trade data using the PPML estimator. The Poisson regression estimator is a generalized log-linear model that is able to deal with dependent variables that cannot be normally distributed and as no monotonic transformation such as logging the variables can move the mode from one end of the distribution to the middle as a normal distribution requires aims to explain a variable Y , counting the number of times an event occurs during a specific time period. For example Y_i (number of car accidents) for individual i during the past 7 years, Poisson explains Y_i with an explicative variable x_i where $1 \leq i \leq n$, if the

explicative variables were $\beta^t x_i$ then the conditional mean function of the Poisson regression model is, using an exponential function on the right side ensuring Y_i remains positive: (2) $E[Y_i|x_i] = \exp(\beta^t x_i)$.

To be able to use maximum likelihood (ML) estimator, finding the parameters of a model that maximize the likelihood of making the observations given said parameters, the distribution of Y_i must be specified given the explicative variable x_i following Poisson distribution with parameter λ_i to estimate the unknown parameter β : (3) $E[Y_i|x_i] = \lambda_i = \exp(\beta^t x_i)$.

We observe data $\{(x_i, y_i) | 1 \leq i \leq n\}$. The number y_i is a realization of the random variable Y_i . The total log-likelihood is, using independency, given by:

$$(4) \quad \text{Log}L(y_i, \dots, y_n | \beta, x_i, \dots, x_n) = \sum_{i=1}^n \log P(Y_i = y_i | \beta, x_i), \text{With,}$$

$$(5) \quad P(Y_i = y_i | \beta, x_i) = \frac{\exp(-\lambda_i) \lambda_i^{y_i}}{y_i!}$$

And $\lambda_i = \exp(\beta^t x_i)$. With $\text{Log}L(\beta)$ as shorthand notation for the total likelihood. Then:

$$(6) \quad \text{Log}L(\beta) = \sum_{i=1}^n \{-\exp(\beta^t x_i) + y_i(\beta^t x_i) - \log(y_i!)\}.$$

Then, ML estimator is defined as: (7) $\hat{\beta}_{ML} = \underset{\beta}{\text{argmax}} \text{Log}L(\beta)$

However, in some cases the data sets contain zero value observations which call for the use of the Zero Inflated Poisson Model (ZIP), a statistical model based on zero inflated probability distribution for data sets with frequent zero value observations. When there is excess zero count data in unit time there are two zero generating processes, the first is binary distribution which generates structural zeros, and the second is the Poisson distribution which includes counts that may be zero, for example lack of trade between two countries. Binary distribution with structural zeros is represented by: (8) $\Pr(y_j = 0) = \sigma + (1 - \sigma)e^{-\lambda}$

The Poisson distribution with zero count data is: (9) $\Pr(y_j = h_i) = (1 - \sigma) \frac{\lambda^{h_i} e^{-\lambda}}{h_i!}, h_i \geq 1$

Where y_j stands for non-negative integer values, λ_i is the expected Poisson count for the i th individual and finally σ is the probability of extra zeros. With mean and variance of:

$$(10) \quad (1 - \sigma)\lambda, \lambda(1 - \sigma)(1 + \lambda\sigma)$$

It is recommended to include the zero trade observations when dealing with international trade data to ensure results reflect actuality and maintain the integrity of observations.

Not logging the dependent variable and using a different estimator than OLS such as the Poisson pseudo-maximum likelihood (PPML) as recommended by Silva and Tenreyro (2006) due to its

well-behaved nature when dealing with dependent variables that have large collections of zero trade observations, the estimator is able to incorporate zero values into the regression, as well as regress the variables that do not follow the Poisson distribution. As opposed to the Ordinary Least squares estimator that requires traditional log linearization of both the dependent and independent variables, when taking the log of trade said zero trade observations are dropped which convolutes results as those observations are very common in international trade data.

Using PPML ensures sample data is not truncated (excluding countries due to zero trade observations) which may alter the true regression results, it ensures unrealistic solutions are not taken as they may alter data and outcomes to meet OLS assumptions. The Poisson Pseudo-Maximum-Likelihood estimator also ensures OLS biases such as biased estimates of true elasticities are avoided and is resilient to the presence of a specific type of measurement error of the dependent variable. PPML discrete distribution is as follows:

$$(11) \quad \Pr(X_{ij} = k | \hat{X}_{ij}) = \frac{e^{-\hat{x}_{ij}} (e^{\hat{x}_{ij}})^k}{k!}, k = 0, 1, 2, \dots$$

$$\text{Expected value and variance are the exports: } (12) \quad E[X_{ij}] = \hat{X}_{ij}; \text{Var}[X_{ij}] = \hat{X}_{ij}$$

$$\text{Log likelihood is : } (13) \quad \text{Log}L = \sum_{ij} \text{Log} \Pr(X_{ij} | \hat{X}_{ij}) = \sum_{ij} \{-X_{ij} + X_{ij} * \text{Log}\hat{X}_{ij} - \text{Log}X_{ij}!\}$$

In the other hand, the random effect model removes omitted variables bias by measuring change within a group across time, controlling for the number of potential omitted variables unique to the group and assumes normal distribution. It studies the variable variations assuming that they are random and uncorrelated. It also allows for inferences about the population from which the scope is drawn, if the effect size in each subject relative to the variance between subjects is large enough, the population can be presumed to exhibit said effect. To ensure the multi-dimensional model that we are using does not endure massive over specification we use the random effect analysis, this model of regression coefficients has been proven to be more statistically efficient than its counterpart the fixed effect. The model's specific effect is uncorrelated with independent variables and as the differences across the independent variables influences the dependent variable it is recommended to use the random effect model.

Guaranteeing a proper understanding of the explanatory independent variables we need to take the mean effect with equally distributed weights, and estimate coefficients for explanatory variables that are constant over time (Language or Distance). Therefore, the reduced form of the estimated model for the gravity equation is as follows:

$$(14) \quad T_{ij} = \beta_0 + \beta_1 \ln(MGNT_i) + \beta_2 \ln(GDPP_i) + \beta_3 \ln(GDPC_j) + \beta_4 \ln(XR_{ij}) \\ + \beta_5 \ln(D_{ij}) + \beta_6 \ln(LANG_{ij}) + \beta_6 \ln(BORD_{ij}) + \varepsilon_{ij}$$

Where, T_{ij} represents bilateral trade flows for countries i and j , $MGNT_i$ represents migrant levels for country i , $GDPP$ represents Gross Domestic Product for the partner country, $GDPC$ represents Gross Domestic Product for the home country. The exchange rate between countries i and j is represented by XR_{ij} , D is the distance between the two countries, $LANG_{ij}$ and $BORD_{ij}$ are dummy variables representing Language and Border respectively, and finally ε_{ij} is the error term. Migrant

levels ($MGNT$) is expected to have a positive or negative effect on bilateral trade flows (T_{ij}) between the partnering countries as there has been a sharp increase in the migrant population worldwide. Gross Domestic Product (GDP) might likely affect the trade flows between countries as a larger GDP might indicate an increase in total trade and perhaps exports, indicating that countries with higher GDP 's trade more with their partner countries due to their higher production levels. Exchange Rate (XR_{ij}) might affect the volume of trade flows between partnering countries depending on the appreciation or depreciation of the rate between the countries. Distance (D) might impact the levels of trade depending on how far apart partnering countries are from each other and whether further distances have an effect or not. Language ($LANG_{ij}$) and Border ($BORD_{ij}$) are expected to affect bilateral trade levels if the partnering countries share a common language or a border in a positive manner, with higher trade levels than those non-bordering countries and that speak a different language.

Data

Recall that the purpose of this paper is to understand the effect migrants have on trade with additional significant independent variables, specifically the effect migrants have on MENA countries as certain countries have higher populations of migrants than citizens. The time period is 5-year intervals from 1990 until 2015. Each MENA countries migrant population is broken down by nationality to find the top ten countries with the highest population presence. After which, the top ten migrant countries are partnered with the corresponding MENA country. The Migrant data for each country and its partner is collected from United Nations, Department of Economic and Social Affairs (2015). Gross Domestic Product (GDP) and the exchange rate (versus US Dollar) data is from the World Bank. The exchange rate which represents the annual averages, is based on monthly averages. The partner country's rate was divided by the MENA country to represent the exchange rate; the exchange rate between the two currencies. Bilateral distance in kilometers for country pairs worldwide is from the Centre d'Etudes Prospectives et d'Informations Internationales.

Results

The reduced form of the estimated model for the gravity equation is regressed using the Poisson Pseudo-Maximum-Likelihood Estimator and the Random Effect Model, where the dependent variable is "Total Trade" and the independent variables are migrant levels "Migrants", "Gross Domestic Product of the Partner country", and "Gross Domestic Product of the home Country". The "Exchange Rate" between partnering countries, "Distance" between the two countries, and finally "Language" and "Border" as dummy variables representing a common language and a shared border. According to table 1.1, the population of Migrants in the host country, GDP of said country, and GDP of the partner country, are both highly significant and have a positive relationship with the dependent. This means that if there is an increase in any of the three variables, total trade will increase accordingly. Therefore, the increase in the level of migrants will lead to higher trade between partnering countries, as will the GDP of those countries. The GDP of the partner country has a very high effect on total trade which signifies that a country with a higher GDP is more likely to trade. On the other hand, however, most MENA countries trade more with farther countries, as the level of migrants is much higher from distant countries and the volumes of trades from countries with higher GDP 's is much more than those bordering and close countries. Which is why, overall, the "Distance" variable is negative. For example, of the top ten migrating countries to Kuwait, six

of which are distant, the higher volumes of trade lie between the countries with higher GDP's (which are the likes of India and more)

The PPML regression results as shown in Table 1.1 confirm that all independent variables are significant — some more highly than others — such as Migrant Level and Border. To take an in-depth look into the effect said variables have on the trade of a host country, regressing the import and export volumes of trade against Migrant level, Gross Domestic Product of the home country, Gross Domestic Product of the partner country, Exchange Rate, Distance, Language, and Border. Migrant level, Gross Domestic Product of the home country, Gross Domestic Product of the partner country, and Distance are all consistently highly significant across all the dependent trade variables Total Trade, Exports, and Imports, whilst Exchange rate, Language, and Border have more varying levels of significance for the different dependents. Exchange Rate is statistically significant with a negative relationship across trade direction. However, it is least significant at the third level for the dependent Exports, indicating that exchange rate appreciations/depreciations have a slight effect on the change in exports for MENA and partnering migrating countries. It is highly significant for imports, which is consistent with the price theory, as well as with the negative relationship. Should the currency of the partner depreciate against the host country, imports will increase as it is now cheaper to purchase the same goods that were previously sold at a higher price. In general, the constantly statistically significant variables which have a direct relationship to total trade, exports, and imports, are Migrant levels, GDP of the home country, GDP of the partner country, the Distance between partnering countries, and the Exchange rate. Language and Border are statistically significant for some of the dependent variables when regressed, but do not impact trade between MENA and partnering countries in any vital way. After determining the independent variables and the relationship with trade, it is clear that increasing and/or decreasing migrant levels have an effect on trade of the host country, in this case the MENA region. An increase in migrants will increase exports and imports for the host nation, this could be due to various reasons such as relations developing between the partner countries, growth in the local economy producing more goods to be exports and more explained further in the conclusion.

To avoid over-specification and to ensure that zero trade observations don't impact regression whilst taking the mean effect with equally distributed weights, we conduct the Random Effects Poisson regression on Total Trade, Exports and Imports. This regression as shown in table 1.2 yields that migrant Levels and Gross Domestic Product Levels have a positive effect on the volume of trade for the host country, whilst the Exchange Rate has a negative relationship. Therefore, a depreciating exchange rate increases trade, as the price of goods is now cheaper, increasing the demand. This also provides insight into the types of goods traded which are normal and non-inferior as with the PPML regression.

Conclusion

The time period ranges from 1990 to 2015 in 5-year intervals, each MENA country has approximately ten top migrating countries over the past 25 years that have fluctuated somewhat, leading to some countries having 14 top migrating partner countries as opposed to 10 or less. The estimated model uses the Poisson Pseudo Maximum Likelihood regression estimator which is able to handle data that does not follow the Poisson distribution and simultaneously deal with zero trade observations which regularly occur due to countries that have never, stopped or started trading sometime between the years for 1990 and 2015. Poisson Pseudo Maximum Likelihood (PPML) is a relatively new approach to regressing the gravity model proposed by Santos Silva and Tenreyo

(2006) and stems from the Poisson Regression estimator, a generalized log linear model which overcomes the shortcomings of more traditional estimators. OLS estimation would call for the traditional log linearization of the variables thereby dropping all zero trade observations which are common in international trade data, however, the Poisson Pseudo Maximum Likelihood allows for the use of non-Poisson distributed data and ensures no zero trade observations are dropped as the logging of trade is not required to regress. Furthermore, the Random-Effect Poisson Regression is implemented as it removes omitted variables bias and massive over-specification, henceforth the relationship and effect Migrants, GDP of the host and partner country, Exchange Rate, Distance, and Language can now be clarified and brought to light for the MENA region countries selected.

Migration policies may be implemented through laws, regulations, and programs dependent on the host country's government views and objectives towards the needs and wants of the economy and the people. Policies are implemented to manage the volume, origin, direction, and composition of migration flows whether it be to decrease, increase, or maintain migrant levels. The policies are based not only on each country's needs, but also the relationship it has with its partners (some nations have treaties and pacts that influence the flow of trade).

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Appendix 1

1.1 Poisson Pseudo Maximum Likelihood Regression

	(Total Trade)	(Exports)	(Imports)
Migrant Level	4.95*** (0.000)	4.45*** (0.000)	4.38*** (0.000)
GDP Host Country	9.24*** (0.000)	8.95*** (0.000)	6.43*** (0.000)
GDP Partner Country	15.16*** (0.000)	14.22*** (0.000)	11.39*** (0.000)
Exchange Rate	-2.46** (-0.014)	-1.86* (0.063)	-2.57*** (0.010)
Distance	-5.02*** (0.000)	-3.96*** (0.000)	-4.71*** (0.000)
Language	-2.41** (0.016)	-2.64*** (0.008)	-1.36 (0.172)
Border	2.48** (0.013)	0.25 (0.804)	3.76*** (0.000)
R-Squared	0.6927	0.6795	0.5503
Number of Observations	887	873	874

Note: Statistical Significance is indicated by *(10%), ** (5%), *** (1%) and, P-value are shown in parenthesis

1.2 Random Effects Poisson Regression

	(Total Trade)	(Exports)	(Imports)
Migrant Level	75000*** (0.000)	18000*** (0.000)	82000*** (0.000)
GDP Host Country	76000*** (0.000)	60000*** (0.000)	53000*** (0.000)
GDP Partner Country	140000*** (0.000)	100000*** (0.000)	92000*** (0.000)
Exchange Rate	-47000*** (0.000)	-17000*** (0.000)	-43000*** (0.000)
Distance	-2.35** (0.019)	-2.48** (0.013)	-1.89* (0.059)
Language	0.11 (0.909)	-0.26 (0.794)	0.41 (0.680)
Border	1.22	0.51	0.98



	(0.221)	(0.607)	(0.327)
Number of Observations	887	873	873

*Note: Statistical Significance is indicated by *(10%), ** (5%), *** (1%) and, P-value are shown in parenthesis*

ACCEPTANCE LEVEL AMONG POTENTIAL STAKEHOLDERS IN IMPLEMENTING FULLY PRIVATELY-RUN PUBLIC SCHOOLS

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Abstract: *The objective of this paper is to identify the acceptance level among potential stakeholders (private sectors) in implementing fully privately-run public schools (FPRPS) in Malaysia. Under the Malaysian Educational Blueprint (MEB) 2013 - 2025, it is clearly stated that the programmes and activities that would encourage and allow parents, the public and private sectors, NGOs, and society to forge a partnership with the school will benefit especially concerning values education. These school community partnerships can be related to the ninth shift in the Blueprint which is “partnering with parents, community and private sector at scale,” although, the emphasis of this shift is more on students’ academic progress. This study was conducted for three months periods, involving 402 students, 169 parents, 13 schools in three Districts Education Office (PPD) which are Petaling Utama, Wilayah Bangsar-Pudu and Hulu Langat, 11 private sectors and 10 regulatory bodies. The mix method is used in this study where survey (quantitative method) has been applied to students and parents whereas interview (in form of focus group discussion –FGD) has been implemented for teachers and principals, private sectors and regulators. The data had been processed by using Atlas ti – Windows 8 and Statistical Package for the Social Sciences (SPSS). From the surveys and interviews conducted on FPRPS, all of the respondents (i.e. students, parents, teachers, principals, private sectors, and regulators) indicated that they are ready and willing to accept the FPRPS implementation. This is due to the fact that FPRS offers huge potential benefits to them. These includes improvement in students’ skill, teacher training, academic performance, employability, financial support, infrastructures, facilities, security, maintenance, workload, school efficiency, productivity, teachers’ skill, profit, and salary.*

Keywords: *Stakeholder, Malaysian Educational Blueprint, Partnership, Fully Privately-Run Public Schools (FPRPS)*

Introduction

The Ministry of Education has recognized the role of external agencies in assisting the education sector, especially in ICT since 2000. It started when the national education system was directly involved in the production and supply of human resources with ICT skills. KPM's efforts to create computer labs across the country, introducing ICT subjects and introducing Smart School Applications in the same year also encouraged other sectors' interests to assist the ministry.

involvement of private companies in the education sector is particularly serious when the government itself encourages partnerships especially in areas with high expertise. Smart partnership implementation can produce the following benefits:

- Saves the cost of system development
- Improve overall government agency performance
- Facilitate sharing of data and resources
- Improve skills, knowledge and expertise
- Reduce the gap between government agencies that are more capable with less-capable agencies in building IT applications
- Establish coordination between government agencies in IT development
- Assisting the overall economic development and recovery efforts of the country

Based on the benefits or advantages it earns, Ministry of Education looks a step further to fully involved the private sector in the operation or management of the secondary schools in Malaysia.

School as a distinct social system and become an agent of change of society should be according to community change. This is because the problem of society is a school problem too. In this case, inevitably communities need to cooperate with schools to achieve the ideals of schools and countries (Ibrahim, 2001). Even education institutions provide the most up-to-date and lasting service to almost all societies. The emergence of education issues can influence and be influenced by society, parents and private sectors. Hence, the involvement of the private sector in the form of partnerships for the common interest can make the dream come true.

Smart or smart partnership is a strategic alliance that brings synergistic benefits to all parties involved. In the context of the public sectors, smart sharing takes place when agencies or companies share expertise, adopting experience or products in a field that has proven to be successful and appropriate.

In 2012, the Ministry of Education (MoE) had launched the National Education Blueprint (2013-2025). The blueprint outlines 11 shifts required to transform the national education system to be on par with and comparable to that of developed nations, over the next 13 years. As part of the blueprint, the MoE will conduct comprehensive “stock-takes” in 2015, 2020 and 2025, in which all stakeholders will be able to provide input. Blueprint focuses on six student attributes - knowledge, thinking skills, leadership, bilingual proficiency, ethics and national identity. To achieve desired student outcomes, reform of education system to be approached in 11 shifts (The Stars 2012).

In shift no.9, MoE will partner with parents, community and private sectors at scale in order to reform our educational system. Due to this shift, among the strategies underlined by MoE is to get involved private sectors in the context of raising international education standards, the Government’s aspiration of better preparing Malaysia’s children for the needs of the 21st century, and increased public and parental expectations of education policy. So, the main objective of this study is to explore the perceptions and expectations of the main stakeholders towards FPRPS and to conduct the feasibility study on Fully Privately-Run Public Schools by Ministry of Education, Malaysia in urban area. This is to execute the Ministry’s plan to expedite the involvement of private sectors and secure right sponsors for the Public Private Partnership Initiative which in line with MEB 2013 – 2025 (Ministry of Education 2013)

Problem Statements

The total contribution of private companies in helping the education sector hit hundreds of millions of ringgits since it was introduced. The donations and assistance given are seen as something that

is very valuable and needs to be utilized for the good of the education sector. Existing and on-going programs include those relating to hardware, software, ICT training, host schools, application and management system solutions. The Ministry of Education Malaysia sees this development as a positive indicator towards strengthening the nation's education and making it a smart partnership in education.

In 2011, Institute for Democracy and economic Affairs (IDEAS) held an event on Public Private Partnership (PPPs) in the school system which was centred around sharing international experiences and creating buy-in from key policymakers in order to support the growth of PPP in schools. By then, PPPs in education were beginning to take off in Malaysia with the Prime Minister's Economic Transformation Programme (ETP) playing a role in this. The Malaysian Education Blueprint 2012 – 2025 (MEB) has discussed PPP as one of the ways to improve the quality of education in Malaysia (KPM 2015)

According to the government, the reasons for adopting PPP in the provision of public assets and services includes to relieve their financial and administrative burden, improve efficiency and productivity, facilitate economic growth, reduce the size and presence of the public sector in the economy, and to help meet the national economic policy targets (EPU 2006).

The Public-Private Partnership (PPP) initiative, which has been implemented in Malaysia for more than 30 years, has managed to contribute significantly towards Malaysia's rapid economic growth, said Chief Secretary to the government Ali Hamsa. MoE has compiled a transformation to be implemented in three waves (13 years): Wave 1 (2013 - 2025) - transforms the system by supporting teachers and focusing on key skills, second wave (2016 - 2020) - drive system upgrading and the third wave (2021 - 2025) - shifts towards excellence through increased self-regulation (Komuniti Segamat 2017)

Objective

Based on the aspiration and Strategic Planning in Malaysian Education System, 9th shift in transformation plan, a feasibility study has been conducted in order to perceive the possibilities of implementing Fully Privately-Run Public Schools (FPRPS) by MoE. The objectives of the study are as follows: -

- To explore the perceptions and expectations of the main stakeholders towards FPRPS.
- iii. To identify the challenges and opportunities in managing FPRPS.

Methodology

Research design of this study comprises of two methods which are quantitative method and qualitative method. The quantitative method is using two sets of questionnaires; questionnaire for parents and students in three districts Bangsar-Pudu in Kuala Lumpur Federal territory, Hulu Langat and Petaling Utama in Selangor Darul Ehsan. In qualitative method, the Focus Group Discussion (FGD) and interview sessions were conducted with teachers and principals, Federal and District Education Offices and private sectors as primary data. The secondary data is gathered from reports, articles, newspapers and journals.

Quantitative Method

Two sets of questionnaires were developed for the survey; first set is for students and the second set is for parents. The questionnaire for students was designed to measure the student satisfactions towards school's environment and facilities. Questionnaire for parents was designed to determine the parents' perception and expectation towards FPRPS. The questionnaires were distributed in 13 schools at the 3 districts, Wilayah Bangsar-Pudu, Hulu Langat and Petaling Utama.

Qualitative Method

Qualitative method used in the study consists of interview (Focus Group Discussion) and secondary data.

Interview (Focus Group Discussions)

There were three groups of participants involved in the study; teachers and principals, Federal and District Education Office and private sectors. About 87 teachers and principals involved in the focus group discussions. There were 23 Federal and District Education offices participated in the focus group discussions providing insights to establish the FPRPS.

Another group of informants was the private sectors which comprised of 21 participants in the focus group discussions. The private sectors were selected to give insights on the partnership and funding for the FPRPS schools. Through the focus group discussion and interview sessions the challenges and opportunities of FPRPS will be clearly defined. A SWOT analysis was carried out to identify the strength, weaknesses, opportunity and threat on establishing a FPRPS.

Secondary Data

Secondary data was used to look into FPRPS trends, needs and requirements. The current policies implemented in the public private partnership between government and private school's management.

Research Instruments

Questionnaire

Questionnaire was designed for two groups of respondents; students and parents.

The questionnaire for students consists of 3 parts, part A, part B and part C. Part A is on Demographic profile of the students including age, sex and race. Part B is on the student satisfaction towards teachers, environment and facilities of the schools. Part C is suggestion on aspects of the school according to their priority. There were 402 completed questionnaires gathered in the survey.

Questionnaire for parents was designed in 4 parts, part A, part B, part C and part D. Part A is on the respondent's profile. Part B is on the parents' perception towards the teaching and learning, school facilities and parents and teacher's relationship.

Part C is on the parents' expectation on the FPRPS initiative and part D is suggestion regarding the school aspects including teachers, curriculum and co-curriculum activities, conducive learning environment and management of the schools. About 169 completed questionnaires collected in the survey.

Research Sample

The respondents of this study consist of 5 groups of respondents as follows:

- 402 Students
- 169 Parents
- 87 Teachers and Principals (13 Schools)
- 23 Regulators (10 Regulatory Bodies)
- 21 Participants (11 Private Sectors)

Findings

In addressing the first research objective, analysis of data concluded three dimensions shape the perceptions and expectation of the main stakeholders namely parents, students, teachers, regulator and private sectors towards the concept.

Awareness

The first dimension that shaped stakeholders' perceptions is awareness. The term „aware“ is used to describe the state where the observer (stakeholders) is conscious of events or thoughts without necessarily implying understanding. This dimension constitutes awareness in three situations. First, awareness is merely non-existence. The data shows that generally participants were not aware of FPRPS. When they were interviewed by the researchers, the common respond was *“I have never heard of it before, this is the first time”*, *“I would say I never come across of this concept, perhaps you may want to give me an example of what they are?”* and *“I am not aware of the model in particular and what more the framework and details of FPRPS”*. This indicates that participants were not having knowledge or conscious about the concept.

Extending to this line of thought, when asked about their perception on the concept, there were participants who showed some level of knowledge. This second dimension recognises awareness in the sense that they have heard about the concept but have no clue on the details. The following quote exemplifies the situation:

“Someone talked about this before but it does not stick on my mind. I don’t knows how it works” (Participant PS7)

The third dimension of awareness is when participants claimed that they have a basic understanding on the concept but not sure of the definite meaning. They perceived FPRPS as a concept familiar to them for instance model run at some trust school or vernacular school as quoted by participant SC4:

“I have not heard of this fully run type of school but I have been to the trust school who are equipped with consultants like this one, from my understanding, this is like the SJKC model” (Participant SC4).

As conclusion, based on the above findings, participants are generally have limited knowledge of FPRPS. Researches in many instances took the liberty to explain the concept of FPRPS in order to proceed with subsequent questions, which would further scrutinise their perceptions and expectation towards FPRPS. The level of awareness is necessary because it helped the relevant participants to be more receptive to the concept. Hence, the effort to create awareness among the stakeholders should be emphasized.

Readiness

The second criterion investigated in this study is the readiness of respondents to the implementation of FPRPS. Below are some of their statements regarding readiness on FPRPS.

SC5: “We have no problem in adapting it”

SC3: “If it is me, I agree to it”.

SC7: “Parents here will accept it if they feel it will yield benefits to them”

Most of the respondents interviewed stated that they are ready to accept the implementation of FPRPS.

Pilot Project

The respondents would like to have a pilot project conducted before the real implementation of the FPRPS:

SC11: *“For sure, this involves a lot of costs. Maybe they can try one school and see how effective it is”*

PS2: *“For me, it is better to do a pilot first to avoid failure”.*

Direction

Some emphasized on the direction of the school.

R1: *“For me, what is the direction of the school. What do we want to become after this?”*

Expert from The Industry

Some also would like to stress on the use of expert from the industry in teaching and learning.

R1: *“We are not transforming this government school. We make this new private school to focus on skill. Then, take their own staff and build their own system.”*

R2: *“For example, electrical”*

R3: *“For example, we have a private sector with a technological expertise, embed into our curriculum, to use their product for our students” success.”*

Investment

Some regard the implementation as a good investment.

R1: *“This is an investment that is attractive to them”.*

Corporate Social Responsibility

The implementation area could also be based on corporate social responsibility.

R1: *“That one I agree. For example, if you are a corporate body, the use of CSR system is good.”*

Workload and Teacher Training

The teachers and principals are also concerned with workload and teacher training.

R1: *“Managing in terms of workload should be emphasized more”*

R2: *“For me, teachers should be given more training”. Some would like the changes be done gradually: “It should be done in stages.”.*

Profit and Fees

Others would see the implementation of this type of school would be based on profit and fees will be charged to the students:

R1: *“I do not think the sponsor would want to sponsor if there is no profit. He will not waste his money”*

R2: *“Yes. More students are coming and certain fees will be charged. Because they have to make money from there” and “I think Al Amin charges RM 150 per month”.*

Some agree that only minimal fees will be charged to the students, as saying.

R3: *“I agree to the minimally-charged fee.”.*

Selection of Students and Entry Requirements

R1: some teachers and administrators commented: *“The private sector will select their own staffs” son and daughters for the school”*,

R2: *“I do not like to choose student. So, the Ministry will decide which student is selected for the school”*

R3: *“It could be a high-performance school whereby entrance to the school be based on UPSR results”* R4: *“We could also have a placement test if a child wants to go into the school”.*

Performance and Reward (Hire and Fire)

Some believe that the power will be given to the private sector to decide on that issue which will be reflected upon their performance and reward.

R1: *“I think it will happen”*,

R2: *“When it is privatised, the teacher will also be privatised, and we have to look at the benefits as well rather than hire and fire alone”*

R3: *“The implication for the teachers is that they will be given rewards but they have to look at their performance first”.*

Location, Workforce Capacity, Teacher-Student Ratio, and Long-Term Plan

There are also suggestions from the teachers and administrators to locate the school in the city, increase the capacity of the workforce in order to reduce the student-teacher ratio, and have a long-term plan.

R5: *“If the school is in the urban area, it will have no problem”*

R6: *“Too many students in a class will make control more difficult”*

R7: *“It is better to have at least a 5-year plan instead of 2 or 3 years plan first so that the students would not be a victim”.*

Clear Directions

PS1: “The government must set the direction they want to cover”.

PS2: They can do privatisation. They have to be clear with the structure. Academic matters must be handled by academicians (clear structure).

PS3: I think for me, what’s important is to have a standardised guideline. It won’t changes every year. So, we have to stick to the one.

PS4: Must be consistent in the delivery, satisfaction.

Conclusion

One of the areas of concern in this study is regarding the terminology used; in particular, the words “fully privately run”. In order for the implementation of FPRPS to work, this word has to be clearly defined first to avoid confusion and misunderstanding.

In the findings from the survey and interviews conducted, all of the respondents i.e. students, parents, teachers, principals, private sectors, and regulators expressed their readiness and willingness in accepting the FPRPS implementation. The regulators are the most favourable group in accepting FPRPS. These positive results are due to the fact that there are huge potential benefits in FPRPS implementation. These includes improvement in students’ skill, teacher training, academic performance, employability, financial support, infrastructures, facilities, security, maintenance, workload, school efficiency, productivity, teachers’ skill, profit, and salary.

Teachers and principals also are ready and willing to accept FPRPS. However, they have certain ambiguity. With the inclusion of the private sector in their school, they fear that their salary, benefits, workload, and career path could be in jeopardy.

Most private sectors agreed to be involved in this project however with certain conditions. These conditions are quota for student intake and autonomy in decision making. Firstly, they would like to have a hand in recruiting of student in the school for their own staff’s children. Secondly, they would want MOE to bear the cost of hiring of their staff who is involves in teaching of the school students.

Finally, are the challenges as highlighted by the regulators. They are: operation and legal conflict, management, clear structure, and infrastructure and funds. In terms of operation and legal conflict, there is a question whether there is a conflict in terms of the law between the private sector and public sector operations. Management wise, the issues raised include how to set the teacher salary, resources allocation to the schools, authority and hierarchy. According to the regulators, there must be a clear structure in the hire and fire issue as well as curriculum used by the school. The FPRPS must also have funds in improving its infrastructure like the private schools.

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ENCAPSULATING THE BUILT-ENVIRONMENT FACTOR FOR QUR'ANIC MEMORIZATION: A REVIEW

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Abstract: *A conducive learning environment not only could promote positive learning behavior and improve students' well-being, but also reinforce the better learning process and institutional objectives. The purpose of this study is to investigate research patterns through analysis of 22 major local studies on Quran memorization and Quranic studies. This article highlights on method and findings of a significant parameter in designing a learning environment for the Tahfiz students. It reviews the multitude of perspectives on Tahfiz ecosystem that effect on the Tahfiz center operating, the memorization method system, behavior and other requirements in becoming Tahfiz. The paper concludes significant key findings based on the reviews and connection to the existing theories from the mainstream educational research for the guidance of further investigation.*

Keywords: *Tahfiz ecosystem, Al Quran memorization, built-environment factor.*

Introduction

The physical of educational environment plays a vital role in shaping its learning activity, behavior that occurs within it, influence the quality of perceived information and performance. Visible stimulation from the environment can make the sensory open for learning (Weiten in Sang; 2008). The information eventually becomes a short-term or long-term memory (Dzulkifli et al., 2014) which is essential in Quran retention. In Tahfiz centers, memorization is the learning style that has been used since the early revelation period of Quran. Tahfiz is referred as a group of students known as Al Huffaz, intended to master the Al-Quran by understanding the language and its meaning, learning with specific techniques of reading the content and memorizing the whole Quran. Huffaz etymologically comes from the Arabic word Hifz, means protector (Dzulkifli, M. A, et al., 2014). Therefore, memorization Quran is a novel act and is considered as an unusual practice due to its voluminous amount of material and preserve the Quran text 'as it is.'

Consequently, with rapid development and an increase of understanding the importance of Islamic education toward achieving human values, there is an increasing demand to education stream among many Muslim parents as an option in education (Yaacob et al., 2014). However, there are issues in this education stream that has become a highlight nationwide in the recent years; the inadequate physical condition according to the standard requirement for the educational institution and the nonstandard systems that contribute to the quality of the students (Hashim, Azmil & Misnan Jemali, 2015). Two pivotal questions emerge from this situation: What is the built-environment factor that needs to be inculcating to support the Quran memorization environment? Is there any

existing learning theory that emphasized environmental factor influence to learning that is suitable to Tahfiz educational system and practice?

There are numbers of Islamic researches that highlighted the environmental factor has an inconsequential impact on the Islamic education for no specific reasons. On the other hand, numbers past research related to the primary education stream have found that the environment is significantly essential and correlated with human performance and well-being. Stimulation from the environment could cause to positive or negative influence saliently. For example, studies on colour has postulated that a blue environment increases attention level (Stone; Stone & English, 1998; Kuller, 2009), green has rejuvenating effect for sustainable period (Nurlelawati et al., 2010) while white colour, which is used in many buildings, is found to cause more errors in performance and depression known as Dysphoria (Kwallek et al., 2007). It seems there is a vast gap looking between the two streams that could answer the sparse in the existing knowledge related to environmental studies in the Islamic education. To minimize the gap, this study intended to identify the physical environmental factors for a conducive learning space for Quran memorization activity based on the Tahfiz ecosystem found in the past research.

Discussion of Related Research

There are numbers of studies regarding Al Quran education in the country found conducted in 1980 (Hamid, 2017) until the present. Comparing to mainstream educational research, it can be seen that more investigation on Islamic education in Malaysia started from the year of 2000 onwards, indicating an increase of awareness on the importance of Islamic education among the public. Based on the literature review, this paper managed to summarize 22 findings of Malaysian researches regarding Islamic education that focus on Quran learning and memorization from various field. From the numbers, factors that influence memorization was studied for better understanding the existing system as well of the changes, the impact on the performance and the unforeseen factor that could be the gap.

Table 1: Research summary for the review

Author	Type of Context	Research Area						
		Learning Techniques / System	Technology	Behaviour Obs.	Perception	Memory	Performance	Env. & Facility Assessment
1. Nor Muslina, M. & Mokmin, B. (2014)	KUIS	•	•		•			
2. Zulkiple, A.G, et al. (2013)	Madrasah	•			•		•	
3. Ridza B.H., et al. (2017)	Nil				•		•	•
4. Ariffin, et. Al, (2013)	Madrasah	•		•	•		•	
5. Hamidah, B., et al. (2017)	Nil	•						
6. Hadi, Ramlee & Ami (2018)	Nil	•	•					
7. Osman, M. M., Bachok, S., & Thani, S. N. A. A. (2015)	Religious School	•			•			•
8. Azmil Hashim, Ab. Halim & Misnan Jemali (2013)	Madrasah	•		•	•		•	
9. Hashim, Rahim & Abdullah (2016).	Madrasah	•			•			
10. Yusuf, M. (2010)	Madrasah	•			•			
11. Dzulkifli, M.A, et al. (2014)					•	•		
12. Daud, Z. A., Adi, M. F., & Abdullah, M. (2012)	KUIS				•			
13. Iqbal, Mustapha & Mohd. Yusoff (2013)	Nil		•		•			
14. Shamsudian, S.N.W, et al. (2016).	Nil		•				•	
15. Sapuan, A.H, et al., (2015)	Madrasah					•	•	

16.	Yusri, C. & Muhammad Toriq, Y. (2016)	Darul Quran	•		•		•
17.	Fauzan, A. S., & Mohamad, S. (2017)	Darul Quran	•		•		•
18.	Ab Rahman, A. H., et al. (2015)	Mosques, Pondok	•	•			
19.	Baba, S. (2003)		•				
20.	Azmil Hashim & Misnan Jemali (2015)	Madrasah	•		•		
21.	Abidin, et al. (2017)	Nil	•		•		
22.	Jamaluddin, I. Z., & Nordin, M. Z. F. (2016)		•		•		•
Total			16/22	4/22	4/22	16/22	2/22
						9/22	2/22

Based on the table above, more than half of past research focused on the techniques of Quran memorization which also indicates the type of the education system adapted with mostly from the perception views. It shows a research gap in many areas especially regarding students' performance from learning environment perspective, which shows only two research found above. Even so, both studies are limited to facilities management of specific Tahfiz institution with one of them highlighted that the learning environment is not an important factor to be considered with low Critical Success Factor (CSF). With the figures, it is shown that students' learning environment is perceived as an insignificant influence, which is contrary to many findings related to performance and environment in the mainstream of educational research. From the analysis, there are two categories of variables dominantly featured by previous studies; the Quran memorization practice and the factors that influence students' performance. With limited research available to see the correlation of learning environment impact on students' performance, therefore, the physical factors could be identified through students' learning characteristic in response to the environment as discussed below.

Quran Memorization - Understanding the Practice from the Built-Environment Perspective

In formulating Tahfiz learning environment specifically for Quran memorization purposes, like designing other spaces, one needs to understand the demographic structure of the place, the user needs during the occupancy and able to predict future needs (Kubba (2003). To achieve that, understanding the learning activity (Quran memorization) will explain the whole structure specifically from the user behavior of both students and the teacher, space organization and operation, functions of every element and the existing condition as well as its context. According to al-Dakhil (2008) in Zulkiple, Adnan Mohamed and Muhammad Hafiz (2013), there are 3 (three) main steps in Al-Quran memorization that was first introduced by the Prophet, used during the first revelation. The steps are; Sima' which is listening with full attention, followed by Tikrar, repetition of the verses, and 'Ardh, reciting the memorized verses. Later, the method was improvised by the Prophet with writing the verses during the memorization process. More promising approaches were introduced by his companions such as inducing Targhib, which is inspiring good rewards to the learners, learning Tafsir to understanding the meaning of all verses, small group approach, establishing Al-Quran as a formal education with a systematic curriculum and building a proper institution for learning and memorizing Al-Quran. All of the approaches are used presently in all Tahfiz institution. The approaches are different from other learning methods such as open and active learning method. From the reviews, half of the research highlighted continuous rehearsal (Takrar) in reciting the memorized verses conducted individually. Factors like motivation, goal-oriented, and persistence have been found to influence students' focus and believed contribute to better achievement (Azmil Hashim & Jemali, 2015; Dzulkifli et al., 2014; Fauzan & Mohamad, 2017; Yusuf, M., 2010).

The Memorization System

There are three memorization techniques known namely, Deobandi method, Panipati method and Turkey method (Zulkiple, A.G, Adnan Mohamed Yusoff & Muhammad Hafiz, S. (2013). Every system has its technique to memorize the Quran verses according to specific sequential for effective retention and faster completion. The Huffaz should have three qualities namely Tilawa – learning by heart, Hafizi – ability to memorize and Darasi – ability to write the whole verses, in order to successfully to complete memorizing the whole Quran within the target time (Nor Muslina & Mokmin Basri, 2014). Consequently, there are other requirements which are said to influence the memorization process such as adab (etiquette) during and outside learning period which is believed influences their performance. In memorizing the text, according to Ariffin, S. et al., (2013) and Ustaz Hanafi (personal communication, November 9, 2017), new memorization known as Sabak is done in the morning session. Para Sabak is referring to weekly memorization is done in the morning and evening, and Ammokhtar is referring to memorization of more than one juzk. The final stage is known as Halaqah Dauri, where students who managed to memorize the whole Quran will be tested according to specific assessment criterion. From the phases and practices involved, to ensure better memorization performance, they need to be highly motivated, goal-oriented, persistence and ability to endure a strict requirement at all time. Hence, the environment should be encouraging a more prolonged engagement in the activity. Factors like the use of an appropriate amount of lighting, color(s) that has no or minimal adverse effect and good air quality are vital. In term of space design, the activity required personal space, semi-public and public spaces that could provide activities like the assessment, practice with peers and individual memorization activity at the same time. Additionally, these spaces can be obtained from the sitting arrangement and furniture that is designed for the purpose.

The Time of Study

Every Tahfiz institution has a tight schedule and its timing system for all students to comply daily. It is to maximize the day with activities such as memorization Al Quran, slots for learning other subjects, praying and *wirid*, self-management including eating, sleep and cleaning, socializing, and outdoor tasks. According to Yusri & Muhammad Toriq (2016), there are 5 recommended time for Quran memorization which are; early or before *Subhu* (morning Prayer time for Muslim), after *Subhu* until sunrise before noon, after napping, after pray and between *Maghrib* (evening prayer time for Muslim) and *Isya'* (second evening prayer time for Muslim). The periods are most preferred time to do the memorization tasks due to calmness moment and fresh feeling in the morning time, readiness in mentally after napping at noon, and physically as well as mentally prepared after evening break for rejuvenation. However, not all of the memorization activity happens in the class. There are institutions like Darul Quran that practices distributed learning approach where the actual learning (memorization Quran) took place outside the classroom. Based on the routine behavior shaped by the system, the environment should be accommodating for both day and night time with sufficient amount of lighting especially in early morning and night time to avoid fatigue. The routine is also suggesting that the environment should provide elements that could rejuvenate their senses such cool colors for areas that require concentration while vibrant color for low tasks, and materials that positively influence mood and emotions. For example, wood has positive effects on mood and emotions, which are essential for a longer time of engagement. The element such as outdoor scenery and adjacency of window or opening to the activity location is said could influence positive performance for a longer duration.

Space and Behaviour

In many Tahfiz institutions, the design space for the Huffaz to memorize Quran is not critically emphasized. A large space or a hall is mostly preferred by the institution that is operating using the residential building, shop lot, *surau* or *masjid*, for the purpose. The place is usually with less furniture, minimally designed and therefore provide less attachment. Generally, there are two types of conduct in the Tahfiz institutions. First is the one that upholds the traditional approach in teaching and secondly, the institution with conventional learning and teaching setting which is overseen by the Jabatan Agama Islam Malaysia (JAKIM). In the traditional approach, a group of students sits cross-legged in a circle (Ab Rahman, Ahmad, & Ab Rahman, 2015) facing to the teacher, known as *Ustaz* (male) or *Ustazah* (women), or in 'U' shape position (Figure 1). In this position, the teacher could see and monitor the students to ensure they are fully focused on the task.

Consequently, the student will come forward to the *Ustaz* or *Ustazah* to check their daily achievement by reciting the memorized verses, according to the individual ability. In many cases, students with memorization issue or misbehave will get more attention and therefore sit in front of the class, closer to the teacher (Ustaz Hanafi, personal communication, November 9, 2017). Students in the conventional Tahfiz institutions, on the other hand, use proper furniture in the class. The setting can be seen in the institution like in Darul Quran, state Tahfiz schools or institution that offers integration in the curriculum. Regardless of the type, class size or sitting, a similar class order is found which indicating a linear learning approach, accept during the evaluation session. In term of ownership aspect for traditional practice institution, the students have less opportunity to personalize the space since it is a communal area and therefore, create less or no space engagement. However, the space provides full flexibility as no object or furniture obstruction that is suitable for learning that involves cross-pollination of activity and communication.

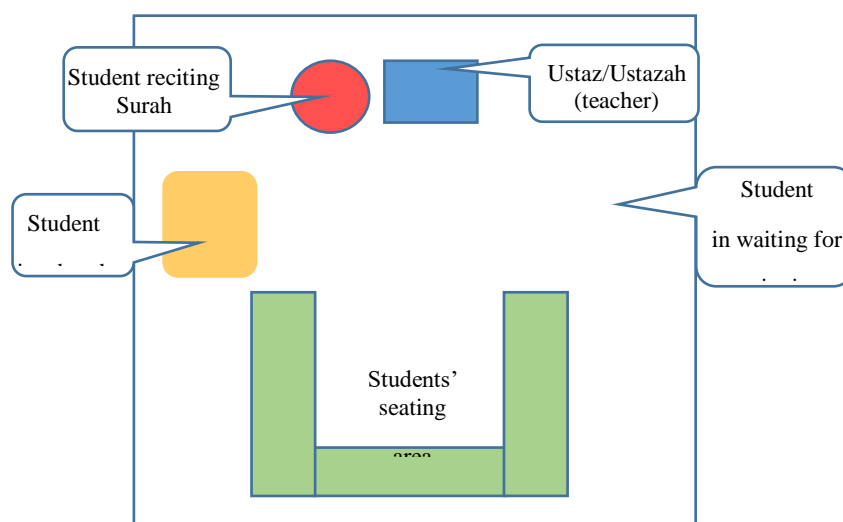


Figure 1: General layout for Quran memorization class (Jabatan Agama Islam Selangor, 2012)

Factors Influence in Memorization

According to Yusuf, M. (2010), six principles are interrelated and influences the effectiveness in Quran memorization his study namely, determination and persistence; understanding content or data; selection; memory capacity; emotional stability; and place and time (Figure 1). It is found that these six principles in a way explain the same memorization factors highlighted by other researchers but in a different term. For example, determination and persistence are described as a commitment in Azmil Hashim & Jemali (2015), self-discipline and goal-oriented in Dzulkifli, et al., (2014), students' characteristic and inner factor in Jamaluddin & Nordin (2016). Content or data and selection are described as learning strategy (Jamaluddin & Nordin, 2016). Emotional stability is another factor found is always corresponding to high motivation in most of performance related researches in Table 1.

Consequently, among the six factors, half of them are very much influenced by the environment, namely emotion stability, determination and persistence, and place and time factor. Another research by Jamaluddin and Nordin (2016), has more comprehensive points pondered although much of the factors are not sufficiently elaborated. The points that are highlighted are; the importance of demographic factor which consists of gender and location influencing students' performance, stimulation for rehearsal, physiological responses based on the gender perspective and psychological aspect in the point of motivation. In very reason, stimulation should be well defined in multitude ways such as the environment, as it involves visual system. The same point for physiological aspect where every physical change due to stimulus responses from the environment and from the learning activity itself, is essentially to study in order to understand students' characteristic physiologically. Based on the review, it is plausible that emotional stability is an essential factor that needs to be controlled to ensure the memorization is smoothly and successfully conducted every day. They must be in a suitable place and at the appropriate timing to achieve emotional stability before they begin the memorizing task. With consideration of the environmental factor, it is possible for the student to perform better and improve their memory capacity as all of the processes are interrelated. According to Pally et al. (2001) and Bradley & Lang (2007) emotion coordinates by perceptions, thoughts, memories, physiology, behavior and social interactions as optimum ways to cope with the situation.

In learning existing theory, there are numerous models rendered to the Western learning pedagogy such as Cognitivist, Behaviorist, Humanist, and Socialist. Indeed, the application of this Western ideology in Islamic education is conditional upon the suitability of that particular ideology to the Islamic principles and in this context, Islamic educational practice. Subsequently, they are different concerning the principles source of the ideology where all are based on rationality, custom, scholar precedent, morality, and religion. However, ignoring these ideologies is like ignoring the wealth of relevant and vital information since the theories have successfully change the whole structure of traditional learning pedagogy to a more dynamic form globally. Therefore, adapting any relevant practice for the purpose is essential to increase the quality of the institution holistically. Among many theories, Boud's self-regulated learning model in Ertmer & Newby (1996) has the right points in explaining the relation of Tahfiz learning pattern to its environment (Figure 2). The self-regulated learner in this context is referring to the student who is capable of regulating their strategies in acquire the knowledge (Quran memorization) and to optimize academic performance through reflective thinking and actions. Drawing from the six principles earlier (Figure 3) describing Boud's model through the reflection of memory capacity (self-ability), memorization system (task requirement & prior knowledge), motivation, and environmental influence, students can regulate effective learning pattern. The perimeters identified for Quran memorization is explained in Figure 3.

Figure 1: General layout for Quran memorization class (Jabatan Agama Islam Selangor, 2012)

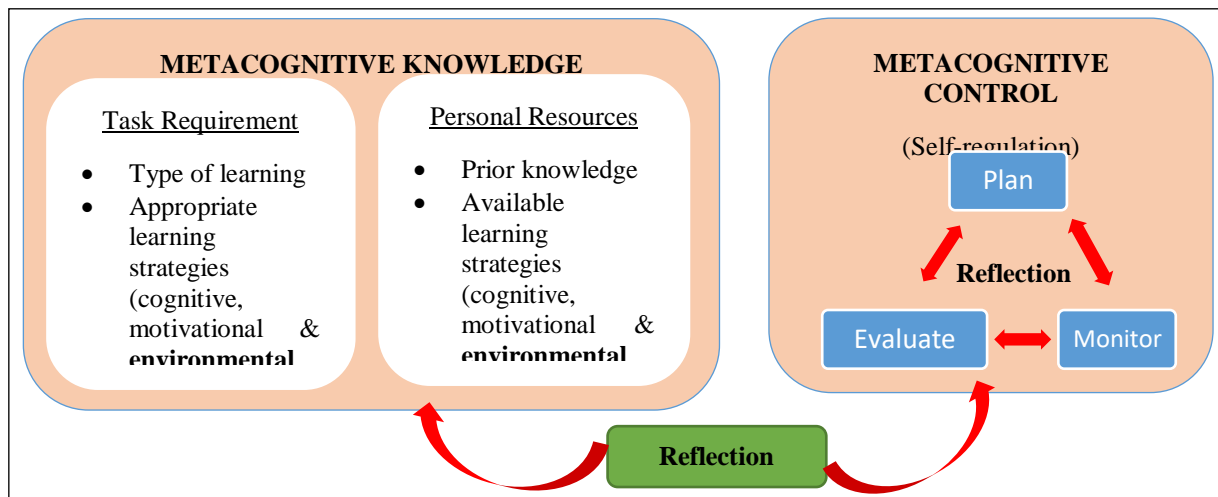


Figure 2: Bound's Self-Regulated Learning Model Explains the Relation of Environmental Factor



Figure 3: Conceptual Model of Quran Memorization.

Analysis and Discussion

Overall, very few literatures discussed on the physical aspect of Tahfiz center built environment was found; therefore, co-relation between factors influencing Quran memorization and physical built environment were generated by identifying the needs and requirements base on the Tahfiz ecosystem. Triangulations between three aspects were generated; the Quran memorization theories

and practice, learning theory from the mainstream educational systems and physical environment context that should be considered in encapsulating built-environment in Tahfiz center as in Table 2.

Table 2: Summary Analysis Of The Built-Environment Factor From The Review

No.	Theories from local research on Quran Memorization	Environmental Factor from Boud's Self-regulated Learning Model			
		Physical Context			
		Space	Color	Furniture	Space Comfort Factor
1	The Quran Memorization System 1. Memorization conducted individually 2. Memorization with peers for checking 3. Assessments	1. Personal space – for individual memorization 2. Semi-public – for activity with peers 3. Public space for assessments	1. Cool colour(s) scheme 2. Warm color(s) scheme 3. Cool colour(s) scheme	1. Individual design setting/unit 2. Open design setting 3. Individual design setting/unit	1. Lighting - Task lighting with white cool or daylight effect. 2. Ventilation – Natural & mechanical 3. Acoustic Comfort – Reasonable to a good level. 4. Condensation – More openings (UBBL) 5. Thermal Comfort – More opening & mechanical ventilation points
2	The Quran times of Study 1. Early Subhu 2. After Subhu 3. After noon-nap 4. After pray 5. Between Maghrib and Isya	Personal space – for individual memorization	Cool colour(s) scheme	Individual design setting/unit	1. Lighting - Task lighting with white cool or daylight effect. 2. Ventilation – Natural & mechanical 3. Acoustic Comfort – Good level 4. Condensation – More openings (UBBL) 5. Thermal Comfort – More opening & mechanical ventilation points
3	Space and behavior related to Quran memorizing 1. Personal memorization area 2. Communal memorization area 3. Assessments area	Flexible space planning for privacy & semi-public usage	Cool colour(s) scheme	Flexible furniture setting for private and semi-public usage.	5. Thermal Comfort – More opening & mechanical ventilation points

Conclusion and Recommendation for Further Research

This study has identified the Tahfiz learning pattern and its curriculum as well as its relations towards built environments from previous researches. It is significant for any Tahfiz institution to consider students' learning pattern as much as the quality of its curriculum as a way to induce positive emotion along the whole memorization process for better performance. It is because, the built-environment factor as found in this study in considering a comprehensive inclusion from aspects of psychosocial, educational system and physical needs that are necessary for creating an ideal learning environment, based on the students' learning pattern itself. The same effort has been critically emphasized during his companions' era, where environment factor has been considered with setting for small group students for better learning performance. Therefore, neglecting the importance of these factors is like underestimating the effort that has been done especially by his companions. Imam Shafi has described that a quality Huffaz is a person who not only could

memorize the whole Quran but could access the knowledge at all times. The importance to preserve the Al Quran is stated clearly in Surah Al-Ankabut, verse 49;

“Nay, but it is clear Ayat, (preserved) in the breasts of those who have been given knowledge. And none but the wrongdoers deny Our Ayat.”

Therefore, any act to foster the effort is vital to improve the quality of the institutions and simultaneously the educational system. Additionally, Tahfiz education is seen as one of the ways to produce Khairah Ummah or generation that is balanced in its religious and secular knowledge development.

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A PRELIMINARY STUDY ON THE USAGE OF MENTOR IN LEARNING ISLAMIC BANKING AT UiTM KELANTAN

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Abstract: *Mentoring approach is defined as a teaching method which involves a transfer of wisdom, where the mentor or coach provides advice or direction, probably based on their experience and expertise. Usually one student in the group is appointed and assigned to conduct learning relationship to enhance understanding of other students. Meanwhile in this study, the mentoring approach is tested on one group of diploma students at Universiti Teknologi MARA (UiTM), Kelantan. They were students who undertake the course of Fundamentals of Islamic Banking (CTU351) at the university. A senior student was appointed as the peer mentor by the Head of Academy of Contemporary Islamic Studies (ACIS). The peer mentor and mentees had regularly met and discussed matters pertaining to the course and studies. A certificate of appreciation had been handed to the mentor at the end of the semester. The objectives of this study have twofold. Firstly, is to determine the trend of study hour and secondly to determine whether the students have mentor or not. The results of the study show that almost half of the students studied 4 hours or more. But more than 60% of them do not have Mentor during their studies.*

Keywords: *Mentoring Approach, Islamic Banking, Peer, Mentor, Mentee*

Introduction

Diploma in Banking is one of diploma programmes offered at University Teknologi MARA (UiTM) Kelantan branch. Students are taught various core courses and noncore courses on banking, finance, business and Islamic studies throughout their six semesters programme. Fundamentals of Islamic banking or CTU351 is a part of the programme requirement, which is a core course for the students at them forth semester. Currently, the traditional approaches of teaching i.e lecture and tutorial are used in the classrooms. The lecturers concerned will give talks and discourses on topics based on the contents of the course information. Then, further discussions on selected topics or presentations by the students will be done in tutorials. Based on the present approach, we believe that the contents might not be current or up to date due to lack of knowledge and experience among the lecturers. Because of that, we propose a mentoring approach in teaching CTU351 at the campus. This paper covers some literature reviews on learning approach especially the mentoring approach, the objectives, definition of variable, research methodology and research findings.

Literature Review

Learning Approach

The teaching approach will combine theoretical courses with practical cases. Theoretical is vital to understand the main principles of corporate governance applied to the financial sector and to understand the principles and techniques of Islamic banking and finance, meanwhile practical cases can be evaluating the current practices of Islamic banks and their relationship with non-financial corporations.

The process of teaching and learning is regarding to methodology on focusing of curriculum and assessment. The students have been given the different learning needs at the different times-learns at the different places-have the different of attitude and entering the classes with the different experiences and background knowledge. Teachers should be to focus on evaluating student work, providing high-quality feedback and gauging on going academic progress through a variety of formative assessments. Today's students will benefit most from curriculum that promotes independent thinking and active learning. Constructivism theory can be applied to this subject. The terms of constructivism is indicated to the idea that learners are able to construct the knowledge for themselves (Oliver, 2000). Indeed, the lecturer had to focus on the learner in thinking about learning.

Mentoring Approach

According to Lester and Johnson (1981), mentoring in education means, one selected student in the group is assigned to conduct learning relationship for understanding to other students. Thus, the relationship is between two persons involved either formal or informal aspects. Meanwhile according to Busch (1985), mentoring in higher education will explore the mentoring relationships in graduate schools of education from the perspectives of mentees. It means that the relationship will happen when some individuals in the class of group do not understand what they get in the classroom. On the other hand, Manju and Sebastian (2012) in their research described the mentoring as the systematic, continuous, graduated and progressive interaction of a B-school teacher with a chosen one of student or a group or students, over and above the requisite academic exchanges. Meaning that the mentors are taken based on their skill to share and lead the students in as an integral part of the pedagogy. Procter (2012) finds that the peer mentors assist undergraduates in securing placement positions. In the peer mentoring programme, the experienced students were recruited to design and implement appropriate mentoring activities, talking between each other or sharing any problem to be solved or advice and concern about the student's problems to achieve their goals i.e success in their life. Besides that, in the mentoring approach, the relationship between mentor and mentee need a strong impact on their academic growth as expressed in grades, time management and knowledge of campus. The mentor also needs to show the goods role models to their mentees to be followed and others like to handle learning and to balance conflicting demands, to excel under pressure, time management, and general leadership growth (Connolly, 2017). In other words, the mentor needs to handle all about mentees' problems and knowledge to understand, and to achieve their goals. Other than that, this approach also helps their mentees in the academic development such as in revision of previous work-study skill development, enhancing understanding and thinking about a topic in a new way. Besides that, this program also supports in the social, personal and communication skill such as to increase the confident level, leadership, presentation skills, getting to know students from other year groups and organization skill. Lastly, it can help in self-concept including solving in critical thinking, reflection, self-awareness and development (Wright & Angelini, 2012).

Purpose of the study

The study aims to achieve two main objectives:

- To determine the trend of study hour of the selected students undertaking Fundamentals of Islamic Banking
- To identify whether the selected students undertaking Fundamentals of Islamic Banking have mentor or not during the study period.

Design and Methodology

The data required for conducting this study were collected using self-administered. A total of 50 questions divided into three (3) major sections i.e Respondent's profile, Factors affecting the learning of Fundamentals of Islamic Banking and Perceptions on mentoring approach in learning Fundamentals of Islamic Banking. But for this paper, only the results of the respondents' profiles are discussed.

The respondents for this study were selected from among the students undertaking the course of CTU351 at UiTM Kelantan. The questionnaires were distributed during the class hours of the first week in September 2017. Those usable and completed questionnaires will be returned to the researchers assigned to collect them. A total of 120 questionnaires were distributed to the respective respondents and 98 (81.6%) were fit to be analyzed.

Analysis and findings

Data from this study was analyzed using *Statistical Package for Social Sciences* (SPSS) version 24.0. Thus, frequency distributions and percentage of nominal data will be used to describe the sampling. The results will be presented in frequency tables and discussed as follows:

Table 1: Descriptive Analysis I

Variable	Description	Frequency	Percent (%)
Gender	Male	22	22.4
	Female	76	77.6
Accommodation	Students hostel	84	85.7
	Non-residence	14	14.3
Qualification	SPM	82	83.7
	STPM	1	1.0
	Others	15	15.3
School medium	SMK	81	82.7
	SMKA	10	10.2
	SMSains/MRSM/Integrasi	1	1.0
	Others	6	6.1

Table above indicates that the majority of the respondents are female, 77.6% while the percentage of male is 22.4%. There are 85.7% of respondents live in hostel while those live outside the hostel is 14.3%. Majority of the respondents have SPM academic qualification which is 83.7%, followed

by STPM qualification only 1.0%, and the others academic qualification is 15.3%. The percentage of respondents from school medium SMK is 82.7%, SMKA is 10.2%, SMSains/MRSM/Integrasi is 1.0%, and the others school medium is 6.1%.

Table 2: Descriptive Analysis II

Variable	Description	Frequency	Percent (%)
Study hour	1 hour	9	9.2
	2 hours	29	29.6
	3 hours	20	20.4
	4 hours or more	40	40.8

The above table shows the trends of study hours for the students. It shows that most of the respondent's study for 4 hours or more (40.8%), meanwhile the 2 hours-study is 29.6%, next is 3 hours-study, which is 20.4%, and finally the 1 hour-study is 9.2%.

Table 3: Descriptive Analysis III

Variable	Description	Frequency	Percent (%)
Mentor	Yes	39	39.8
	No	59	60.2
Consultation hour	1 hour	6	6.1
	2 hours	29	29.6
	3 hours	1	1.0
	4 hours or more	2	2.0
	Non	60	61.2

The results in Table 3 above present the information about mentor and consultation hours. It demonstrates that majority of the respondents do not have mentor which is 60.2%, meanwhile the rest 39.8% of the respondents have mentors. Since most of the respondents do not have mentor, therefore the highest percentage is no consultation hour with mentor which is 61.2%. Then the second highest is those who had a 2 hours consultation (29.6%), and others either had a 1-hour consultation (6.1%), followed by a 4 hours and above consultation which is 2.0%. 3 hours and finally a 3 hours consultation which is only 1.0%.

Discussion

The above analysis proved that majority of the students undertaking the Fundamentals of Islamic Banking at UiTM, Machang branch do not involved in mentoring activity while studying there. There are many reasons for this issue. Two issues which can be highlighted are because students do not interest to have a mentor or they do not know how to consult for a mentor. Thus, it advisable for the lecturers concerned to advise the students to have a mentor or peer mentor in their study circle to as to assist them in their studies as well as in their campus life and future.

Conclusion

Learning approach is vital in determining the understanding of students in the course taught at the class. Mentoring approach such as mentor or peer mentor should be practiced in classes especially

those which cover hands-on and new or advanced knowledge. The results of the study indicate that more than half of the students do not have mentor during their studies. Thus, the university must ensure that students know about the mentor system and must always encourage them to participate in the system throughout their study life at the university. The future research in area should consider studying the various types of mentoring available and their impacts on the respective mentors and mentees.

Originality/Value

We hereby declare that this article is an original work and has neither been published in any other journals.

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EMOTIONAL INTELLIGENCE AND LIFE SATISFACTION AMONG STUDENTS IN KLANG VALLEY MALAYSIA.

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Abstract: A person emotion and intelligence have a significant impact on his or her satisfaction level of life. This study explored the relationship between emotional intelligence and life satisfaction among undergraduate students. A total of 600 undergraduate students were selected as participants via random sampling at four universities in Klang Valley area, Malaysia. The Emotional Scale (SEIS) and The Extended Satisfaction with Life Scale instruments were used in this study. Data was collected via survey questionnaire and analyzed by using Statistical Package Social Science (SPSS). Result shows student with positive emotional intelligence, has high level of satisfaction in campus life. Therefore, besides academic achievement, enhancing students' capability to observe, manage and utilize positive social skills bring out a successful satisfaction of life. The finding of this study improves the understanding of emotion intelligence in indicating life satisfaction, especially in managing and utilizing emotion among students. Hereby, universities administrative might be realise how important emotional intelligence level in student's life style. Therefore, this study became a basis warning model to improve student's emotional intelligence and life satisfaction at campus.

Keywords: Emotional intelligence, Life Satisfaction, Undergraduate Students, Campus

Introduction

World Happiness Report 2018 (WHR) had reviewed that there are 82 percent of young adult from age (18-26) tend into depression of life compare other group of age (John F.Helliwell, 2018). Majority of young adults who showed unhappier were students who pursuing tertiary education, staying far away from home easily suffers into depression. The main cause of depression besides achievement in learning was, students' not well being with their campus environment. A pleasant and positive learning life not only gains by education, but also via psychological factors such as life satisfaction and emotional intelligence.

Hence, life satisfaction is a part of acknowledgement degree of life level and important aspect of well being. Satisfaction in life value by a person wish, expect, fulfilment and impulsion. At higher education institutions, for young adult categorized as students essentially had these criteria to judge their satisfactory level at campus life style. Their satisfactory level greatly influences by internal factors than external factors. In this sense, internal factors which impact students are common psychosocial problems. A common psychosocial problem mainly divided into emotionally and

intellectually. If students had negative thought of feeling and understanding of self or others, resulting with dissatisfaction of life.

Therefore, students need positive emotion and cognitive to balanced their life satisfaction at campus. Complementary to this, one of the main internal psychosocial variables which effect student's life satisfaction cognitively, motivationally and emotionally is emotional intelligence. Emotional intelligence is defined as boundary to produce a basement for a person intellectual ability and determine how well a person utilizes his or her ability skills towards surrounding environment. These skills defined, observe, value, monitor and ascertain by a person progress of life to gain awareness and understanding. Thus, a student needs this ability to satisfy gratefully into university surrounding.

A student self-mindfulness and intellectual increase strength to adapt and adjust according to situation and at the same time decrease personal weakness. In this matter, emotional intelligence enhances students to establish their intellectual and mindset by four criteria which is perception of emotion, managing other's emotion, social skills and utilizing emotion. Therefore, emotional intelligence identified as an important tool in predicts life satisfaction among students by this study.

As state before, life satisfaction was the essential component of a person main quality of life. By satisfaction, can assess a person well being of life. Based on previous study, (Sabri & Falahati, 2012) lower life satisfaction increase loneliness and depression symptoms, and also lack of strengthened in social relationship. Hence understanding this problem, current study carry out this research to increase life satisfaction level among undergraduates by emotional intelligence skills, which are observing, managing, socializing and utilizing emotion towards life satisfaction. The objective of this study is to explore the level of emotional intelligence and life satisfaction among Malaysian undergraduate students as well as determine the correlation between components of emotional intelligence and life satisfaction.

Purpose of the Study

The main aim of this study to overcomes dissatisfaction level among Malaysian undergraduate students. It is very important to know how far a student satisfaction level in campus life, besides academic achievement. Awareness of this primary warning help to overcome the consequence of problem creates by dissatisfaction scenario among students. Material or grades not only give satisfaction to a person. It only can gain by pure relieve internal characteristics. Therefore, establish a great emotional intelligence capacity to bring out super marvellous satisfaction level among students for a better learning life.

Besides its help out students, parents also feel satisfy indirectly once they know their children satisfy with their campus life. This study will be basement for this issue to occur. At same time, society of parents has confidence on higher education institutions for responsibility to give attention to this matter. The findings of this study will be platforms to enhance university administration by solve dissatisfaction level among students.

Moreover, by this study discovery, serve to university management to establish other factors to assist the student satisfaction. They can concern the essential of emotional intelligence in order to foster dissatisfaction among students especially in future. It is because emotional intelligence identified as internal behaviour to give attention for better quality life than material accumulation in campus living life.

Besides that, this study fills in gap of past studies and enhance to the literature and psychological concentration. Most of past studies focus on life satisfaction of family and carrier. Therefore, few of studies concerned in education setting. Due to this, this study postulated to the fact that a lack of research on the issue had been accomplished especially in Malaysia on relationship of emotional intelligence and life satisfaction among undergraduate students.

Methodology

This section explores the research techniques applied in this study, sample selction method, data collection techniques and data analysis method. This study used a quantitative method thorough survey questionnaire to get a sample from four universities in Klang Valley area, Malaysia.

Poulation and Sample

The population consists of undergraduate students at four universities in Klang Valley area, Malaysia. Target respondents select by multistage cluster sampling tecnhquies. The four universities divided into two group that are public higher learning insitutions (IPTA) and private higher learning instituions (IPTS). There are a total of 600 respondents pursing degree categorized as undergraduate students in four university of Klang Valley area. Although overall Malaysia many IPTA and IPTS, only Klang Valley area were chosen because Klang Valley known as area in Malaysia comprising Kuala Lumpur and adjoining cities in the state of Selangor. Being the capital city of Nation, the students population in Klang Valley comprises of wide variety of background in forge unity among diverse ethnicity.

Respondents are in the range of age 18 to 26 years old, pursing tertiary education in first year until final year from various type of bachelor course from different religion background (Islam, buddhism, hinduism, christianity and others) and household income background. For this study a total of 600 respondents, 57.5 percent female and 42.5 percent male were selected via simple random sampling. The breakdown of samples are as follows : Universiti Malaya (162 respondents), Universiti Putra Malaysia (169 respondents), Universiti Tenaga Nasional (159 respondents) and Universiti Kuala Lumpur (158 respondents). Finally this sample round off by clearing unusable response to 150 respondents from each universiti of IPTA and IPTS.

Instruments

The emotional Scale (SEIS) by Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998) was applied to measure emotional intelligence. The measurement comprised into four subscale namely perception of emotion, managing others emotion, social skills and utilizing emotions with five-point Likert Scale type response (1= strongly disagree to 5= strongly agree). The Cronbach alpha value for each subscale in this study are as follows : perception of emotion (0.837), managing others emotion (0.815), social skills (0.827), utilizing emotions (0.798) and overall emotional intelligence (0.819).

To measure life satisfaction, The Extended Satisfaction with life scale of Alfonso, Allison, Rader & Gorman (1996) by consists of 50 items was applied. It combination of social life, personal life

and learning life. A seven point Likert type scale were utilized to collect response (1 = strongly disagree to 7 = strongly agree). The Cronbach Alpha value for this measurement is 0.960.

Procedure

A survey by questionnaire distributed among students with universiti management permission in their campus. The reason used this data collection method is, to identify respondents accurate screening, able to found out their verbal and nonverbal emotion or behaviour when answer questions and also can explain straightforward for questions they not understand, it will be more anonymity for the respondents to increase the realibility of response on questionnaire.

Data Analysis

Data were coded, computed and analyzed by utilizing the statistical package for social science version 23. To identify the relationship between variables, inferential analysis were conduct to examine the null hypothesis formed in this tsudy. In this section descriptive and inferential statistics were applied to verify the corresponding research objective.

Result and Findings

As mentioned earlier, the purpose of this study is to examine the relationship of emotional intelligence and life satisfaction in Malaysian undergraduate students. There were four steps undertaken to highlight the most respondents choice which are frequency analysis, correlation analysis, factor analysis and regression analysis to evaluate the contribution of each factor of emotional intelligence on overall life satisfaction.

Level of Emotional Intelligence

Table 1 showed the level of emotional intelligence among undergraduate students. A total of 600 respondents, 51.0 percent (306 respondents) have high level of emotional intelligence while about 30.9 percent (245 respondents) were at the moderate level of emotional intelligence and only 8.1 percent (49 respondents) were at low level. Thus, the findings of this analysis showed majority of respondents have high and moderate level of emotional intelligence compared low level. It means majority of respondents develop very well by socially, emotionally and cognitively in their learning process.

Table 1: Level of Emotional Intelligence and Life Satisfaction

Variables	Level (%)			Mean	SD
	Low	Moderate	High		
Emotional Intelligence	8.1	30.9	51.0	3.75	0.63
Life Satisfaction	9	78.7	12.3	5.58	1.82

Besides that, life satisfaction a total of 600 respondents, 78.7 percent of respondents have moderate level of life satisfaction while those with high level of life satisfaction consist of 12.3 percent of respondents as well and those with low life satisfaction which consist of 9 percent of respondents based on Table 1. It means overall respondents had moderate level of life satisfaction than low level and high level. They neither are in positive nor negative level in life satisfaction. A respondent was satisfied with his or her life or not is a subjective issue. Hence feeling of delight and comfort with their external environment depends on the factors impact them.

Relationship between Emotional Intelligence and Life Satisfaction

Pearson product -moment correlation analysis has been applied to examine the significant relationship between subscale of emotional intelligence and life satisfaction.

Table 3: Correlation of Perception, Managing, Social Skills, Utilizing Emotion and Life Satisfaction

Variables					
Life Satisfaction	1				
Perception of emotion	.726**	1			
Managing other emotion	.667**	.568**	1		
Social skills	.545**	.330**	.171*	1	
Utilizing emotions	.355**	.246**	.146*	.110	1

* Correlation is significant at the 0.05 level (2-tailed)

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

The Table 3 commonly displayed that there is a high positive relationship between the level of life satisfaction and subscale of emotional intelligence. Life satisfaction was measured by 50 items, 7-point Likert scale. The result in Table 3 shows that there was a statistically significant between the level of life satisfaction and the level of emotional intelligence. The findings showed that the relationship between the level of life satisfaction and perception emotion ($r = .726, p < .05$) which indicates high level of life satisfaction positively related with high level of perception of emotion.

The Table 3 also portrayed that there is a high level positive significant relationship between level of life satisfaction and managing other emotions with scores ($r = .667, p < .05$). Moreover, the result showed statistically significant positive relationship between level of life satisfaction and social skills ($r = .545, p < .05$). The result in Table 3 showed that there is a moderate statistically positive correlation between life satisfaction and utilizing emotions. The result showed that there is a significant positive moderate relationship between life satisfaction and utilizing emotions ($r = .355, p < .05$).

Discussion

The result of findings revealed that, the association between overall emotional intelligence subscale and level of life satisfaction was found to be significant. This study stated that, the higher level of emotional intelligence among undergraduate students, the better level of life satisfaction. Undergraduates who have better perception of emotion, managing other emotion, social skills and utilizing emotions will be capable to achieve a great life satisfaction in campus environment. This finding supports the findings of many scholars in the past studies.

Based on Schutte, N., Malouff, J., Bobik, C., Coston, T., Greeson, C., Jedlicka, C., Rhodes, and E., Wendroff., (2001) reviewed without proper emotional intelligence easily tend into depression and stressful which one of cause of dissatisfaction. Ekman (1977) and Grewal et al., (2006) stated that perception emotions of other's nonverbal meaning indirectly create comfort zone in self. Managing emotion by adapt to the situation form to be happy and accept what kind of sudden changes surrounding a human (Frijda, 1992). Meanwhile Schwarz and Clore (2003) concluded that improve social skills directly increase a person gratify and mollify. Utilizing emotion mentioned by Schwarz and Clore (2003) that capability to control and create emotion for successful platform to build a satisfaction level around a person with self and others.

Therefore, the current study support overall past studies according to result of analysis (Ahmad Marzuki et al., 2018; Alfonso et al., 1996; Gander et al., 2016; Ismail et al., 2014; John F.Helliwell, 2018; Sabri & Falahati, 2012). In addition, undergraduates with better mental health who manage to establish good relationship with others (lecturers and peers) will also achieved a great of life satisfaction. Being capable to observe, managing and utilizing emotions form thoughts that enhance their own feelings are the attributes of those with high level social skills and this will tend to better well being of life. In other words, undergraduates with flexible and open-minded prospect, better self-awareness and might establish a value and potential quality of life in learning process.

A student who pursuing tertiary education, away from home in new campus life need an adaptive personality character towards the new surroundings. By this study able to stimulates positive emotional intelligence among undergraduates who just left school life. They need a strong and healthy mindset to face any challenges in campus. These issues only can handle by emotional intelligence elements towards life satisfaction. That is the main purpose of this study and null hypothesis rejected in this study that there was a significant correlation between level of emotional intelligence and level of life satisfaction among Malaysian undergraduates.

Conclusion

Undergraduates require an internal support for a better living. The outcome of the study briefly showed that the respondents for the prior study internally benefitted from positive emotional intelligence subscales, which are perception of emotions, managing emotion, social skills and utilizing emotions. The positive emotional intelligence will tend to a satisfaction of life in order to carry on with whatever they require to perform in learning environment. Considering life satisfaction of Malaysian undergraduate's study contributes of individuals are related to a quality of well being life. Thus, life satisfaction is very important factor in learning environment does not matter whether higher education institutions or lower education institutions such as primary or secondary school.

Therefore, a high level of emotional intelligence within students, a grateful of life satisfaction will be fully attainable among students. This concluded that perception of emotion best subscale in emotional intelligence in increase student's life satisfaction level, followed with managing other emotion. Observe and manage emotion of others viewed as essential tool for satisfaction achievement. At the same time, utilizing emotion not much attention obtains by respondents for high level of satisfaction although in partially correlated. Hence, utilizing emotion towards life satisfaction can be exploring more in upcoming research to fill in gap of this study.

This study also suggested that by improving students' life satisfaction, students can contribute to the development of students' community welfare as well as to universities administration. Therefore, universities management need to organize special workshop or self intellectual or mindset training among students to alleviate their emotional intelligence skills. By this not only student satisfy with their campus life, it also encourages university management to form more value and potential students besides brilliant students. 'Students' a precious measure for each higher education institutions economically, so their well being and psychosocial attributes need to be considered. Hereby, well establish psychosocial factor among students directly increase profit for a higher education institution by getting a greater number of students to their universities. It means beneficially advantage for both parties whether students or management as recommendation of this study.

Originality

In terms of emotional intelligence, students' perception of emotion and managing others' emotion more contribute to students' life satisfaction as new finding of this study.

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AUDIT FUNCTION, RISK MANAGEMENT AND THE SIGNIFICANCE OF AUDIT OPINION

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Abstract: *The objective of the study is to discuss the function of audit, risk management and the significance of audit opinion or audit reporting. In Malaysia, based on the Malaysian Code on Corporate Governance (MCCG), (2007; 2012 and 2017) clearly stated the role and responsibility of the auditor in corporate governance world. The existence of internal audit function for example is one of the crucial elements in corporate governance mechanism. Further, the existence of external auditor and audit committee in a company as a compliment to the function of an audit. Both internal and external auditors have their respective responsibilities in corporate governance world. For audit committee, it has the oversight function and as a board committee that monitoring the corporate governance as a whole. Although the full board of director is a top of rank in corporate governance element, the tasks of internal control, risks and any corporate governance issues are mandated to the audit committee.*

Keywords: *Audit, Auditor, Risk Management, Corporate Governance, Malaysia*

Introduction

Audit is an important element in financial reporting because audit can enhance accountability and credibility of financial information provided (Sloan, 2001; Francis, Khurana & Pereira, 2003). Audit function can be divided into two groups: internal audit and external audit or independent audit. The objective and function of internal auditors are mutually important. Leung, Cooper and Perera (2011) highlighted a good correlation between the tasks performed by the internal auditors and objectives towards governing activities. They also added that in terms of the corporate governance process and the issue of risk management, internal control is the key factor for internal audit to make a worthwhile contribution. Mitra and Hossain (2011) supported that corporate governance is a mechanism that helps to improve the reliability of reported accounting information; investors are interested in obtaining this information which shows the impact of corporate activities (Quick & Wiemann, 2011). This argument is supported by Cohen, Gaynor, Krishnamoorthy and Wright (2007) that corporate governance is an important element for internal audit evaluation by the external auditor. Eventhought the internal audit still focusing on the risk management issues, but for external risks exposure such as marketing risk and competition risk, the responsibility on these risks should be focused by the external audit. For an audit committee, it has the unique function as a board committee to monitor these types of risks. The audit committee has the responsibility to see both internal and external risks and it became as a coordinator for the arrangement between internal and external auditors.

Finding and Discussion

The internal audit function is important even if there is a separate risk management committee (RMC) because internal audit function employees have expertise on accounting transactions and responsibility for the company's internal control system as a whole. A separate RMC has to take advantage of this by cooperating with internal audit. Risk of fraud can be detected because of the expertise of the internal audit staff on accounting transactions. Risk management plays an important role in a company. Subramaniam *et al.* (2009) reported that the management of risks is an integral part of good business practice. The RMC can manage those types of risks associated with the company effectively (Sullivan, 2001). The main function of the RMC is to tackle every single risk that the company will face. A strong RMC can ensure a company will survive in the future. Blay, Geiger and North (2011) argued that modified audit opinion issued by the auditor evidences that there is a substantial amount of doubt about the future viability of the company. Demirkan and Platt (2009) suggested that the quality of the board's committees plays a significant role in the quality of financial reporting. The characteristics of the RMC which is also a board's committee has implications and can influence the quality of financial reporting (Iyengar, Land & Zampelli, 2010). The type of modified audit report is a red alert of the failure of the company (Masyitoh & Adhariani, 2010).

MIA revised its Recommended Practice Guide (RPG 5, Revised 2013) that provides guidance for auditors to engage with clients on risk management and internal control statements included in the annual report. Paragraph 44 of this revised practice guide clearly states that auditors need to issue qualified, adverse or disclaimer opinion if there are insufficient or appropriate evidences relating to clients' risk management and internal control practices; or there are circumstances that are material to the inconsistency or non-disclosure of information relating to clients' risk management and internal control practices.

The internal audit function can add value to the companies' operations, and at the same time, support the function of the audit committee. This is supported by Soh and Martinov-Bennie (2011) that audit committee and internal audit function have good interaction between them, consistent with studies in the USA by Beasley, Carcello, Hermanson and Neal (2009); and Cohen, Hayes, Krishnamoorthy, Monroe and Wright (2009). Besides, internal auditing has become increasingly important in recent years as a useful monitoring mechanism in corporate governance (Sarens & Abdolmohammadi, 2011). In terms of risk management, Sarens and De Beelde (2006a, 2006b) found a significant relationship between level of risk and control awareness and role of internal audit function. More people from the corporate community are looking to the internal audit function to help in the problem of corporate reporting and internal control (Bailey, Gramling & Ramamoorti, 2003). Gramling, Maletta, Schneider and Church (2004) argued that in case of corporate reporting failure or scandals, one should not blame only the internal audit function.

The whole system of corporate governance should have responsibility for corporate failures or scandals, starting from the BODs, i.e., whether their monitoring function is enough to implement best practices of corporate governance, including risk management. The senior management also has responsibility for how they run the company and practice good governance. The interaction among BODs, internal audit and audit committee is important as each of them has different functions and different responsibilities. The BODs, through its RMC, is responsible for the risk

profile of the company, especially on the external risk issues, whereby the internal audit is responsible for the company's internal control, including accounting transactions. All these efforts can ensure the effectiveness of risk management and corporate governance practices in the company.

Conclusion and Recommendation

There are many users of financial reporting, such as investors, lenders, management, authorities and the public. How they interpret the financial statement and financial reporting is different; it depends on how far they understand the technical terms in the report and the extent to which the report is useful for them (Duncan & Moriarty, 1998; Church, Davis & McCracken, 2008; Gray, Turner, Coram & Mock, 2011). The standard audit report is issued to accommodate all the users of the financial statement the standard audit report adds value and credibility to financial statement and facilitates the users to easily understand and make correct decisions (Coram, Mock, Turner & Gray, 2011). However, previous studies have found that there are gaps in how users and auditors perceive the financial statement (Low, 1984; Best, Buckby & Tan, 2001; McEnroe & Martens, 2001). Gay and Schelluch (1993) supported that the gap occurs due to the financial statement's reliability and role of auditors in adding value to the financial statement. The existence of RMC especially the separate RMC as a complimentary for the task of risk profile of the company. It was a board committee that has the monitoring and oversight function should coordinate the functions of internal and external auditing. This situation will less the burden of task for audit committee that has the crucial tasks on accounting transactions.

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DEVELOPMENT MODEL OF PUBLIC OPEN SPACE IN REGIONAL GOVERNMENT BANDAR LAMPUNG CITY, LAMPUNG PROVINCE

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Abstract: *The importance of the use of open space today is still not in accordance between the expectations and the realization of a comfortable space, productivity and sustainability. The decreasing quality of urban settlements can be seen from the increasingly severe congestion, the development of slum areas susceptible to floods, landslides, and the loss of open space for articulation and public health. The method used in this research is Development Research with qualitative - descriptive approach that is to create an exposure and to find carefully and deeply about social phenomena associated with public open space in the city of Bandar Lampung.*

The preliminary findings in this study are the number of lands in Bandar Lampung City that has not been utilized optimally. So that the need for the management of public space functions and the unavailability of public open space can be a support for community activities in the city of Bandar Lampung. Through this research is expected to give contribution for the creation of public open space development model in Bandar Lampung City area and the creation of Master Plan from public open space model in Bandar Lampung City.

Keywords: *Development Model, Public Policy, Public Open Space, Public Space, Open Space.*

Introduction

Urban growth and development that increases from year to year affect the number of people living in urban areas. This will lead to increased demand for space and land, both for residential areas and business and industrial land. Urban development tends to lead to the economic sector where the effort to fulfil the land is economically profitable. This will certainly have a real impact on the deterioration of environmental quality, especially for development that does not prioritize environmental aspects.

The public open space is a space for social activities that serve and also affect the lives of the urban community. Open space is also a place for functional activities as well as ritual activities that bring together a group of people in the normal routine of daily life and in periodic activities. Basically, city space must be distinguished by a prominent characteristic, such as the quality of detail processing and activities that take place in it. A city space can be processed with a beautiful landscape as a quiet city park. In this case a certain place in the city functions as the location of an important activity, but does not have the physical scope and proper floor. Such space is an oasis in the city. Urban space is formed by the face of buildings with city floors in the form of roads, plazas or other open spaces. Open space is a planned space because of the need for shared places and activities in the open air.

The city of Bandar Lampung, located in Lampung Province, Indonesia, has an area of 625 km², with a population of approximately 475,353 inhabitants. According to Regional Regulation (RTRW) No. 2 of 2012 concerning the Bandar Lampung Regional Spatial Plan, the city is designed as a Promotion Area Activity Centre covering urban areas that function as regional government centres, health care centres, education service centres, tourism and cultural development centres, trade and service centres, collection and distribution centres, and regional transportation nodes. The purpose of urban space planning of Bandar Lampung City is to make Bandar Lampung as a centre of trade and service that is environmentally sound with the support of highly competitive human resources. To realize these goals, it requires a public facility that can physically support trade and services, education, tourism and culture in the city of Bandar Lampung. Thus, the public open space is needed for improving the quality of the environment and as a means of meeting the needs of the community. The model of public open space development is needed in the midst of the people of Bandar Lampung City, especially in order to contribute to city governance that promotes good environmental quality and has a positive impact on the people in Bandar Lampung City.

Literature Review

Public Open Space

Public space is a space that is formed or designed in such a way that the space can accommodate a large number of people in carrying out activities that are public. Public spaces that can function optimally for public activities for the community and individuals, generally have characteristics including: a strategic location, having good visual and physical access, space which is part of a road (circulation path), has seats include stairs and park benches (Carr, 1992). According to Hakim (2008) public space is basically a container that can accommodate certain activities of the community, both individually and in groups. Public space can be said as a space that functions for community activities related to social, economic, and cultural (Darmawan, 2009). The public space must also always follow the changing needs of its users because of the community's involvement in it as a user of facilities in the public space. In addition, the system of public space is formed by regulating elements of the public sphere in a sequence of sequential and interrelated arrangements between elements so as to create a functional public space. Elements of the public space are parks, parking areas, roads and pedestrian ways (Shirvani, 1985). Whereas according to the Ministry of Public Works of the Republic of Indonesia (2009), the city's public open space consists of Green Open Space and Non-Green Open Space. Green open space is part of the open space of an urban area filled with plants, plants and vegetation to support ecological, social cultural and architectural benefits that can provide economic benefits for the community. While non-green open spaces in the form of hardened open areas and blue open spaces in the form of rivers, lakes and areas designated as inundation areas.

The existence of Green Open Space is very important because many functions and benefits are useful for humans either directly or indirectly. Woolley (2004) classifies the functions and benefits of urban open space in four categories, namely: 1) Social Function, in the form of providing opportunities for children to play, active recreation and passive recreation; 2) Health Functions, contributing to physical health and mental health in the form of opportunities for exercise and natural nuances that provide healing effects; 3) Environmental Functions, as a macro climate regulator such as improving the flow of angina, reducing air pollution, reducing temperature increases, reducing radiation and sunlight and noise with plants or green spaces; and 4) Economic Function, indirectly the existence of open space can have a strong influence on the value of a property.

Good Public Open Space Criteria

According to Budiyaniti (2014), the open space of the city can be a good city park if it meets the following criteria: 1) Comfort (both thermal comfort, comfortable motion, comfortable audio, comfortable visual, comfortable psychologically, and comfortably physical) are the main requirements that must be fulfilled for city parks; 2) Relaxation, which can be a place to relax in order to release the tension and routine of daily life; 3) Active and passive activities, which can be active and passive activities; and 4) Having a discovery both visual and physical, so that it can generate new experiences. In more detail can be seen in table 1.

Tabel 1. Criteria for Public Open Space (Urban Park)

Author	Description of Criteria for Public Open Space (Urban Park)
Motloch (1991)	City parks must have an attraction in the form of uniqueness and local characteristics, so as to inspire and present the experience of the visitors.
Carr (1992)	comfortable, relaxation, active and passive activity, discovery
Urban Living Indicators (2005)	<ol style="list-style-type: none"> 1. The location and context of the city park must be integrated and have contextual links with the surrounding designation. 2. Place: as a place of interaction between citizens to enjoy outer space and visual identities (orientation and environmental characteristics). 3. Accessibility: easily accessible to anyone, especially for pedestrians and bicycle users. 4. Facilities: city parks must have facilities for children, teenagers, adults, and parents and pets. 5. Size and service: the area of a city park must be at least 1 acre (0.4 ha), with a regional service scale and can be reached in 5-10 minutes from office, commercial or residential areas
Steiner (2007)	<ol style="list-style-type: none"> 1. Minimum area of 2 ha 2. City service scale, able to accommodate a minimum of 100,000 people / day 3. Located in a strategic location and has a connection or contextual with the surrounding designation.

Source: Budiyaniti, 2014

Methods

This study uses a development research method with a qualitative descriptive approach (Bungin, 2007: 30) which is to make an overview / exposure and explore carefully and deeply about social phenomena related to public open spaces in the city of Bandar Lampung. This research is oriented towards product development where the development process is described as thoroughly as possible and the product is finally evaluated.

Data is obtained by documentation method originating from primary data and secondary data. Primary data in the form of photos from direct observations to locations of public open spaces and interviews with employees of the housing and housing administration of the city of Bandar Lampung. While secondary data in the form of books and reference writings that have information related to public open spaces in the city of Bandar Lampung. Data analysis uses text data analysis and cross data tabulation method which synchronizes the theory and existing conditions in the field.

Result and Discussion

Government Policy Related to Public Open Space in Bandar Lampung City

Based on data from the Department of Housing and Settlements of Bandar Lampung City (2018), the area of Green Open Space in Bandar Lampung City is 2,185.59 Ha. When compared with the area of the city that has an area of 19,722 Ha, the percentage is 11.08%. Whereas in the government regulations as written in the Guidelines for Provision & Use of Green Open Space in Urban Areas (2009), the percentage must reach 20% of the total area. This shows that the city of Bandar Lampung still needs space allocation to meet needs in accordance with the mandate of the spatial law (see table 2).

Table 2. Distribution of Green Open Space in the City of Bandar Lampung

No	Types of Green Open Spaces	Area (Ha)
1	City parks	19,25
2	Recreational Parks	29,20
3	Natural Parks	22,30
4	Neighbourhood Parks	2,40
5	Offices Parks	8,90
6	<i>Park Forest Raya</i> (Great Forest Park)	510,00
7	City Forests	83,00
8	Protected Forests	350,00
9	Landscapes	745,80
10	Funeral/Cemetery	40,33
11	Sports Fields	25,70
12	Fields for Ceremony	1,60
13	Parking Lots	12,70
14	Farming Lands	278,40
15	SUTET (Extra High Voltage Air Channels) paths	5,60
16	River and Beach Borders	0,90
17	Median Roads and Pedestrian Ways	43,01
18	Green paths	6,50
	Total of Area	2.185,59
	Area of the City	19.722,00
	Percentage Area of Green Open Spaces	11,08%

Source: Department of Public Works, Building and Environment Structuring Division, Lampung Province, 2018

Based on the existing conditions and the results of the analysis carried out by the Bandar Lampung City government, the direction of development and achievement of green open space is prioritized on the achievement of the new public green space with the following directions: (1) Maintaining and revitalizing existing public and Private green open spaces; (2) Declare the Gerakan Bandar Lampung Menghijau (GELAM – The Green City Movement) through tree planting activities on community-owned land, green road lanes, public facilities land, and other places; (3) Maintain 50 Ha of urban forest area in Sukarame and establish mountains as City Forest; (4) Conduct conservation and revitalization of urban protected areas (Protection Forest with an area of approximately 441 hectares, Mount, Bukit, and water catchment areas in Batuputu, Sukadanaham, Beringin Raya, Kedaung Sumber Agung, Keteguhan, Sukamaju, and Panjang with an area of approximately 3,301.28 hectares); (5) Building a new public green open space in the form of environmental parks, city parks, urban forests, cemeteries, border lines, and green road lanes which include the median road, roadside and intersection park; (6) Greening in dense settlements can be done with limited media (pots) and yards; and (7) Develop parks on the roofs of buildings, houses, offices and other public facilities.

Bandar Lampung City Planning Office in 2010 has made plans and targets for the provision of Public GOS in Bandar Lampung City until 2030. More detailed information can be seen in the table 3.

**Table 3. Target Plan for Providing Public Open Space (POS)
in Bandar Lampung City until 2030**

No	Type of POS	Minimum area / unit	Unit Needs	Realization target (Ha)	Location(s)
1	Neighbourhood Parks (<i>RT</i>)	250	5.238	130,95	Some locations inside the city
2	Neighbourhood Parks (<i>RW</i>)	1.250	524	65,47	Some locations inside the city
3	Villages Parks (<i>Kelurahan</i>)	9.000	44	39,28	grouped with urban village schools / centres in 98 villages
4	Sub-District Parks (<i>Kecamatan</i>)	24.000	11	26,19	grouped with school / sub-district
5	City Parks	144	3	39,28	in the centre of the city (Tanjung Karang Pusat, Teluk Betung Selatan , Baruna Field)
6	River border open spaces (<i>GSS</i>)	The total river length is 137 Kilometers	<i>GSS</i> minimum = 3 meter, minimum	Target = (3X137.000) /10.000	Along the river

No	Type of POS	Minimum area / unit	Unit Needs	Realization target (Ha)	Location(s)
7	Beach border open spaces (GSP)	The total coastline length is 27.01 Kilometers	GSP minimum = 100 meter, Minimum	Target = (50X27.010) /10.000 x 75%	Along the coastline except the port area
8	Funeral/Cemetery	1,2 *) m2/capita	- Existing area 123,83 Ha	Target = 23,92 Ha	In all cemeteries with funeral priorities that have been managed by the city government
9	City Forests	4,0 m2/capita	- Existing area 117,75 Ha - Area needed 133 Ha	Target = 390,80 Ha	- IAIN: 28 Ha - Golf field: 17 Ha - SMA 12: 2 Ha - SMA 24: 2 Ha - Mountains/hills
10	Other functions (as median of roads, green paths, etc)	12,5 m2/capita	- Existing area 49,51 Ha - Area needed	Target = 1587,36 Ha	adjusted to needs, prioritized on the primary city road network and secondary
11	Railway Railroad	11 m	25,40 kilometers	Target = 27,94 Ha	Along the railroad tracks
12	Others			3.480,24 Ha	Register 17 Batu Serampok, Register 19 Gunung Betung, Tabura War, Batu
Total Achievements Target			5.943,56 Ha or approximately 30,14% of the city area		

Source: Results of Analysis of City Planning Service Consultants in Bandar Lampung, 2010

Study of Mapping of Public Open Space in Bandar Lampung City

The mapping study of Public Open Space (RTP) is the first step that can be done to determine the locations of RTP that have the potential to be developed in the future. In addition, this can also help the city government in determining development priorities, which RTPs are more strategic and more appropriate to develop in the beginning. Based on the planned spatial plan pattern in the Bandar Lampung City Spatial and Regional Plan (RTRW) (2016), there are several points of Green and Forest Open Space located in the administrative area of Bandar Lampung city. The location mapping of open spaces in the city of Bandar Lampung can be seen in the following Figure 1.

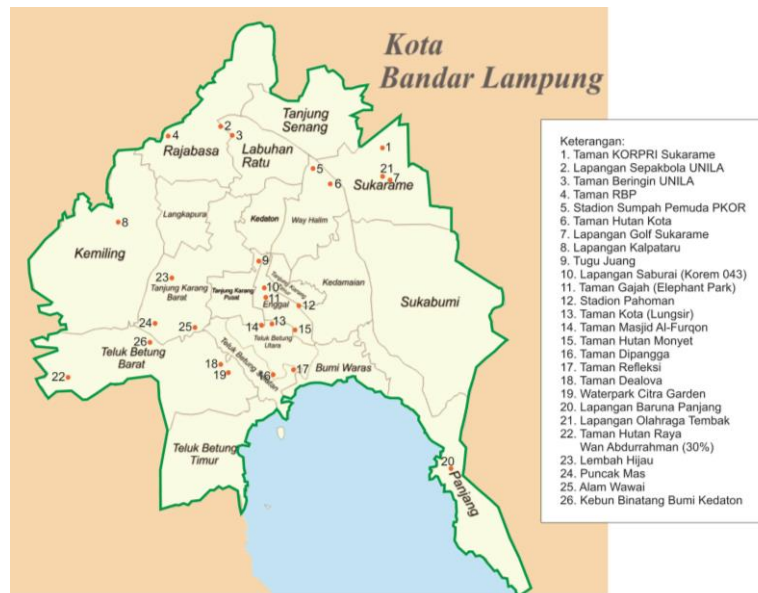


Figure 1: Plan for the Protected Area Space Pattern

Source: RTRW Bandar Lampung City, 2016

Based on Figure 1 it can be seen that there are at least 26 open spaces in the administrative area of Bandar Lampung City. The open space consists of 15 public open spaces (government managed) and 11 Private open spaces (Private property). If seen from its function consists of 8 sports facilities, 15 recreational parks, and 3 protected forests. Based on the type of activity consists of 20 active open spaces, and 6 passive open spaces. While the types of open spaces are consisting of 15 GOS's and 11 NGOS's. More detail information, see on table 4.

Table 4. Types of Open Space Ownership in Bandar Lampung City

No.	Name of Open Spaces	Types of Ownership	Types of Activity	Types of greenery
1	KORPRI Park Sukarame	Public	Active	NGOS
2	Soccer Field UNILA	Private	Active	GOS
3	Beringin Park UNILA	Private	Passive	GOS
4	RBP Park Rajabasa	Private	Passive	NGOS
5	Stadium Sumpah Pemuda PKOR	Public	Active	NGOS
6	City Forest Park	Public	Passive	GOS
7	Sukarame Golf Course	Public	Active	GOS
8	Kalpataru Field	Public	Active	GOS
9	Tugu Juang	Public	Passive	NGOS
10	Saburai Field (Korem 043)	Private	Active	NGOS
11	Taman Gajah (Elephant Park)	Public (by Province)	Active	NGOS
12	Pahoman Stadium	Public	Active	GOS
13	Lungsir City Park	Public	Active	GOS
14	The Park of Masjid Al-Furqon	Public	Active	NGOS
15	Monkey Forest Park	Public	Active	GOS
16	Dipangga Park	Public	Active	NGOS
17	Reflection Park	Public	Active	GOS
18	Dealova Park at Citra Garden	Private	Passive	NGOS

No.	Name of Open Spaces	Types of Ownership	Types of Activity	Types of greenery
19	Waterpark at Citra Garden	Private	Active	NGOS
20	Baruna Field at Panjang	Public	Active	GOS
21	Shoot-Sports Field	Private	Active	NGOS
22	Great Forest Park - Wan Abdurrahman (30%)	Public	Passive	GOS
23	Natural Park Lembah Hijau	Private	Active	GOS
24	Natural Park Puncak Mas	Private	Active	GOS
25	Natural Park Alam Wawai	Private	Active	GOS
26	Bumi Kedaton Zoo	Private	Active	GOS

Source: Research Team Analysis, 2018

To determine the most ideal public open space, this can be seen based on the type of activity which is an active open space and in the form of green open spaces. Based on table 3, it can be seen that there are 7 open spaces in Bandar Lampung city that meet these criteria: Sukarame Golf Course (SG), Kalpataru Field (KF), Pahoman Stadium (PS), Lungsir City Park (LC), Monkey Forest Park (MF), Reflection Park (RP), and Baruna Field at Panjang (BF). According to Budiyaniti (2014), a good urban open space must meet 8 (eight) aspects of the criteria (see table 5).

Table 5. Criteria for Ideal Open Space in Bandar Lampung City

No.	Criteria for Ideal Open Space	Public Open Spaces						
		SG	KF	PS	LC	MF	RP	BF
1.	Has a minimum area of 1 acre (0.4 ha or 4,000 m ²)	√	√			√		√
2.	Has a city service scale; able to accommodate 100,000 people / day	√	√	√				√
3.	Strategic location; can be reached in 5-10 minutes from the office, commercial or residential area			√	√		√	
4.	Easily to access by public transportation	√	√	√	√	√	√	√
5.	Has facilities for children, teenagers, adults and the elderly, or pets	√	√	√			√	√
6.	Able to bring up active activities, such as sports, play, social interaction, and so on	√	√	√	√	√	√	√
7.	Has an attraction, uniqueness, certain characteristics, and elements of novelty					√	√	
8.	Public; accessible to all levels of society	√	√	√	√	√	√	√
Number of Criteria Compliance		6	6	6	4	5	6	6

Source: Research Team Analysis, 2018

Based on table 5, it can be seen that there are 5 (five) public open spaces in Bandar Lampung city that fulfill 6 (six) of 8 (eight) criteria, namely Sukarame Golf Course (SG), Kalpataru Field (KF), Pahoman Stadium (PS), Reflection Park (RP), and Baruna Field at Panjang (BF). However, the value of a strategic location (Carr, 1992) and a minimum area of 4000 m² is the main consideration in this study because it is related to the purpose of the research which is to become a model for the development of public open spaces that are good and according to the needs of the community. So out of the six open spaces, there are only three most ideal public open spaces, namely: Pahoman stadium (in the city centre); Kalpataru Field (in the western city boundary); and Baruna Field at Panjang (in the southeastern city boundary).

Furthermore, a more thorough study (feasibility study) can be carried out regarding the planning of the master plan (physical study) and the public policy (non-physical study).

Acknowledgements

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LEARNING STYLES AMONG TERTIARY LEVEL STUDENTS: A CASE STUDY ON PRIVATE COLLEGES IN MALAYSIA

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Abstract: *The aim of the study is to find out the preference of learning styles among tertiary level students by stream programme and gender. The scope of the study is to look at private colleges in order to see the different culture and atmosphere of students in applying and practicing their learning styles against what the public universities have offered. There are 100 respondents from two (2) private colleges in Kedah and Kelantan have been selected which enrolling in the field of arts and sciences programme. A set of questionnaires consisting of three (3) sections of learning styles (VAK) adopted by O'Brien (1985) is distributed to all respondents after class session. The results have concretely shown that most of the respondents regardless of stream programmes prefer visual learning style as their way of learning followed by kinesthetic and auditory. And, it shows, too, female students are the most respondents who apply visual learning style into their learning process. Visual learning style becomes a preference for the most of students in learning due to an easier time processing and understanding information in any subject matter.*

Keywords: *Learning, VARK, Learning styles, Stream programmes*

Introduction

Keefe & Ferrel (1979) defines learning styles as “the composite of characteristics cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with and responds to the learning environment. Learning has become one of the most important parts of human life. The process of learning in human starts as early as birth in which human are born with ‘Tabula Rasa’ which is know nothing about the world of knowledge and it is only can be shaped by environment. The process of acquiring knowledge is important as it plays a vital role not only in education, but also for survival. The ways individuals acquired, preserved and retain information are known as learning style (Felder & Henriques, 1995). There are three main types of learning styles: visual, auditory and kinaesthetic/tactile (VAK) (Reid, 1987). As to succeed in their learning, learners have to earn the precise learning styles to achieve the skills and knowledge in their learning process. To reach the targeted achievements and to find answers for questions that have existed in our lives are one of the reasons why humans are learning and acquiring new knowledge. As a part of learning process, it is a vital decision for any learners to find their own learning styles as to help them to achieve success in them by receiving and understanding knowledge easily.

Problem Statement

Preferring the learning styles may create some possibilities in which learners face conflicts in their learning process when they are not able to find the suitable learning styles according to their learning preferences. The problem occurs when their learning styles are not in par with their learning behaviours such as solitary learners who try to use the social learning styles. This kind of experimentation will not only make the learner feels uncomfortable learning within groups of people, but it can also limit the learner's capabilities of delivering ideas and opinions due to interference that against their norms of learning.

The differences within individuals such as the nature of their cognitive, affective, physical, morale, social and behaviour can be identified to affect the process of learning and learning development substantially. Acquiring the appropriate learning style is difficult and it creates problems such as time consuming due to the learners are doing lots of trial and error in their efforts to discover the proper learning style. Not only that, using improper learning styles also will affect the whole process of learning which demotivates learners to cope with new environment accordingly.

Literature Review

VARK is an acronym for Visual, Aural, Read/Write and Kinesthetic learning style which initially developed by Neil Fleming in 1987 that falls under four modalities as an enhancement in learning. (Kara, 2013).

One of the studies done by Murphy, Gray, Sraja, & Byert (2004) found that dental students had a stronger visual learning styles, coupled by read/write learning styles. This was as result of the needs for dental students to learn from visual demonstration and hand-on learning experience, and writing and reading notes as the enhancer to their already existed knowledge.

Whilst, some learners learn through kinesthetic or movement, in which learners can learn or easily cope with the understanding of the knowledge via physical movements as in football/soccer players learning the skills on how to dribble the ball properly (Fatin Amirah Suib, et al; 2010)

This also supported by Hatami (2013) which all individuals have different learning styles that only be differentiate by their natural, habitual, and preferred ways of absorbing, processing, and retaining new information and skills.

Kara (2013) in her study has shown that learners who have their own preferences of learning styles often confronting with the problems whereby the teacher mismatched their teaching styles with the learner's learning styles. As a result, many learners have low motivation to learn, thus many of them failed to achieve their target for academic performance.

According to Nancy (2006), teaching will not be a success without teachers understand and having the knowledge of students' learning styles and matching them with the correct teaching techniques and strategies.

Besides, There was a different perspective by Lujan and DiCarlo (2006) which administered the VARK questionnaire to the 250 first-year medical students whereby there were only 36.1% of the students preferred a single mode of learning preference and among these students, 5.4% preferred visual learning, 4.8% preferred auditory, 7.8% preferred printed words, and the most was 18.1% preferred kinesthetic that they can use all the senses from touch, hearing, smell, taste, and sight to

get along with the learning as a whole. This was also revealed by Veena and Shailaja Shastri (2013) in their study which 80% of the pure and applied science students preferred single mode of information presentation, with a preference towards visual mode (3%), auditory mode (43%), reading/writing mode (7%), kinesthetic mode (27%) and 20% of the respondents preferred multiple modes. From these studies, it can be seen that most of science respondents preferred whether kinesthetic and auditory in their modes of learning. In addition, Yemane, Ambaye, Alehegn, Sahile, Dimtsu B, et al. (2017) had a different result towards their science programme respondents which showed that of the total 415 students, 305 (73.5%) of the students were unimodal and visual learning style was the most preferred mode.

On the other hand, Wehrwein, Lujan and DiCarlo (2006) found out that majority of male students preferred multimodal instruction, specifically, four modes (VARK), but preferring more auditory and none of them chose auditory. Whereas, a majority of female students (33.3%) preferred single-mode instruction with a preference toward Kinesthetic. This is also supported by Veena and Shaijila (2013) that both male and female respondents are into auditory learning styles followed by kinesthetic, read/write and visual. They also stressed out that the pure science and applied science course students differ significantly in their preference for visual learning style. There was no significant difference in learning style preference between high and low academic achievement students. Gender differences show that boys and girls differed significantly in their preference for auditory and the other three modes respectively. However, Yemane, Ambaye, Alehegn, Sahile, Dimtsu B, et al. (2017) had a different result towards their science programme respondents which showed that the male and female students were dominantly preferred visual learning style; and also, the finding found that there was no significant association between gender and learning style preference.

Methodology

A quantitative research design has been used to tabulate the data as it is useful to explain and response to questions regarding the respondents and contexts. A set of modalities (learning channel preference) questionnaire reproduced by O'Brien (1985) had been distributed to 100 respondents which consist of twenty-eight (28) male students and seventy-two (72) of them are females. They were randomly selected from two (2) private colleges in Kedah and Kelantan which enrolling in the field of arts and sciences programmes. The data then will be tabulated and analysed by using simple equations.

Findings and Discussion

The findings are looking at the learning channel preferences by both gender of students and also preferences by courses taken by the respondents. The three learning preferences (Visual, Auditory and Kinesthetic) are considered the most practice and implemented while learning by the students.

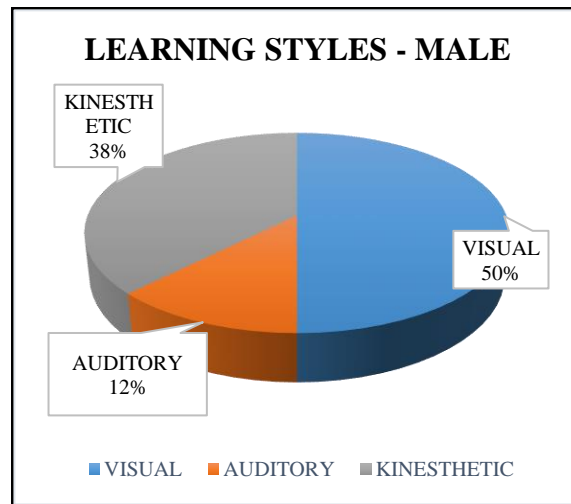


Figure 1: Percentage on Learning Style By Male Respondents

Figure 1 presents the percentage on the learning style by male respondents. There are twenty-eight (N=28) of male respondents from all two private colleges had been randomly chosen and 50% (14) of overall are mostly preferred visual learning style as their learning preference. While, 38% of them are more inclined to kinesthetic and the remaining (12%) of male respondents are preferring auditory as a part of their learning techniques.

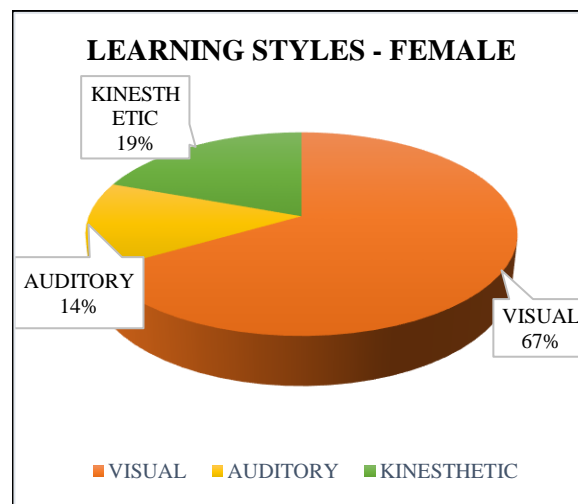


Figure 2: Percentage on Learning Style by Female Respondents

Figure 2 illustrates the percentage on the learning style by female respondents. Out of 72 respondents, 67% (48) of female respondents believe that visual learning style helps them in obtaining information fast from the rest. The second preference which kinesthetic contributes to 19% (14) respondents. While 14% (10) of respondents prefer auditory as their learning style. Most of female respondents, too, are on the same track with male students which visual learning preference give more advantage to them to learn.

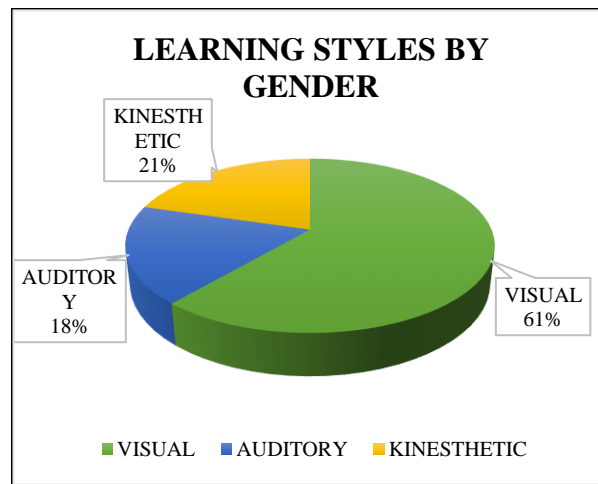


Figure 3: Percentage on Learning Style by Gender

Figure 3 sums up the percentage on the learning style by both respondents. It is clearly showed that visual learning (61%) is the most learning preference preferred by both genders. Kinesthetic (21%) and Auditory is the least (18%) preferred learning style. Visual learning style is a preference to the most of the respondents because it can assist them in incorporating imagery into their visualization of information and also help them to make sense of what they hear. This includes using pictures, images, colours or other visual media to help organize and process information. Many visual learners may find they have images always floating around in their heads.

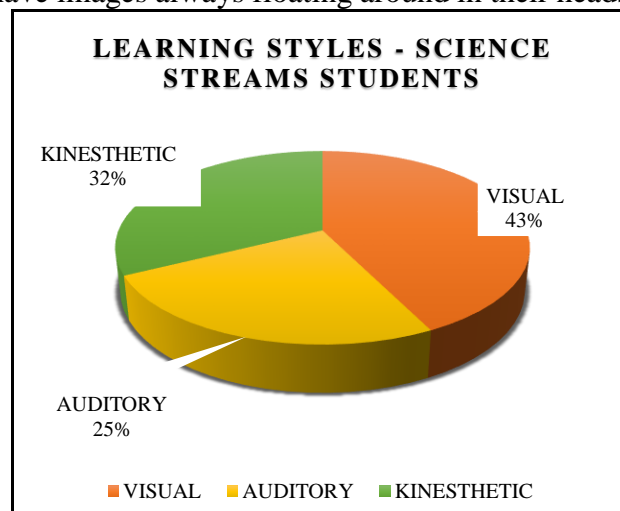


Figure 4: Percentage on Learning Style by Science Streams Students

Figure 4 shows the percentage on learning style by science stream students. The total number of respondents enrolling science streams courses are seventy (N=70) and most of them (43%) are preferring visual learning style as their learning preference. 32% (22) of respondents are choosing kinesthetic learning preference, while, 25% (18) are comfortable with auditory learning style. Again, visual learning style are the most preferable and practiced among the students in order to obtain knowledge during classroom session or individual learning.

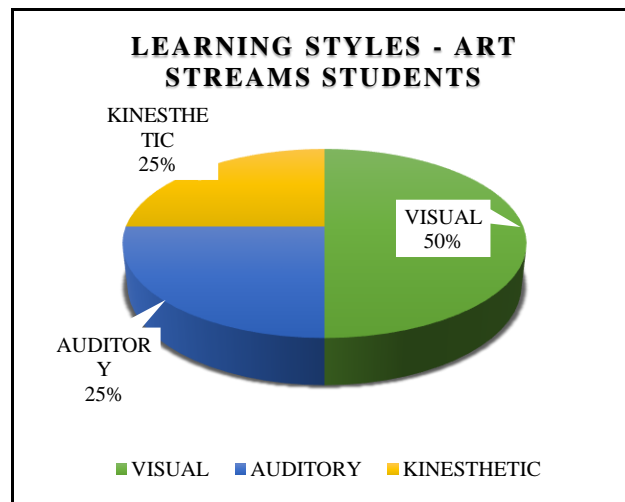


Figure 5: Percentage on Learning Style by Art Streams Students

The equality in preferring learning style by art streams respondents on visual learning can be seen in Figure 5. With total number of 30 respondents, half (50%) of them are fond to visual learning. About 25% for both kinaesthetic and auditory are preferred by some of the respondents. This is clearly seen that visual learning is still the most preferred learning style for the most of respondents specifically and the students generally.

Conclusion

The term “learning styles” visualizes to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information. This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one’s prior experience. It is important for educators to understand the differences in their students’ learning styles, so that they can implement best practice strategies into their daily activities, curriculum and assessments.

One of the most accepted understandings of learning styles is that student learning styles fall into three common categories: Visual Learners, Auditory Learners and Kinesthetic Learners. are introduced by Neil Fleming (1987). VARK is an acronym that refers to the four types of learning styles: Visual, Auditory, Reading/Writing Preference, and Kinesthetic. (The VARK model is also referred to as the VAK model, eliminating Reading/Writing as a category of preferential learning.) The VARK model acknowledges that students have different approaches to how they process information, referred to as “preferred learning modes.” Students’ preferred learning modes have significant influence on their behaviour and learning

- Students’ preferred learning modes should be matched with appropriate learning strategies.
- Information that is accessed through students’ use of their modality preferences shows an increase in their levels of comprehension, motivation, and metacognition.

Based on the study, most of the respondents regardless of gender and stream preferred visual learning style that influences them more in learning compare to other learning modes. Visual

learners have an amazing memory. They are usually highly sensitive to how certain things look and can easily see the big picture. In other words, visual learners often feel the need to have goals. These goals are then divided into small tasks that they can focus on. Visual learners are also good at imagining situations and events. They can simulate scenarios in their minds and carefully plan their actions according to each outcome. This means that most people who learn mainly through visualization are the ones who plan things carefully.

Lujan & DiCarlo (2006) reflects that most students are able to learn effectively as long as educators provide a blend of visual, auditory, reading/writing and kinesthetic activities. However, some students prefer one of the modalities over the other three so strongly that they struggle to understand the subject matter unless special care is taken to present it in their preferred mode. Therefore, students should engage in multi-modal learning styles and educators should motivate and absorb the importance of using all the modalities to enhance students' academic achievement.

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UNDERSTANDING EMOTION AS A COMMUNICATION BARRIER AMONG EXECUTIVES IN CORPORATE ORGANIZATION TOWARDS EFFECTIVE COMMUNICATION

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Abstract: *This research is conducted using qualitative method in understanding the deeper meaning of emotion as a communication barrier. A conceptual framework has been developed to understand these communication barriers on a deeper level and they are categorized into four dimensions which are, 1) socialization between employees, 2) competition between employees, 3) collaboration between employees, 4) proper communication in resolving conflict. To achieve these objectives, a total of 5 informants have been interviewed using in-depth interview method. The informants are chosen among the executives working in Sime Darby Bhd as the organization is a conglomerate consisting of multiracial employees and they are selected using purposive sampling. The location of this study is the headquarter of Sime Darby Bhd, situated in Jalan Raja Laut, Kuala Lumpur. The findings of this current research conclude that the factors such as avoidance, collaboration and compromise as laid out by the past researcher could not be categorized as the factor that cause communication barriers in Sime Darby Bhd.*

Keywords: *Communication Barriers, Emotion, Avoidance, Collaboration, Compromise*

Introduction

The purpose of this paper is to understand language barrier towards effective communication among executives working in Sime Darby Bhd. Ford and Chan (2002) state that effective communication is a two-way information processing practice which involves one party sending a message that can easily be understood by the receiver party. Effective communication is not just about a matter of exchanging information. It is also referring to the understanding and accepting the emotion and meanings that lies behind the information. In addition, effective communication can also be said like a two-way street. It is not only how one conveys an information in order for it to be understood and acknowledged by somebody in correctly to the way he has envisioned, it is also how a person attends to obtain full connotation of what is trying to be conveyed hence making the other person feel that he is heard and understood, and this concept is also applied in organizational communication. In organizations, effective communication is used by employees to enable the transfer of information which leads to higher profit and commercial success. In emotional barriers, the factors that could cause ineffective communication include 1.) avoidance, 2.) competition, 3.) collaboration, and 4.) compromise.

The contents of this paper are structured as follows. First, an explanation on the dimension communications barriers are briefly described. Second, the theories that are used in this study brought into highlight and how they are relevant in this study. Thirdly, the method of how this study was conducted is presented. Then, the results of this study is discussed. Last but not least, the researcher concludes on the findings of this study.

Communication Barriers

Broecker (2006) demarcates barriers in communication to be all types of hindrances that takes place during a communication process between two people and disturbing the process of information transfer which leads to misinterpretation and misunderstanding of a message. The chronological dimensions and the incoherence in communications are the indications that communication barriers exist.

In other words, communication barriers or barriers of communication are the aspects and factors that prevent effective communication to take place as information is not being able to be conveyed properly. Disturbances in the flow of information and the creation of problems to comprehend and understand a certain message are known as communication barriers. According to Hutchings (2005) communication barriers can be demarcated as hindrance and obstacle in a workplace that thwart effective interchange of ideas or thoughts. In the opinion of Larsson, Bentsson, Henriksson, & Sparks (1998) barriers of communication are the factors, causes or and problems that appear in the process of communication between two parties which leads to confusion and miscommunication.

Emotion as Communication Barrier

Cox, (2002) states that the concept of emotion is often associated and defined in terms of deviating from an organization's original goal. Each organization and management has their desire and goal which needs to be achieved, however employees with negative emotion tend to deviate from achieving the goal. Emotional states that are unproductive should be avoided and kept short (Orgland, 2002). In organization where the management is being changed, the employees find it intimidating and not comfortable to work with the new management. This is seen as an emotional barrier as the employees would not listen attentively to the management and hence preventing effective communication to take place. According to Dimaggio and Powel, (2000); Fligstein, (2004) individual positive emotions are extremely important when working in an organization in order to improve learning development. This is because, employees who have negative emotions tend not to learn from other and reject the information or knowledge that is trying to be conveyed to them. These employees normally develop their negative emotions when they are are required to work with people whom they are not familiar with or a new management. This is the result of the comfort zone that they have created when working with their previous colleagues or management. Another emotional barrier that could be present in organization is due to the adoption of competitive surrounding, thus creating competitive behavior between employees, as mentioned by Schein, (2000). The feelings of mistrust will develop thus creating a barrier for the sharing of information. According to Dodgson (2003) and Huber (2006), organizations need specific departments and teams that are effective and able to cooperate with one another in order to improve its operation level. Beeby & Booth (2000), Jarillo & Stevenson (2007) stated that information transfer is less effective when it is being communicated between people who are not familiar or close with one another because of high uncertainty level.

Theories

Semiotic Theory

This is the theory which explains about the production and interpretation of words, signs and meaning for effective communication. Its general and basic concept is that communication happens when one person produces certain sign or words that gives meaning and related to the other signs which produced by the receiver. The signs have complex meaning and relationship between one another primarily relations of contrast and subordination such as members in organization and even community. The signs or words are produced between two parties that can mutually understand what is trying to be shared or conveyed (Baudrillard & Poster, 1998)

This theory is applicable to this research as it explains about how people process the information that are conveyed to them. It is also used in organization by employees in order for them to make sense of the information that is shared between them. If they fail to understand the content of information or message that is trying to be delivered, then the communication between them can be considered as ineffective. This is because effective communication can only take place when both parties (encoder and decoder) are able to share information between them and able to respond accordingly.

The Feedback Loop Model

The concept of semiotic theory is supported by a communication model designed by Wilbur Schramms. Schramms was the founder of the basic communication model which gives lives to other communication models. In 1954, he developed a communication model which explains about how a message is being encoded by the sender and decoded by the receiver. He proposed that this process is scripted in a basic human interaction and it is reciprocal between two people who are communicating with one another. Below is the communication model that was illustrated by Schramms.

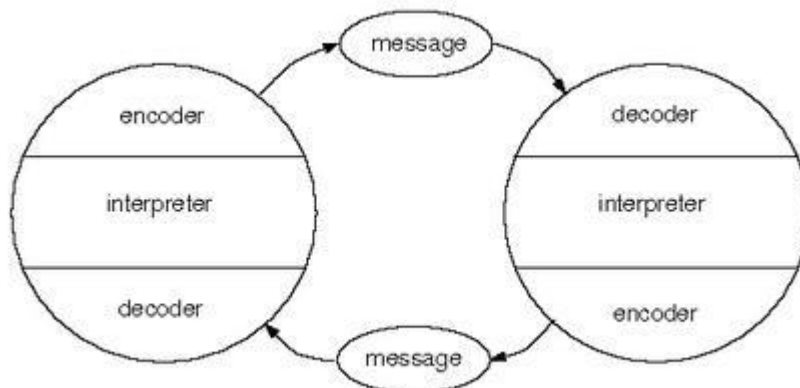


Figure 1: Feedback Loop Model by Wilbur Schramm

This model compliments semantic theory as it explains about the communication process. The message is first transferred from the first speaker and conveyed the receiver. This step is known as encoding. After that the receiver decodes or tries to understand the message and responds to it. This creates a complete circular communication, or in other words, effective communication.

However, if communication barriers exist, the circular communication process might not be able to be completed as the receiver fail to decode the message or information that is trying to be conveyed by the first speaker.

Methodology

In-depth interviews took place between April and May 2018. The five executives that were interviewed were carefully selected by the researcher and they all are permanent employees with a minimum of two years of working experience with the organization. The researcher decided to choose and focus on the main office or the head quarter of Sime Darby which is located in Jalan Raja Laut, Kuala Lumpur, as the location for this research because the main office of Sime Darby acts as the main communicator which communicates and conveys information to all of its five divisions, namely, Plantation, Property, Motors, Energy & Utilities, and Industrial. First, the researcher wrote a letter to the Head of Human Resource in Sime Darby to seek for permission to conduct interview with the employees within the organization. With the permission of interviewees, a digital recorder was used to record the conversations, which helped the researcher to conduct the interview smoothly and efficiently. All interviews were undertaken at the interviewees' places of work. The interviews were conducted in English and/or Malay - depending on which language the interviewees preferred. During the interviews, a set of questions was used to guide the conversation and, importantly, the researcher also posed probing or follow-up questions to stimulate the conversation on the topics discussed. After the interview, the researcher transcribed all the interview data.

Data Analysis

The qualitative data of this study were also analyzed using the thematic approach. Data from the interviews were transcribed verbatim based on the recording. The next step was categorizing the data into few key themes and then the data were analyzed according to themes.

Findings

This section presents the results gathered from the in-depth interviews. Informants were five executives working in Sime Darby Bhd. Two key themes are highlighted and these are related to the communication barriers laid out in this study: (1) executives do not avoid associating with others; (2) competition between executives is a good thing; (3) collaboration between executives improve work performance; (4) proper communication is the best way to resolve conflict.

Categories and themes derived from In-depth interview with individual informants reflecting on emotional barrier in Sime Darby Bhd.

Categories	Themes Derived
Emotional Barrier	<ul style="list-style-type: none"> - The executives do not avoid associating with other employees - Competition between executives is a good thing - Collaboration between executives improve work performance - Proper communication is best way to resolve conflict
TOTAL	4

Key Theme 1: Executives Do Not Avoid Associating with Other Employees

Prior to the interview with the executives working in Sime Darby Bhd, the researcher has grouped their response for the third objective of the study which is to understand emotional barrier among corporate organization executives towards effective communication into four separate themes. The first theme is regarding the avoidance attitude amongst the executives and whether or not such attitude can lead into problems which may contribute to ineffective communication. Based on the interview, it is interesting to find that the executives are very participative in whatever programs of activities that are being organized by the other team members or even the organization itself. They enjoy taking part in such activities because they are able to strengthen the bond between them, other than the fact that it also serves as an avenue for them to release from some stress. This is certainly something that is positive especially for the executives because it promotes effective communication between them as they have a sense of community not just towards their own team but to the organization itself.

...I have never missed any of the activities organized by my team. I just love to participate in whatever activities they have organized. The reason being is because I would like to show appreciation on their effort and hard work to pull it off and another reason is because it's so relaxing. At that time, we are all able to just have fun and forget about all the stress and work in the office and just have a good time. (Sime Darby 2, line 129 - 133)

...I enjoy participating in the activities organized by them because during such activities, we all get to strengthen our bond and of course release whatever stress and burden that we carry from being cooped up in the office. It's fun to join such activity and I would never want to miss them because I know I my teammates always organize one hell of a "party" hahahaha. And plus, during such activity all of us get to know each other better and talk about things that are not related to work which is kind of good. It's really boring if we were to discuss about work all the times right. (Sime Darby 3, line 239 - 246)

Key Theme 2: Competition Between Executives Is A Good Thing

The second theme that has been identified for the third objective after the interview with the informants is that the executives do enjoy a little healthy competition amongst them. Based on their responses, it could be said that the reason why they simply enjoy a little competition is because it serves as one of the factors that drive them not to just be better than others and get rewarded for their efforts, but also because they get to enhance their learning curve. Without competition, their work performance would just remain at one point without any advancement. Through some competition and getting rewards, the executives have proven that they are able to push themselves to do better than they think they can perform. Even with such competition, they still practice good communication and knowledge transfer between one another as the information that they possess might be needed for the other executives to complete his task. Such emotional culture is certainly good for their career growth as they are willing to grow together not just as individuals but as a team.

...competition is never a bad thing. It's what drives people to outdo themselves and work harder to achieve something. So I don't mind a little competition, even amongst my team. In fact, I always tell the junior executives to compete to be the best and give reward to them whenever I feel like they deserve it. As a senior executive such as I am, it's important for me to set a good role for them to follow because I want them know that they will be rewarded for all their hard work and effort for the company. (Sime Darby 4, line 359 - 364)

...as for my team, we compete all the times specially to achieve the highest KPI. Getting the highest KPI means that you get a lot of bonus on annual basis so of course we have to outperform other people. I mean don't you wanna earn more money? The bonus they give here is pretty damn good and for that, I don't mind a little healthy competition. (Sime Darby 5, line 467 - 470)

Key Theme 3: Collaboration Between Executives Improve Work Performance

According to the findings from the interview with the informants, the researcher also finds it fascinating that collaboration between executives not just amongst team members but across departments and divisions of Sime Darby Bhd is widely appreciated and treasured by them. This denotes that the team work culture is greatly practiced and can effectively be accomplished by them. During the interview, the informants unanimously mentioned that they appreciate the opportunity to collaborate with other executives even those whom they have never met because they are able to exchange the knowledge between them and also able to specify their functions according to their own sets of skills and specialty. Since Sime Darby Bhd possesses five main divisions which are Plantation, Property, Motors, Energy & Utilities, and Industrial, there have been times where the executives from all five divisions have to work hand in hand to handle a huge project. Without proper collaboration and team work, the project could end up in a disaster but due to their professionalism and appreciation towards one another, all of the projects have been a success as a result from good communication, knowledge transfer and collaboration.

...I have worked for so long and so I have collaborated with many people countless times, be it in a small and big project. Collaborating with other people is really good if everybody is doing their responsibilities accordingly within the given deadline and it makes things become smoother because more people are working together to achieve the same target. It's just like being in a team but with more number of people. When more employees are involved, that means you have more resources and more ideas and that is a really good thing to have. In fact, I also get the opportunity to work with other people with different set of skills which is a wonderful thing for me because I get to learn new things. (Sime Darby 6, line 571 - 578)

...collaborating with other people to achieve the same goal is nothing but a good thing. Why I'm saying this is because there are more brains and effort working together and maybe sometimes there are a few conflicts that might take place because of different opinion but as long as we try to stay professional and act like adults, I strongly believe that collaboration with other people is nothing but a positive thing. (Sime Darby 2, line 147 - 151)

Key Theme 4: Proper Communication Is Best Way to Resolve Conflict

Based on the past research findings, it has been proven that conflict is one of the emotional barriers that hinders knowledge transfer between employees. The reason behind this is because conflict makes people argue with one another and the feeling of hatred takes over a person and at the end of the day they would just want to see one another to fail. This is certainly a negative attitude but as humans, sometimes such feelings cannot be avoided. Based on the interview with the informants, the researcher has managed to group the fourth theme for the third objective which is proper communication and being professional is the best way to overcome conflict between employees. When two people are in a conflict, they have a tendency not to speak to one another. Such behavior is what leads to ineffective communication as the process of effective communication would require people to communicate properly and exchange knowledge or information between one another. Hence, communication is extremely essential in team work because without proper communication which results from conflict, the executives' work performance might be affected negatively.

...I used to have a lot of arguments with my team members. We disagree on things and we ended up not talking to one another. After working, I come to realize that if we have a conflict with another person, it's always best to confront and properly discuss to work things out. After all, we are working in the same office and we cannot avoid from one another. Good communication can always result in something good. Just try to find an understanding between the two of you and insyaAllah, things will work out. There's no use in making enemy especially with people that you have to work with. (Sime Darby 4, line 371 - 377)

...when two people have differences between and not talking to each other, their problem can never be resolved, right? Forgiving is one thing but forgetting is another. Yeah I remember that quote from somewhere but at least by being able to forgive someone, you will be able to communicate with each other and just put aside your ego. We need each other to grow and no one in this world can live by himself. So I think the best way to resolve a conflict is by talking to one another and try to

find a commonness between the two of you. That way, we all can live happily and peacefully and get on with our lives better. (Sime Darby 6, line 693 - 699)

It is interesting that the findings of this study have a different result from the past research findings. Based on the four themes for the third objective of this study, it is fascinating to see how employees have evolved in terms of their involvement with other colleagues. Past research findings have mentioned that employees tend to be individualistic and do not appreciate collaboration with other people. However, based on the interview with the informants, the result was rather astounding whereby the executives really enjoy engaging with other employees as well as collaborating with other employees, even with employees from a completely different division. Prior to that, collaboration and low level of avoidance between employees do not serve as a communication barrier in Sime Darby Bhd. Nevertheless, there are still past research findings that are still relevant and remain the same even after all these years. For example, employees still find that competition is something which ought to be practiced because it allows them to improve their learning curve and push themselves to be better. However, competition between colleagues need to be fair and square because otherwise it would give spark to hatred which will eventually leads to ineffective communication.

Conclusion

The researcher could summarize that this study has significantly improve the understanding on communication barriers namely office culture, language and emotional specifically in Sime Darby Bhd. The findings from past researcher findings could not be generalize to the organization or if not has become obsolete due to the advancement of technology which causes people to become more exposed to other culture and has affected working culture of the employees in Sime Darby Bhd. The findings of this study clearly shows that one of the factors of communication barriers which is sharing of knowledge which was laid out by past researcher could is not applicable towards the employees working in the organization as they really practice good process of information and knowledge sharing with one another.

Past researchers have laid out that avoidance, collaboration, acceptance and the way people deal with problems are factors that could contribute to this type of barrier amongst employees. Based on the current research findings, due to the current practice of how the superior is trying to create and maintain good relationship in the their respective has definitely played significant role in diminishing all these elements as factors that could lead to communication barriers. As a matter of fact, the organization also constantly sends the executives to training to improve their soft skills and hence this has certainly affected the way they handle their emotional stress. Sime Darby Bhd. Has certainly done a great job in ensuring that emotional barrier that could happen between employees are well managed.

Acknowledgement

First and foremost, I would like to thank Allah for His mercy upon me, having made me who I am today. He taught me hardship in life yet He also shows me the path to find success. The process of this paper is worth all the effort and frustration as it ends in achievement. I would also like to extend my endless appreciation to the fellow researchers in my team who have assisted me throughout the process of completing this paper.

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COPING WITH ANGER: THE EFFECTIVENESS & SIGNIFICANCE FROM THE ISLAMIC PERSPECTIVE

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Abstract: *We know what anger is because we have all experienced it. Nonetheless, how we respond towards anger is different; from the factors, the expressions shown at the moment of anger and the way they manage it may be identical or different from one another. Many studies have been made by researchers on the mechanism of managing anger, however not many researches are done from the Islamic point of view. The objective of this study is to identify the causes that trigger anger, the spontaneous expressions and the anger management issues and to identify the effectiveness of overcoming anger emotions according to Islamic perspective. The methodology of this study is a combination of qualitative and quantitative research method. From a qualitative point of view, the data from various written materials were assessed such as books, papers, journals, newspapers and websites. While, the quantitative methodology, 50 questionnaires were randomly distributed to the respondents consisting of Universiti Teknologi Mara Pulau Pinang (UiTM) staff. Data were analysed using SPSS software. The results indicated majority of married female lecturers aged between 26-45 years old experienced emotional state as frequent as weekly basis due to family-oriented problems. The expressions shown them were just silent or compliant. Most respondents use instantaneous method of meditation to overcome angry emotions. If emotional anger fails to be dealt with, the effects can be easily shown such as the feeling of tiredness. When occurred, it will have a negative impact indirectly to physical, mental and spiritual. As a result, it can affect concentration in various matters including career and family. The study also found out most respondents agreed on the Islamic method of ablution and prayers as one of the effective ways in overcoming anger. It is a call upon others to manage anger through the Islamic teachings.*

Keywords: *Anger, Effectiveness, Signification, Management, Islam*

Introduction

Anger as defined by Shani & Raymond (1999) is a negative emotion possessed by every human being as it begins from internal factors that emanate from itself or external factors such as a threat or provocation which raises feelings of anger. Having a sense of anger makes one's soul

disturbed. Unconsciousness of the soul causes mental instability that leads to mental illness. Research found that many Malaysians are currently experiencing mental health disorders. National Health and Morbidity Survey in 2015 showed 4.2 million people aged 16 or over or 29.2% of the country's population suffer from various mental problems (Zaitie Satibi Zaisa, 2017). More surprisingly, by the year 2020 mental illness is expected to be the second highest illness suffered by Malaysians after the heart disease, in order to prevent this, curbing angry emotions are one of the elements in psychology that should be taken seriously.

Literature Review

The study by Nadia Ismail (1995) suggested that not many people are aware of the dangers of unnecessary anger. For example, they would want to control the crime rate, and stop the war, but they do not know the right way to do it. Community campaigns about love were done, but people continue to be hostile and fight. This is mainly because they are not looking for the right cause, which is the nature of anger. A study has shown that negative emotions include anger experienced by employees that due to several factors such as overloaded and work pressure, relationships with unfriendly colleagues, personal or family problems, lack of compromise and cooperation, a discouraging work environment, and many more. (Sharifah Akmam Syed Zakaria & Ahmad Shukri Yahaya, 2006; Hodapp, 1988).

In addition, anger emotions are divided into two angles, both positive and negative (Tiky Nindita, 2012). From the positive side, these emotions can help individuals overcome problems in acceptable ways within a variety of situations and to motivate themselves in achieving good goals. While the negative side, when anger is expressed in an improper manner and acts aggressively, it will lead to harm.

Angry leaves a negative impression from the physical, intellectual and spiritual point of view. Physically, the face becomes red, the veins stretched, the body seems to shake, the voice becomes louder while emitting bad words either condemn or curse (Munifah, 2016). Additionally, one can act to beat up killing others (Ahmad Sanusi Husain, 2014). This will then lead to other complications such as stroke due to blood vessels in the brain (Staicu and Cutov, 2010) and directly affect cardiovascular disease (Golden, William and Ford, 2006). The mental state at that time would be irrationally and all the actions would base on random acts, thus affecting his actions. According to Ciaramicoli and Ketcham (1997), angrily negative emotions affect work focus.

Thus, humans need to learn how to manage or control oneself, regulating themselves to manage behavior to be able to adapt well. (Bhave & Saini, 2009). Scientific studies show that this prevention of anger is not only focused on pharmacology, but it is also necessary for psychologists or therapists to manage these emotions to avoid illness and any kind of risk that can be harmful to them (Staicu and Cutov, 2010).

The study of Ali Mujahid and Muhammad bin Ali (2008) in his writings explains that Rasulullah SAW was also angry but did not explain in detail how to control the anger. However, in many traditions the Messenger of Allah was very angry because anger could stop someone from entering heaven in Islam (Aisha Stacey, 2012). The Messenger ratify that when one is angry at the moment he stood, then he should sit down and if he was sitting and still angry, he should let him lie down. In addition, the Prophet also taught to immediately abstain

and establish prayer when angry. Silence and ‘beristighfar’ (reciting Quranic verses) are easy ways to ease or eliminate anger with ‘ta’awuz’ (Hairunnaja Najmuddin, 2003). The Prophet

has set some ways for Muslims to follow as a guidance to manage emotions in the Islamic perspective (Wan Hussain Azmi Wan Kadir, 1994). The revealed revelation and the Sunnah of the Messenger of Allah have not been denied giving goodness and benefit to all mankind. Every follower deserves to follow the Prophet's Sunnah because it has its own significance or justification that can curb this bad emotion.

Research Methodology

The methodology of this study is a combination of qualitative and quantitative. From a qualitative point of view, the data and information from various written materials covering books, papers, journals, newspapers and websites are referenced. While quantitative methodology, descriptive analysis using Statistical Package for the Social Sciences (SPSS) is used to analyze data. The data were collected through questionnaires that were answered by the respondents via online. Questionnaires are divided into 5 sections that are related to emotional anger: emotional sources of anger, anger emotions, anger control mechanisms, anger effects and actions taken if anger fails to be addressed and the effectiveness of emotional emotionally governed by Islam. The population of this study is the academic staff and administration of Universiti Teknologi Mara of Penang. A total of 50 respondents were randomly selected to answer this questionnaire.

Results of Findings

Respondents Demographics

The results showed that 38 (76%) respondents were women and 21 (24%) were male. The average age of respondents is between 26-45 years old. Their level of education holds a master’s degree and are married. While half of the respondents earn monthly income of RM6400-RM10000.

The Role of Anger Emotions

Figure 1 shows the main cause that often provoke angry emotion in women is the family of 47.37% while the second factor is the highest factor in the workplace. On the other hand, for men, workplace factors are the main source of anger, while family factors are the second highest. Family factors consist of their anger towards husbands, wives and children. While the workplace factors include their anger on the burden of duty, depressing with employers and co-workers.

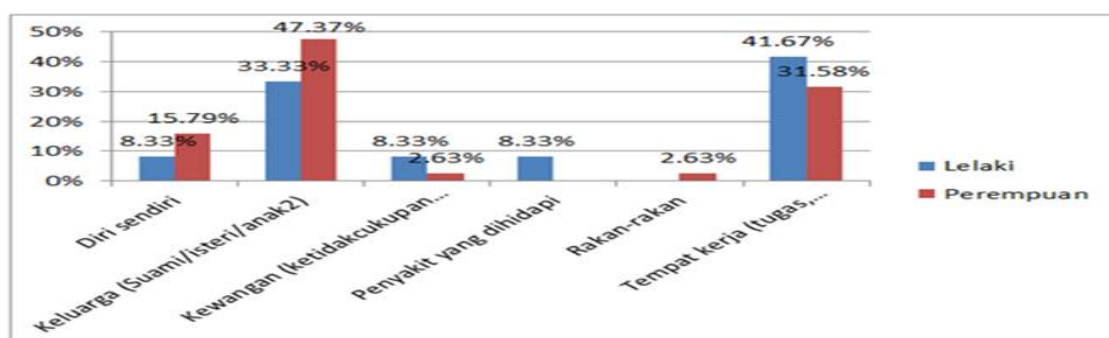


Figure 1: Source of Anger

However, in view of each age category, the main cause that triggered anger is the family (Table 1).

Table 1: Comparison of Anger Emotional Causes by Age Group

Main Reason	Age Group (Years)					Total
	<26	26 - 35	36 - 45	46 - 55	>55	
Family	0.0%	42.1%	47.4%	44.4%	50.0%	14.0%
Workplace	100.0%	31.6%	42.1%	11.1%	50.0%	44.0%
Financial	0.0%	5.3%	5.3%	0.0%	0.0%	4.0%
Illness	0.0%	0.0%	5.3%	0.0%	0.0%	2.0%
Inner self	0.0%	21.1%	0.0%	33.3%	0.0%	2.0%
Friends	0.0%	0.0%	0.0%	11.1%	0.0%	34.0%
	1	19	19	9	2	50
	2.0%	38.0%	38.0%	18.0%	4.0%	100.0%

Spontaneous Anger Emotions Expression

The mechanisms of women and men express their feelings of anger spontaneously are different (Figure 2). The results showed that at the time of anger, male respondents were more patient with 33.3% while women liked to use as angry signs of 23.6% and some remained silent (23.6%). If viewed from an age group (Table 2), those aged 26-35 prefer to develop (36.8%) and those aged 36 years (21.1%) to 55 years old (22.2%), their attitude is more patient. The diagram below explains the angry expression expressed by the respondent spontaneously.

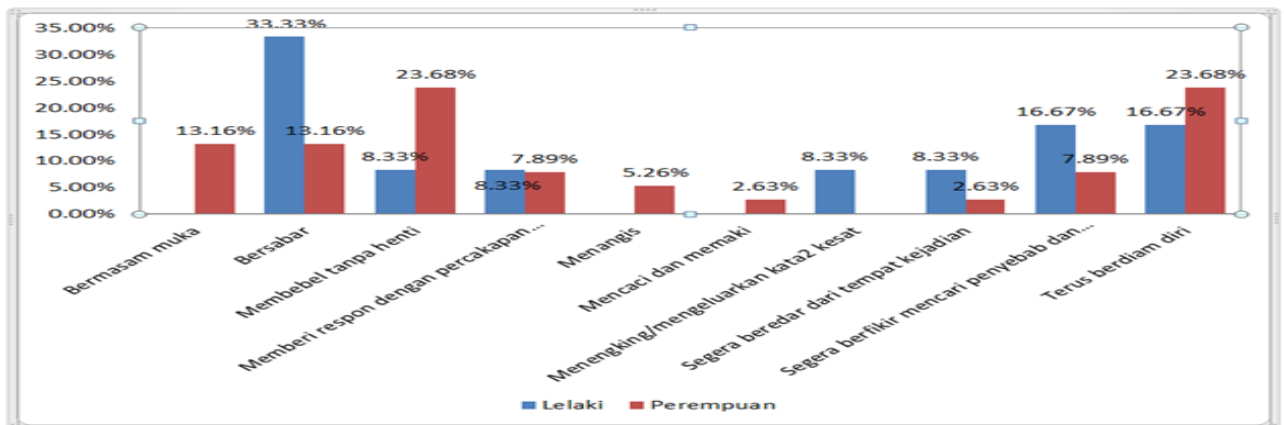


Figure 2: Expression of Anger Spontaneously

Table 2: Angry Expression by Age group

Expression	Age Group (years)					Total
	<26	26 - 35	36 - 45	46 - 55	>55	
Sulking	0.0%	26.3%	0.0%	0.0%	0.0%	10.0%
Be Patient	0.0%	10.5%	21.1%	22.2%	50.0%	18.0%
Nagging	0.0%	36.8%	15.8%	0.0%	0.0%	20.0%
High pitch tone /raise voice in conversation	0.0%	0.0%	10.5%	22.2%	0.0%	8.0%
Crying	100.0%	5.3%	0.0%	0.0%	0.0%	4.0%
Vulgar and Cursing	0.0%	5.3%	0.0%	0.0%	0.0%	2.0%
Using Vulgar Words	0.0%	0.0%	5.3%	0.0%	0.0%	2.0%
Immediately leave	0.0%	0.0%	5.3%	11.1%	0.0%	4.0%
Quickly look up the cause and the solution	0.0%	5.3%	21.1%	0.0%	0.0%	10.0%
Keep silent	0.0%	10.5%	21.1%	44.4%	50.0%	22.0%
Total	1	19	19	9	2	50
	2.0%	38.0%	38.0%	18.0%	4.0%	100.0%

The Mechanism of Managing Anger Emotions

Figure 3 illustrates that half of male respondents (50%) choose to swear instantly to ease anger, while most female respondents choose either intermittent (18.42%) or share problems with friends (18.42%). The questionnaire also found that most respondents in each age group meditated for a moment to ease their anger.

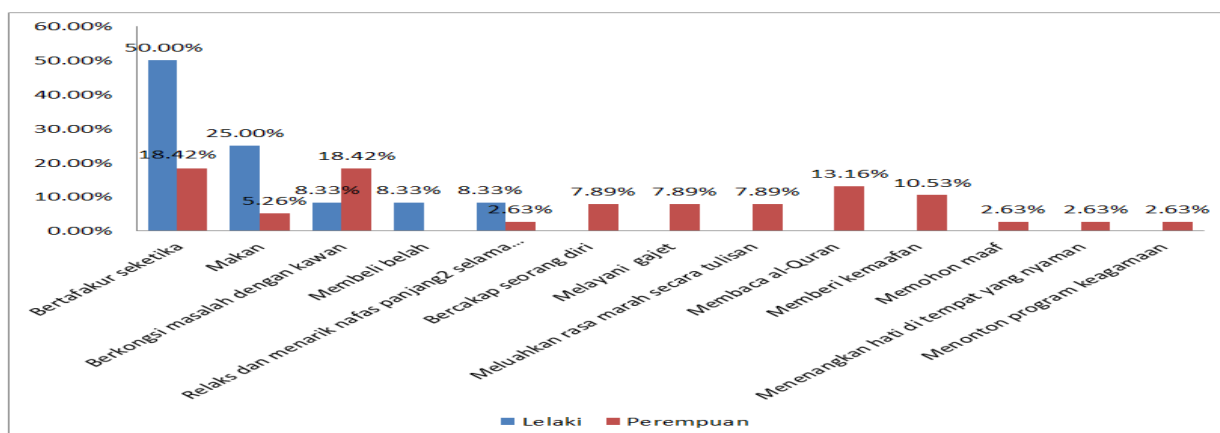
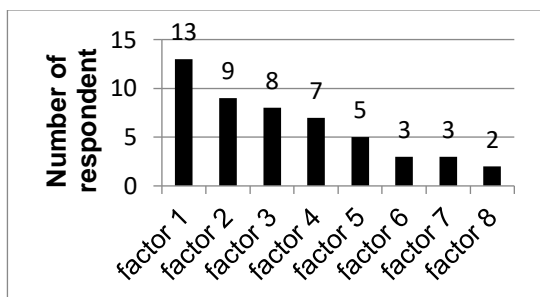


Figure 3: Action to relieve or eradicate Anger

Ineffective Management Risk

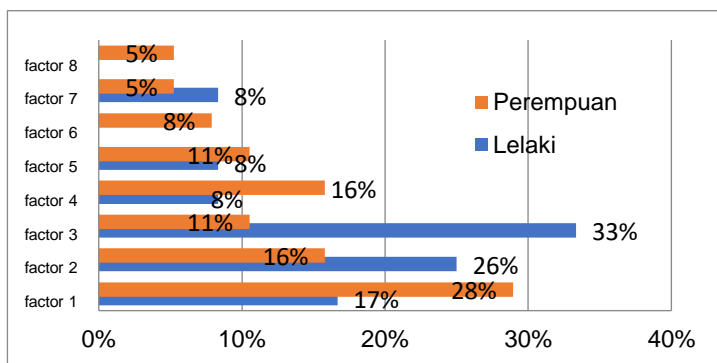
26% or 13 respondents agreed that their bodies feel very tired if emotional anger fails to be effectively addressed while 18% agree that relationships will be a strained.



factor 1	The body feels very tired
factor 2	silaturrahim becomes tenuous
factor 3	Difficulties in sleeping
factor 4	Not bothered
factor 5	Suffer from pressure
factor 6	Continuous anger
factor 7	Vengeance
factor 8	Continuous Headache

Figure 4: Effects of Ineffective Management of Anger feelings

However, if the comparison between sexes, 29% of women agree that the body feels very tired, while for men are difficulty in sleeping (33%).



factor 1	The body feels very tired
factor 2	silaturrahim becomes tenuous
factor 3	Difficulties in sleeping
factor 4	Not bothered
factor 5	Suffer from pressure
factor 6	Continuous anger
factor 7	Vengeance
factor 8	Continuous Headache

Figure 5: Impact Of Anger Management Ineffective By Gender

Effectiveness of Anger Emotions Management According to Islam

From the questionnaires distributed, only 3 (6%) respondents did not manage their anger using the methods taught by the Prophet (PBUH) while 47 (94%) practiced at least one method according to Islam. The most common practice is silence and *beristighfar* which is 45 people (87%). The findings also found that 96% of respondents acknowledge that abstinence and practicing prayers are very effective in easing their anger. However, this method is most popular among the respondents, only 23 people practice it.

Table 3: Managing Anger Emotions According to Islam

Managing anger based on Rasullullah's Sunnah	Effectiveness of anger management mechanisms				Total of Respondents
	Less effective		very effective		
	Num	%	Num	%	
If stand, will sit	5	14	30	86	35
Continue to Smile	2	7	25	93	27
Ablution and Prayer	1	4	22	96	23
Continue to say "A'udzu billahi minasy syaithoonir rajeem	2	7	26	93	28
Keep yourself and Beristighfar	6	13	39	87	45

Table 4: Frequency of Practicing Sunnah Rasullah In Dealing With Anger

	Effectiveness of anger management mechanisms		
	ineffective	Less effective	very effective
DO NOT practice the Rasullullah method	33.3%	33.3%	33.3%
Adopting ONE of the Prophet's list of methods	0.0%	33.3%	66.7%
Adopting TWO of the Prophet's list of methods	0.0%	25.0%	75.0%
Adopt THREE of the Prophet's method of listing	0.0%	22.2%	77.8%
Adopting FOUR from the listed Messenger's method	0.0%	9.1%	90.9%
Adopt FIVE from the list of Prophets	0.0%	0.0%	100.0%
Total	1	8	41
	2.0%	16.0%	82.0%

Table 4 shows the frequency of respondents in overcoming angry emotions according to the method taught by the Prophet and the level of effectiveness obtained. From this table it can be concluded that 82% of respondents agree that the frequency of anger management methods according to the Prophet's method is very effective compared to the self-practice method (72%).

Discussion and Conclusion

Overall, the findings showed the main cause that often cause a person's emotional anger is caused by family and workplace factors. This is rationalized within the study because the majority of respondents who have family problems are between the ages of 36-45. At this age, many of them have teenaged children and many problems arise during this time. This usually happens to women who are mothers. Anger that starts from home, can continue at the workplace as a result of being carried away. Both factors are interdependent because if angry emotions are unsuccessful well controlled, it will negatively impact the workplace. The way the spontaneous expression of the woman in anger is to make up and some are just silent. Most people who are silent and meditating to reduce or eliminate are in the age range of almost 40 to 55 years, according to their maturity. The silence situation is very good as it conforms to emotional management according to Islam. Self-consciousness can avoid the outcome of other negative effects. Almost all respondents have practiced at least one of the Prophet's Sunnah and the most common way of practicing is silence and beristighfar to ease or overcome anger. The issue is that if one does not practice Islamic-based emotional management, it fails to deal with his anger. As a result, there are respondents who say that their bodies feel very tired. Then it can affect mental, emotional and spiritual. Eventually the condition he can become more critical to lead to stress, depression and mental health imbalance.

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BYOD IMPLEMENTATION IN UNIVERSITY: BALANCING ACCESSIBILITY AND SECURITY

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Abstract: *Rapid advancement of technologies for mobile devices such as smartphones, tablets, laptops, and internet ready wearable devices encouraged students and employees of the university to use their personal devices on the campus. Bring Your Own Devices (BYOD) phenomenon is now becoming pervasive and highly demanding for enhancing teaching and learning experiences. The main concern for BYOD implementation in the campus environment is the accessibility of the internet resources for students and staff to ensure they can complete their tasks accordingly. At the same time, universities must protect IT infrastructure, data as well as users including students, staff, vendors, and guest while they are given access privilege to the campus network and information system. This paper focuses on the latest issues regarding BYOD implementation in the campus environment covering issues of accessibility and security of users, infrastructures and information systems. Based on the identified issues, appropriate solutions will be reviewed. Data was collected through means of survey and interview and initial analysis was conducted to measure the awareness level of students regarding the BYOD implementation in the campus. From the findings, it is suggested that proper BYOD policy with awareness training should be implemented in order to make users aware of their responsibilities in securing their own devices and data as well as the consequences if they violated the written policy.*

Keywords: *BYOD, Security, Policy, User's Awareness.*

Introduction

Bring your own devices (BYOD) refer to the practice where users using their own devices or personal gadget in their organization or institution to complete their task. Nowadays, users bring different types of internet ready device; not limited to the end user devices like a laptop, tablet, smartphone, smartwatch and other wearable devices. Some of them also come with network level devices such as personal or small office home office (SOHO) wireless router and other Bluetooth enabled devices.

In the university campus environment, BYOD practice provides significant advantages for both users and university. Students may have unlimited access to internet resources for their needs includes the education and social benefits whereas for the university, BYOD implementation can help to reduce the cost of devices' maintenance.

In BYOD implementation, users will bring a various type of devices with a different platform or operating systems and application install on top of it. The BYOD practice gives a serious challenge to the IT infrastructure in order to provide a fair and stable connection for all users. The advantages, issues, and, as well as the solution for better BYOD implementation, will be discussed in this paper.

The Advantages BYOD Implementation

Education's digital revolution continues to progress, with increasing numbers in the education field, especially in educational institutions undertaking mobile device initiatives. BYOD programs, in which students and lecturers bring personal electronic devices to university for use in academic and administrative work, provide a solution by jointly addressing budget constraints and the consumerization of technology. The advantages of BYOD implementation that can be highlighted both for the users and organization. One of the key benefits of BYOD practice is an ability of employee or students to blend their personal and work lives seamlessly. The definition of BYOD can vary greatly from campus to campus, but most often includes the students or staff using their personal devices at school and them to bring any personally owned device(s) into the classroom to support institution standardized devices. Three main benefits highlighted for BYOD implementation in universities.

Improve the effectiveness of Teaching and Learning

The mobile learning environments where students use the mobile devices they already own. The BYOD is already causing a major shift in higher education and distance learning by allowing more students to access course materials via mobile technology (Regin Joy Conejar, 2015). Bring Your Own Device (BYOD) has received a lot of attention in recent years. People depend on their mobile devices, where the devices can bring everywhere. Their lives become easier and more productive. One of the most useful implementations of BYOD is in educational institutions. The implementations start from school's education to higher education. BYOD become part of student's life which most of the learning activity based on online learning such as e-learning, independent learning, for self-study and practices. The opportunity gives the students to get explore more about what they need for their studies, for their assessments either inside or outside their campus. The devices enable individual students to access digital textbooks and other learning resources in many different locations.

The use of mobile devices, and particularly the use of students' own devices, for learning, provide more opportunities for students to create their own learning materials in addition to using the devices to access educational content created by others. The built-in data collection functions of mobile devices, including the ability to take pictures, for video recording and sound, input text and collect information. The BYOD implementation in higher education may help the students become more productive, innovative and able to put information technology in student's hands' as the new revolution the way they learn.

BYOD could replace the traditional of lectures teaching method, the book, with the interesting learning methods as part of the digital technology revolution. Probably, the BYOD implementation could also decrease the use of a computer laboratory, using less paper, and decrease the use of classes. Astani (Astani, Ready, & Tessema, 2013) agreed that BYOD

implementation in universities can transform the teaching and learning environment but need a simple, secure and easy solution for user's resource management.

As this paper focuses more on the BYOD implementation in the institute of higher learning specifically for the university campus, the previous studies found that BYOD implementation or adoption in higher education institution benefit the students as well the institution in general. The researcher found that BYOD approach for learning benefits the students in term of learning experiences, motivation and interest (Chou, Chang, & Lin, 2017). Understanding the need for social interaction to further individual knowledge requires educators to then explore ways to ensure that their students collaborate. By capitalizing on collaborative opportunities using technology, a high-interest medium, educators further ensure a greater level of student engagement (Mary Smith, 2014).

The reasons of the interactive and collaborative use of mobile learning resonate with Herrington's observation that "Despite the significant potential of mobile technologies to be employed as powerful learning tools in higher education, their current use appears to be predominantly within a didactic, teacher-cantered paradigm, rather than a more constructivist environment. It can be argued that the current use of mobile devices in higher education (essentially content delivery) is pedagogically conservative and regressive" (J. Herrington, 2009). Therefore, mobile devices can be used in higher education for many purposes of teaching and learning.

Other benefits of BYOD practices in education are reported by Song (Song, 2014). Song study the students' perceptions of learning through participation in a BYOD science inquiry program in Hong Kong. Although this study was limited to year 6 students in one school, the findings support claims that BYOD practices contribute to student engagement and support learning through student-cantered inquiry approaches.

Lecturers meet their specific needs, learning styles and preferences. The BYOD implementation helps the lecturers to improve the motivation and develop student skills to become more engaging to other students and motivated in mixed ability classes, get more collaboration among students, motivate those students, perhaps particularly some vocational students, who may find traditional teaching methods and academic learning that is not interesting. Students can contribute to increased communication, collaboration, peer-to-peer learning and project team working.

Knowing students have their own devices with them at all times means lectures can decide at short notice to try something new in addition to planned activities. Students having their personal digital device/s with them at all times, supporting their learning inside a school and out, assists them in the development of 21st-century skills like communication, collaboration, and creativity as well as information and media literacy and technical skills. This engagement is attributed to student-centered pedagogical approaches that have emerged in response to the non-standardized learning environments that are created when students bring their own devices to school for learning (Sweney, 2012). The BYOD implementation also helps the learners and students with disabilities get their special educational needs (Attewell, 2015).

Improve the Effectiveness and Enhancement of Technologies

Basically, a major benefit of using wireless mobile technology is to reach people who live in remote locations where there are no schools, teachers, or libraries (Regin Joy Conejar, 2015). Mobile technology can be used to deliver instruction and information to these remote regions without having people leave their geographic areas. In term of education fields, the wireless network may give major impact to the learning output. Nowadays, the use of wireless, mobile, portable, and handheld devices is gradually increasing and diversifying across every field of education (Regin Joy Conejar, 2015).

Improving the cost-effectiveness of technology-enhanced learning and enabling the introduction of computing without increasing the institutions spending on devices, are common goals of BYOD policies especially in times of austerity. Responsibility for purchasing mobile devices for learning is transferred to students or parents. students or parents replace digital devices more frequently than institutions budgets allow. Thus, making BYOD a more sustainable policy. This makes that the devices for learning are up to date (Attewell, 2015).

Personal devices coming into the workplace are broad and diverse, so there is a challenge for the institutions to carefully device their BYOD policies and BYOD management systems. BYOD has a small investment cost but long time period operational cost. A lot of important factors have to be considered while implementing BYOD policy either at the workplace or at education institutes. BYOD may change the concept of computer or internet lab, where the BYOD can decrease the use of hardware provided by the university. The concept of BYOD has its own advantages and challenges. BYOD means allowing staff to access organization network via their own devices/technology. This has resulted in enhancing ease of work in employees and is contributing in enhanced productivity. Among a lot of challenges, security is the important factor (Afreen, 2014). For the side of university mostly are turning to BYOD solutions for the better educational environment and provide the benefits of technology such as digital education resources to enhance learning and improve student and staff productivity while avoiding the cost of owning the devices themselves.

Having learning material such as eBooks, application software and other digital materials can be cheaper than buying conventional reading material as well as enabling the addition of multiple media and an interactive learning experience. The material that can be download and store in the device can be more quickly and easily updated than hardcopy or printed material, helping to ensure that these are always the latest version. However, they are health advantages where students have been required to carry many heavy books. The students also need to always go to the library to search the required book. One of the benefits of BYOD implementation is students and lecturers can manage their own time, the place and save the cost.

The implementation BYOD may decrease the institutions spending money on desktop computers in the computer laboratory or in the office and may enable some computer classrooms to be restructured so that students and lecturers more comfortable and more effective in teaching and learning activity during the class. When students use their own devices, especially if these are chosen by the students, there can be a reduction in the resources required for training students to use these. Incidents of device loss and damage are reported to be lower when students use their own devices as they take more care of their own property. The institutions budget can be decreased where the budget spends mostly by the user. Savings can be made by the institutions compared with the cost of supporting owned devices or with shared responsibility BYOD models in which the institutions do provide ICT support.

Improve the Family Engagement

Communication between students, lecturers and parents can be improved as a result of combining the use of students' own mobile devices with the use of learning management systems to share timetables, lesson descriptions, study resources, assignments, grades, and information. Introduction of BYOD also prompts detailed and active dialogue with parents on the subject of the ethical use of ICT, the internet, and mobile devices. BYOD increases the possibility of other members of families gaining some educational benefit from the student's mobile device, especially in families with limited experience of both learning and technology.

BYOD Issues and Challenges

The educational institutions that implement the BYOD must responsible to upgrade the privacy, security and regulatory concerns, of particular importance to the university responsible for users. When they allow staff and students to bring their own device to the university, it can create more open, more efficient and bring a more effective way for a learning environment, especially for the lecturers and students. Today's generations of people especially students more likely to bring their own device all the time and expect the connectivity. They have to face a wave of device environment, especially in the university.

Allowing personally owned devices to access the network can open the door to breaches of privacy and data security, as the student and staff-owned devices may lack the necessary protections and features to keep information safe. Providing access to university services from student-owned devices increases the risk of compromising system security. Also, when students are using their devices provided and managed software, their personal data needs to be protected. However, the issues are some of the tools are expensive owned by the students or the staff. Therefore, they are not alert with the tools that need to protect the data and for the security of the devices.

Issues related to BYOD which is basically about the security and privacy of the data (Blizzard, 2015), access control, misuse, stolen devices, rooted devices, infected devices, misconfiguration, spam, scam, user's accessibility based on roles, heterogeneous requirements as well as software licencing (Aminzade, 2018), (Franklin, 2015), (Afreen R. , 2014). The Cyber Security Breaches Survey 2018 stated that only 19% of the businesses where BYOD was implemented have a proper policy for the personal-owned device used for business activities (Finnerty, et al., 2018).

Specifically, there are also issues regarding the BYOD implementation. The issues determined that students already own device but not bring the device to the class whereas the concept of BYOD needs them to bring their own device to the class. The reason why the students did not bring the device to the campus is the device could be stolen, being lost and damage, can be hacked by someone. Therefore, decisions need to be made regarding who is responsible for, and how to arrange: device insurance, device tracking, remote wiping of lost or stolen devices, replacement of lost, stolen or damaged devices, installing latest anti-virus tools.

Where BYOD enables every student to have a digital device, there is less need for printing and photocopying, this will be a reduced cost of using papers, ink, and another rental device.

However, students have responsibility for maintenance, because they are required to have insurance and to subscribe to an external support service (Attewell, 2015).

This issue also causes the parents to support the processing to purchase the mobile devices for educational use. These include parents having responsibility for (a) purchase, maintenance, and software installation; (b) purchase, but the device is managed by the school; and (c) purchase, but varying levels of maintenance and software installation are supported by the school (Sweney, 2012). Students also use their allowance to purchase their own mobile device.

The implementation of BYOD to educational institutions can cause increases the number of users sharing internet bandwidth, locations from which students and lecturers use Wi-Fi to access the internet and systems, concurrent users accessing the Wi-Fi network, potential concurrent users of mobile network cells and items stored in and retrieved from cloud storage. Where university have not anticipated these increases and then continued to monitor use and demand, problems with response times have quickly arisen therefore lecturers and students have become frustrated and discouraged. The university has to decide, at least to block or limit access to particularly online services to reduce network traffic.

The increasing popularity of BYOD should be seen as a call to action for all organizations, especially if they want to protect themselves from the loss of sensitive data, valuable intellectual property or any other risks that will cause damage to the businesses. Precautionary measures include the implementation of appropriate network access strategies, security policies, data protection software, staff training, and a clear contract of authorizations and rights. Choosing to allow BYOD schemes and access to social networking platforms should be an informed decision, rather than an employee or media trend (Beckett, 2015).

The change of BYOD can be very difficult for technical support staff and they may be reluctant to co-operate with BYOD plans. There are several reasons for this: (a) If students not only bring in their own devices but are also responsible for the administration and maintenance of these, this can be seen as a threat to jobs. (b) IT staff may worry about the increased demand on the network and bandwidth and potential negative impact on systems. (c) IT staff are used to being in control and being responsible for everything to do with ICT and may be reluctant to give up this control as well as concerned that, if problems arise, they will be required to resolve these. (d) Preregistration of all devices and IP addresses which are to be allowed access to school networks is a large task that only IT staff can undertake. (Attewell, 2015).

Other issues that highlighted is the legal issues especially in enforcing the BYOD policy as well as in protecting users' privacy and access control (Leonard & Dawson, 2018). Dhingra (Dhingra, 2016) concerned about the legal issues regarding the data management and device security which also involves the data loss prevention (DLP) software that can violate the users' privacy.

Solutions for Balancing the Accessibility and Security in BYOD Implementation

BYOD implementation needs holistic solutions in order to provide better accessibility to users with effective protection for devices, infrastructure, and data. The existing solution can be categorized by management, operational and technical solutions. Management solutions included the BYOD access and security policy, guideline, procedures as well as user's awareness. Operational and technical solutions included various kind of techniques such as

network access control, security tools, authentication, authorization, and accounting as well as network and system monitoring. Users' involvement in planning and implementation of BYOD consider a good practice in order to analysed needs (Franklin, 2015) as well as to make them aware about their responsibility (Santos & Bocheco, 2016).

BYOD policy is considered as a backbone to the BYOD adoption and implementation in an organization was highlighted by previous researchers (Bann, Singh, & Samsudin, 2015). BYOD implementation in the university must be driven by clear policy since that higher education faces a unique set of challenges especially in dealing with technology utilization. Implementing the technical protection mechanism like network access control (NAC) without BYOD policy in place may be exposed the campus to various risk (Afreen R. , 2014). Multi-group of users such as students, academician, management and support staff, contractors and vendors, as well as guests and visitors come with its unique demands and security requirement as well. Therefore, it's good to have a proper survey of these user groups to determine the services, systems, and data that they required to access and protect (DiFilipo, 2013). Morrison and the team (Morrison, Xue, Chen, & Luo, 2018) proposed high-level policy language to be work with wide range of existing and new security policy in order enable the device configurations and policy enforcement.

Network access control normally focuses on the network infrastructure which can be segmented logically of virtually intro different groups. Wireless local area network (WLAN) become important components in BYOD implementation which accommodate users to access the campus network. In balancing the accessibility and security of the users, WLAN infrastructure required different types of network devices with appropriate configuration (Tchao, Ansah, & Djane, 2017). In addition, Siboni (Siboni, Shabtai, & Elovici, 2018) proposed security acceptance test procedure, proactive attack prevention as well as traffic monitoring in securing the BYOD implementation. The mobile device management (MDM), mobile application management (MAM) and mobile information management (MIM) as comprehensive security frameworks can be implemented with other technical protection techniques (Downer & Bhattacharya, 2015) (Tewari, Nagdev, & Israni, 2015).

Information security awareness program considers as an important approach in BYOD implementation both for end-user as well as technical and top management staff. The awareness program is crucial in order to ensure the stakeholders clear about their roles and responsibility in protecting campus IT infrastructure, their own devices and also university data. This statement supported by Singh and the team (Singh, et al., 2014) with their survey result which proves that the basic security and privacy awareness help users in protecting their mobile devices and data. However, the researcher only focuses on the awareness program rather than the overall perspective of BYOD security solutions.

Preliminary Study

A preliminary study was conducted to obtain awareness and concern from the users regarding the implementation of BYOD in the university campus. There were 203 students participated in the online survey. In addition, an interview session with two senior IT officers (responsible to the infrastructure and policy) was also conducted to further obtain additional information regarding the current implementation status and their future planning to improve the BYOD implementation in the campus.

Findings from the interview suggest that current implementation of BYOD are in good track where they plan to improve it by providing a more wireless access point (WAP), developing appropriate policy and monitoring the usage of BYOD. Although the policy still not in place, the university targeted to have the policy by next year since they also agreed with the importance of having a BYOD policy with other IT-related policies. In addition, the IT officer stated that the BYOD implementation should come with specific policy enforcement, monitoring, incident management as well as the procurement and budgetary plan.

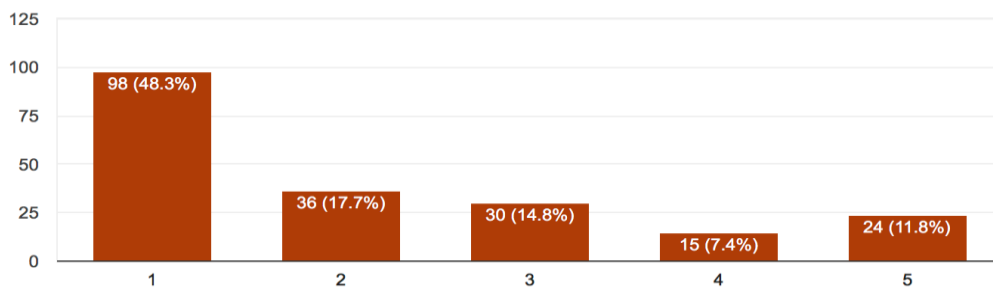


Figure 1: Priority of Security Software in Owned-Devices

In addition, finding from the users' survey found that majority of users were happy with the BYOD implementation; by which 95% of the respondents agreed that they are comfortable to access wireless LAN in campus using their own devices. In addition, respondents also highlighted concern regarding the BYOD implementation on campus. The main concern is physically stolen or damage to devices (58.2%). Other concern is their devices vulnerable to malware and hacked by attackers if they connected to the campus network. However, the majority of them were not aware of the needs of BYOD policy on campus.

Figure 1 shows only 48.3% of the respondents consider the security software as the priority to be installed on their devices. The statistics show that more than half of the respondents consider the security of their devices less important although they were aware of the malware infection.

Conclusion

Accessibility for BYOD implementation means the ability to provide users with high network connection, always available and good performance. In addition, accessibility also covers the privilege or ability of users to access the resources such as Wi-Fi, information systems, internet resources as well as shared printer and files. Having said these, it is suggested that accessibility should come with proper guidelines covering vast areas such as confidentiality, availability, integrity, access control and privacy of users' devices and data.

To balance between the accessibility freedom and the security protection requirement of users' devices and data as well as university IT infrastructure, the holistic solution should be in place. From the preliminary study and intensive review of BYOD implementation, it is suggested that the holistic solution for BYOD implementation should exist with good policy, guideline, procedure and best practices with all technical measures as well as users' awareness and training programmes.

Acknowledgment

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TOURISM DEVELOPMENT BASED ON SCIENCE AND TECHNOLOGY IN PESAWARAN DISTRICT OF LAMPUNG PROVINCE

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Abstract: *The purpose of applied Knowledge-based tourism and technology in the midst of society is that the surrounding community has a broad knowledge about the utilization of natural resources around which can be managed with good planning without destroying the natural surroundings and attract tourists to visit the Pesawaran district. The method used in this research is by using descriptive qualitative research method. Descriptive methods generally have two main characteristics: (1) focusing on current problems; (2) the data collected was first compiled, explained later analyzed because descriptive method is often referred to as the method of analysis. The preliminary findings in this study include the lack of information about the place of tourism or the right destination in Pesawaran District to international visitors and still the low interest of the surrounding community for entrepreneurship in a creative and innovative so that tourists tend to get bored with tourist attractions that do not change / renewal. The result of this research is that the community will be able to think creative, innovative, and intelligently in taking an action or decision and able to use appropriate technology to support the progress of tourism in Pesawaran District. In addition, the creation of new application programs that can support the growth of tourism in Pesawaran District as well as the creation of tourist rides innovation in Pesawaran District.*

Keywords: *Tourism Development Based on Science and Technology*

Introduce

Pesawaran District is a district of the New Autonomous Region which is an expansion area of South Lampung Regency. Administratively Pesawaran District is divided into seven sub-districts, is Padang District Cermin, Punduh Pidada, Kedondong, Way Lima, Gedong Tataan, Negeri Katon and Tegineneng Subdistrict Padang Cermin District has an area the largest, covering an area of 31,763 Ha. The condition of the Pesawaran Regency area as well formed by large and small islands. The three biggest islands are Legundi island, Pahawang island and Kelagian island. Pesawaran District has several mountains: The highest mountain is Way Ratai and Pesawaran volcanoes which has a height of 1,681 M above sea level.

Method of Tourism



Demographic Conditions

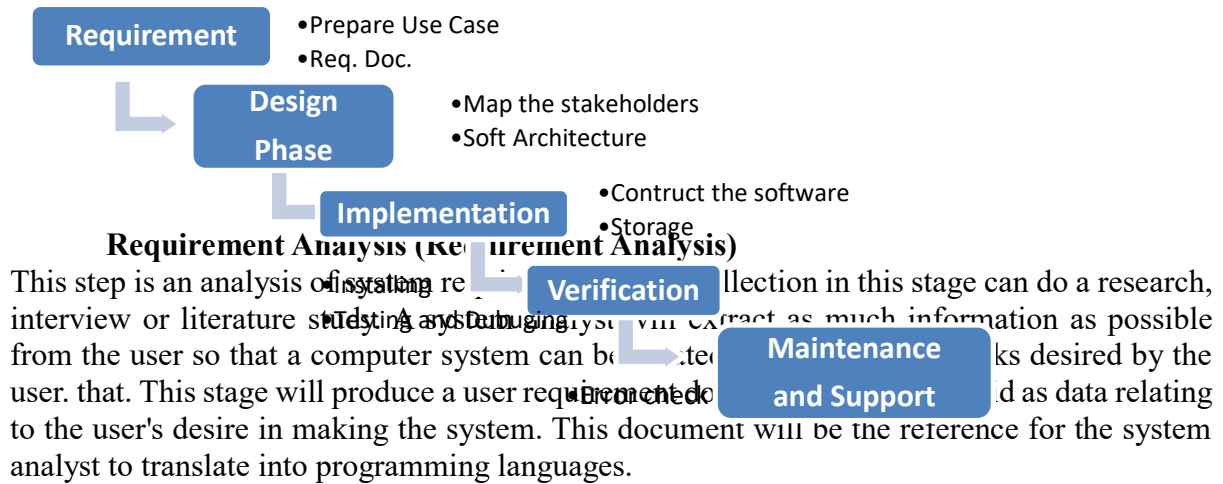
The size of the population in an area, especially for areas with high density coupled with the uneven distribution of its population, creates quite complex problems, because basically all activities both economic, cultural, social and so on will involve the population.

Based on population census data for 2012, Pesawaran District has a population of 407,475 people. When viewed by sex, the population census shows that in Pesawaran there are 210,683 male residents and 196,792 female residents. Subdistrict with the highest population is Padang Cermin Subdistrict as many as 90,503 inhabitants (22.21%), Gedong Tataan Subdistrict as many as 90,294 people (22.16%), District of Negeri Katon as many as 62,626 people (15.33%), Districts of Kedondong as many as 57,698 inhabitants (15.37%), Tegineneng Subdistrict as many as 50,876 people (12.49%), Kedondong District 32.399 people (7.95%), Way Lima District 29.495 people (7.24%), Way Khilau District as many as 25,724 people (6.31%), Marga Punduh District as many as 12,837 people (3.15%) and Punduh Pidada District as many as 12,721 people (3.12%).

Organizational Structure of the Pesawaran District Government

The arrangement of the regional devices of Pesawaran Regency in principle refers to Government Regulation Number 41 of 2007 concerning the Organization of Regional Devices, Organization of Regency apparatus formed based on considerations, among others, the authority of the government owned by the District, Characteristics, regional potential and needs, regional financial capacity, availability of resources apparatus, as well as developing patterns of cooperation between regions and / or with third parties. The Pesawaran District Government Organizational Structure consists of Regional Secretary, 3 Regent's expert staff, 3 (three) Assistants, 10 (ten) Section, Council Secretariat, 14 Service Agencies and 10 (ten) Regional Technical Institutions consisting of 6 (six) Agencies and 4 (four) Office.

Tourism Endorsement use Method of Web Science Development



Requirement Analysis (Requirement Analysis)

This step is an analysis of system requirements. This stage will produce a user requirements document that will be the reference for the system analyst to translate into programming languages.

Design Phase (System Design) ,

The design process will translate the requirements of a software design that can be estimated before coding. This process focuses on: data structures, software architectures, interface representations, and procedural details (algorithms). This stage will produce documents called software requirements. This document will be used by the programmer to carry out the activity of making the system.

Implementation / writing of Program Codes

Coding is a translation design in a language that can be recognized by a computer. It is done by the programmer who will translate the transaction requested by the user. This stage is the real stage in working on a system. In the sense that computer usage will be maximized at this stage. After the coding is complete, testing will be done on the system that was created earlier. The purpose of testing is to find errors in the system and then repair them.

Verification (Integration & Testing)

This stage can be said to be final in making a system. After analyzing, designing and coding the system that is already finished will be used by the user.

Maintenance (Operation & Maintenance)

The software that has been delivered to customers will definitely experience changes. These changes can be due to errors because the software must adapt to the new environment (peripherals or new operating system), or because customers need functional development.

The Conclusion for Advantages of the Waterfall Method

The quality of the system produced will be good. This is due to the gradual implementation. So it doesn't focus on certain stages. Document development systems are very organized, because each phase must be completed completely before stepping into the next phase. So each phase or stage will have certain documents. This method is still better used even though it is quite old-fashioned, rather than using a careless approach. In addition, this method also still makes sense if the needs are well known

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A PRELIMINARY INVESTIGATION TOWARDS DEVELOPMENT OF ISLAMIC MOBILE APPLICATION: ASMAUL HUSNA KNOWLEDGE AND AWARENESS AS A CONTEXT

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Abstract: *The transition from conservative media to mobile technology is a phenomenon, before, one needs to have multiple devices to communicate, learn and perform different tasks but now, a smartphone is sufficient to accomplish various goals. Hence, an effective approach to making Islamic content more attractive is to attract users with mobile apps that enable them to experience the difference between traditional and mobile technology learning. One of the most crucial Islamic content is Asmaul Husna as it is fundamental for a Muslim. Asmaul Husna are the excellent attributes and beautiful names of Allah. The knowledge on Asmaul Husna and the awareness of its significant impact on an individual, when it is practiced is not well-known in a Muslim community in Malaysia. Majority of the Muslims are unaware that Asmaul Husna contains beautiful meanings that can be used daily either as a supplication or a dhikr. The impact is that it will increase an individual's faith in Allah. Therefore, a Preliminary Investigation (PI) was conducted towards the development of Islamic mobile application, and the knowledge and awareness on Asmaul Husna acted as the context. Three (3) experts have been interviewed during the PI, comprising university's lecturers and Islamic Education teacher. Correspondingly, 55 participants between below 20 years of age to more than 50 years of age were surveyed. The experts and participants unanimously agreed on the possibility of the availability of a mobile application. It may assist them to learn the meaning of Asmaul Husna, its benefits, and how to apply it as a daily practice.*

Keywords: *Mobile Learning, Asmaul Husna, Knowledge, Awareness, Islamic Mobile Application.*

Introduction

The shift from old media of information dissemination and attainment to mobile technology has been a whirlwind, as previously people need to own various devices to communicate and perform different tasks but now a smartphone is adequate. With it, we can make calls, watch videos, engage in group conversations, access information and current events and many others (Lorenzo, 2012). Wireless technology especially mobile phones or smartphones have changed the way people communicate and manage their personal and social lives. This can be seen through exponential growth in mobile phone penetration rates throughout Asia including Malaysia. The penetration rate exceeds 100 percent due to many subscriptions, as the number of subscriptions surpasses the population, with nearly 150 mobile subscriptions per 100 persons (The International Trade Administration, 2017).

As Muslims in Malaysia is accounted about 60 percent of the overall population, thus, informal learning in the context of Islam for Muslims, especially for children is an important part of Islamic development. However, the platform for obtaining informal learning in the Islamic context is rarely found (Sarlan et al., 2016). In addition, most guides for reading and memorizing Islamic content are limited to certain sources that are mostly offline and in static books (Rosmani, Ahmad, Mazlan, Zainuddin, & Ibrahim, 2014; Saidin, Mohamed, Adzmi, & Azhar, 2015). Therefore, an effective way to make them more attractive and interesting is to attract users with interactive mobile apps that enable them to experience differences between the traditional way of reading and the use of mobile technologies that exceeds other technologies in the world.

The most important Islamic content that should be addressed is the 99 names of Allah or known as Asmaul Husna. It is important as this is the crucial knowledge of God's character or we called it as *tauhid* in Islamic term. A hadith narrated by Abu Huraira in Bukhari, Book 8, Volume 75, Hadith 419, Allah has ninety-nine Names; one hundred minus one, and whoever believes in their meanings and acts accordingly, will enter Paradise. Moreover, knowledge and awareness on Asmaul Husna are still deemed lightly by the Muslim society as stated by Rosmani and Zakaria (2018). The 99 names could be uttered during studying, praying, cooking, washing and many other activities as to stay in connection with Allah the whole time, which has been stated in Surah Ali Imran verse 190 - 191, "Indeed, in the creation of the heavens and the earth and the alternation of the night and the day are signs for those of understanding. Who remember Allah while standing or sitting or lying on their sides and give thought to the creation of the heavens and the earth". The method of making *du'a* by mentioning Asmaul Husna is definitely required by Allah that motivates and recommends the believers to recite (mention) His name when pleading Him in their request for something good (Nik Mat, 2016).

Literature Review

Mobile Learning

Compared to a computer where the nature of usage majorly revolved around job and home environment, the mobile technology involved human-technology interaction in diverse and dispersed contexts (Karim, Alias, Mokhtar, & Ab Rahim, 2009) that are not bound by place and time. In the context of education, the shift of paradigm is necessary for this mobile technology to succeed. Some point out that parents and teachers need to encourage children to learn through cell phones under their supervision and monitoring, others are concerned about how this learning may be inappropriate and can lead to additional work for teachers. (Ariffin, Dyson, & Hoskins-McKenzie, 2012). Yet, mobile phones, tablets, laptops and many other technological devices have had a huge impact on public education (Dollah et al., 2017).

This suggests that the use of mobile devices is easier to make learning happen at any time and anywhere compared to the use of worn-out and perishable notebooks. Hence, this situation indicates that mobile devices such as smartphones, Pocket PCs, and others have the advantage of conventional materials (Aliff, Mohd Isa, & Surina Akmal, 2014; Ismail, Ismail, Hanis, & Razak, 2014; Nawi & Hamzah, 2013). Mobile learning apps can be developed for different purposes. One is to help students in their studies, as most mobile learning can have less-skilled audiences or users who may not be interested in participating in traditional education and training (Kamarudin & Salam, 2012).

However, these benefits require new pedagogics and a new approach to convey and facilitate instructions. If properly facilitated, mobile learning can benefit students by providing teaching materials and interactions through their mobile devices anywhere and whenever they need them (Sarlan et al., 2016). Nevertheless, Malaysia's mobile content is still limited and much more needs to be done, and other content from Malaysia such as information on food, natural resources, rituals and beliefs, stories, dance, martial arts, Malay, and history should also be expanded through the mobile content application (Ariffin et al., 2012).

Islamic Mobile Application

Often, Islamic applications are based on scriptures; that refer to the Qur'an, and are associated with writing from previous religious leaders, and they are developed as a tool to support Muslim in daily religious practice as well as to access and learn Qur'an in their course of time (Campbell & Campbell, 2014; Elobaid, Hameed, & Yahia Eldow, 2014). The scope of Islamic content on mobile is far from anticipated compared to entertainment and game applications, and analyses of criteria, usage, content, interface layout and research on user awareness and usage of Islamic mobile content could not be found and are seldom observed (Ismail, Ismail, & Abd Razak, 2013; Ismail et al., 2014; Khan & Shambour, 2017). Therefore, rarely used Islamic content should implement a multimedia element approach to attract consumers as an entertainment app as the pattern of cell phone usage indicates that Muslim consumers are interested in entertainment applications that are mostly related to multimedia elements (Ismail et al., 2014). Moreover, the development of Islamic-based mobile applications in Malaysia alone or in other Muslim countries is still scarce and should be explored (Kamarudin & Salam, 2012; Nawi & Hamzah, 2013).

Mobile devices highlight the reputation and availability of the Internet and have altered the way people access information. Therefore, there is a need to capitalize on this rapidly expanding technology in spreading the teachings of Quran, providing users with Islamic advice, teaching and learning of Islamic education, and essentially serving the religion (Elobaid et al., 2014; Huraimel, Zemerly, & Al-Hammadi, 2007; Nawi & Hamzah, 2013; Osman & Mohamed, 2016).

Asmaul Husna

Asmaul Husna are the excellent attributes and beautiful names of Allah, *asma* is the plural form of the word *ism*, which means name, and *husna* means good or beautiful. Therefore, the combination of Asmaul Husna means the most beautiful name of Allah SWT. According to Murtadho (2012), from 99 names of Allah, there are 69 names found in the Holy Qur'an with different frequencies, ranging from 1 to 138 times. The other 30 names are to be found in the Hadith of the Prophet.

Unfortunately, the public is not aware that Asmaul Husna contains beautiful meanings that can be used in everyday life either as a supplication or dhikr (Ab Rahman, 2016; Al-Qurtubi, 2017; Nik Mat, 2016; Wan Mohd, 2015). This has been supported by Surah Al-A'raaf verse 180, "And to Allah belong the best names, so invoke Him by them. And leave [the company of] those who practice deviation concerning His names. They will be recompensed for what they have been doing".

Asmaul Husna Mobile Application

Referring to Table 1, There are quite a few existing Asmaul Husna mobile applications in Play Store and App Store, however, there are none of the mobile apps that really incorporates the

usage of the 99 names for daily life as envisioned for this study. All these applications are only focusing on the meaning and singing part. Unfortunately, many only know how to sing but do not understand each of the meaning and how to apply it in daily life.

These apps are basically only introducing the names and the meaning with only several that includes the benefits of each name. Some with interesting interfaces for children and most of the others are simple and uninteresting for adults. The deficiency in most of these applications is the absence of Signaling principle that could ease learning processes. The open issues that are found in these applications are, no embedded principles or guidelines acknowledged in the documentation, no adequate multimedia elements integrated, no dhikr and prayer (*du'a*) appointed using Asmaul Husna for daily usage, no specific Asmaul Husna mentioned to confront different life problems, and mostly tailored for children.

Table 1: Asmaul Husna Mobile Applications

No.	Name of Mobile Applications	Target Audience	Content
1.	99 Names of Allah - Asma Ul Husna and Asma Ul Nabi	Adult	99 names, meaning, and benefits and names of the Prophets.
2.	99 Names Allah (Asma ul Husna)	Adult	99 names and meaning.
3.	Asmaul Husna	Children	99 names, meaning, and Islamic stories.
4.	Asmaul Husna Audio	Adult	99 names, meaning, and benefits in audio.
5.	Asmaul Husna – Let's Sing Together	Children and Adult	99 names in the form of <i>nasyid</i> .
6.	Belajar Asmaul Husna + Suara	Children	99 names and meaning in audio.
7.	Benefits of Asma Ul Husna	Adult	99 names, meaning, and benefits.
8.	Cerita Asmaul Husna untuk Anak	Children	99 names, meaning, and explanation.
9.	Dzikir 99 Asmaul Husna	Children	99 names and meaning and <i>nasyid</i> .
10.	Keutamaan Asmaul Husna	Adult	99 names and meaning.
11.	Marbel Asmaul Husna + Suara dan Terjemahan	Children	99 names and meaning in audio.
12.	Memory Asmaul Husna	Children	99 names and meaning.
13.	Names of Allah	Adult	99 names and meaning.
14.	Nyanyian Asmaul Husna Bersama Diva	Children	<i>Nasyid</i> and Asmaul Husna meaning.
15.	Remember Asma' Ul Husna	Children	99 names and meaning.
16.	Zikir Asmaul Husna	Adult	99 names and meaning.

In accordance, a Preliminary Investigation (PI) has been carried out to investigate a means to develop an Islamic Mobile Application and the level of knowledge and awareness of Asmaul

Husna in the Muslim community as to reflect the Muslims' need in practicing Asmaul Husna as a way of life.

Method

The Preliminary Investigation (PI) has been conducted to investigate the current issues in the context of knowledge and awareness of Asmaul Husna among Muslims and the readiness of having a mobile application in this context. Three content experts have been interviewed during the PI, comprising former lecturers and Islamic Education teacher. Also, 55 participants between below 20 years of age to more than 50 years of age were surveyed.

A semi-structured interview and a survey have been performed for the preliminary investigation. In this type of interview, this study was able to recognize specific information that can be compared to the information obtained in other interviews and may keep the interview flexible and comfortable so that other important information can still be enquired (Chua, 2012; Dawson, 2002). For the survey, this study was able to gain information on the context, from the random Muslim community. The following subsections will describe the in-depth understanding regarding the issue.

Result and Discussion

Interview with Content Experts

The researcher interviewed a former lecturer from a public university who is also an expert in Asmaul Husna. The former professor has published more than 20 books related to Asmaul Husna and has made public lectures for more than 11 years for public agencies, universities, banks and other Islamic communities inside and outside the country. According to this content expert, knowledge and awareness about Asmaul Husna among Muslim in this country is still at a low level. Only 1 percent from the 60 percent of Muslim society in the country is aware of the practice of appreciating Asmaul Husna in life. About 70 percent of them only learn Asmaul Husna in regular *nasyid* singing. Meanwhile, only 10 percent that use the 99 names as a dhikr (*wirid*) without understanding the meaning to ask for certain prayers. Another 10 percent of them know the meaning of Asmaul Husna but are not practicing the techniques. Meanwhile, only 1 percent know Asmaul Husna and practice the technique through a program named as the Intensive Course of 99 Asmaul Husna held all over Malaysia initiated by the expert. During the course, every meaning of 99 Asmaul Husna is described in detail and how these names can be used in everyday life. This course is one of the best choices in learning and appreciating the use of Asmaul Husna techniques in everyday life. The expert agreed if a mobile app is developed to introduce Asmaul Husna to Muslim. However, the application needs to be interactive and incorporate the Signaling principle that can highlight on the important content and intelligent. Other suggestions are made by the expert to raise the awareness and knowledge of the public about Asmaul Husna, its advantages, and benefits, with spreading across all levels through education curriculum either as counseling, motivational and religious module in mosques. The ideal age to be introduced to Asmaul Husna is as early as 4 months old. This knowledge is important to a Muslim because by knowing the Name and the Attributes of God, a servant can praise, achieve *khushoo'* in *solat* with His Names, purify the heart (forgiveness and repentance), understand the essence of the Quran, enjoy nature while praising God and contemplate the hereafter.

The second expert was another former lecturer at a public university with the experience of 5 years. This content expert has been giving lectures to various agencies and as well as the public,

local and abroad. From her experience and point of view, the general awareness of Asmaul Husna is very low, most people know what Asmaul Husna is, which are the 99 Names of Allah but lack of awareness of the application of the 99 names for the excellence in this life and hereafter. The level of knowledge of the public so far is only focusing on singing the Asmaul Husna through *nasyid*. For her, the ideal age to introduce the application of Asmaul Husna is since birth because this is the crucial knowledge of God's character or we called it as *tauhid* in Islamic term. Therefore, Muslim needs to get to know Allah since birth and by knowing Allah, we can live entirely dependent on Him in any matter of life whether for worship or daily life activities. Various techniques can be used to teach people the benefits of Asmaul Husna, for example through the events of life that they have gone through and they may practice Asmaul Husna in the form of dhikr and *du'a* to establish a relationship with God. This content expert also agrees that the development of Asmaul Husna mobile app and mentioned that the mobile app is very convenient as it can be carried anywhere.

Interview with Islamic Education Teacher

The researcher has also had the opportunity to interview a school teacher who teaches Islamic Education. She claims that the public awareness of Allah's name is very low, many who only knows Asmaul Husna is only by singing *nasyid*. Religious school students may memorize Asmaul Husna through *nasyid*, but she is convinced that only 5 percent from the 60 percent of Muslim in Malaysia's population recognize the meaning. Even the level of knowledge of the society is limited to only *sifat 20*. She agreed with any means if it meets the requirements of Islam, including mobile application as a learning method that could bring and create awareness and give understanding to Asmaul Husna. She suggested that Islamic lectures are a must to continue in providing understanding and to finally nurture the consciousness of the importance of Asmaul Husna. It may be possible to embed it as syllabus in all subjects in the nursery to the university by education experts. She suggests that an individual should start learning Asmaul Husna from the time they are in the mother's womb. Knowledge of Asmaul Husna is important because it includes a compulsory understanding and practiced as a believing Muslim. It is impossible for a person to know God without knowing the attributes contained in His name.

Survey

A survey has been conducted to investigate the knowledge and awareness about Asmaul Husna among randomly selected Muslim. Altogether, 55 respondents involved in answering the survey. The respondents consist of 24 males and 31 females below 20 to more than 50 years old. Their education level varies between primary school and Ph.D. From the survey, four questions have been asked to gain some information on the participants' knowledge and awareness about Asmaul Husna. Majority of 78.10 percent agree that they have a fair knowledge of the 99 names of Allah and 74.55 percent on their benefits. However, they are unsuccessful to memorize all the 99 names and the meanings where an immense of 83.64 percent are not confident that they can memorize and understand all the names. Most of them can only memorize some names that are usually practiced in everyday prayer (*solat*).

Table 2: Respondents’ Feedbacks on Knowledge and Awareness

Questions	Percent (%)				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I have a fair knowledge about Asmaul Husna and their meanings	0.00	1.80	20.00	63.60	14.50
I have a fair knowledge about Asmaul Husna and their benefit	0.00	1.82	23.64	52.73	21.82
I am confident that I can provide correct meaning for each Asmaul Husna	3.64	12.73	67.27	10.91	5.45
I am interested to learn Asmaul Husna via a multimedia application	1.82	1.82	3.64	45.45	47.27

Referring to Table 2, it is also seen that 92.7 percent of the respondents were interested to learn more about Asmaul Husna via a multimedia application. This can be associated as most of the Islamic application were not highlighted or focused on Multimedia principles, and the Asmaul Husna application is not incorporated with the benefits and techniques in applying them for daily life activities as stated in the literature review.

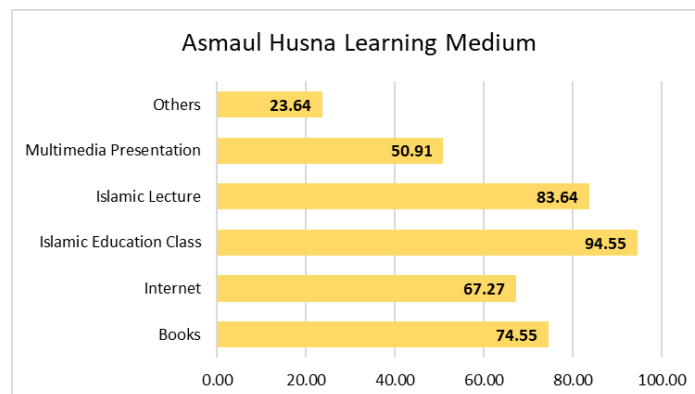


Figure 1: Asmaul Husna Learning Medium

As shown in Figure 1 there are six ways of learning that have been experienced by respondents. The highest method is learning through Islamic Education Classes (it either be during school days or some during university). This time has long gone, and people may forget all the knowledge gained from this class especially for those who do not update their learning. The second and third highest are from Islamic lecture and books, as those are the most common and traditional way of learning Islamic knowledge. The new ways of learning have evolved from traditional method to modern method is via the Internet such as YouTube and Facebook, and other multimedia presentations assuming from videos, PowerPoint presentation, and mobile application.

Finally, the respondents were asked about the importance of understanding and practicing Asmaul Husna as a Muslim, and it can be summarized that all of them agree that learning the names is very significant and beneficial in life. The answers are as follows:

- To gain benefit in the daily life of a Muslim.
- To form humble, obeyed and devoted Muslim.
- To be acquainted, faithful and closer to the Creator.
- To take the obligation in getting to know Allah.
- To handle problems and to act as guidance in life.
- To get a reward on the practice.
- To be conscious/mindful (*khushoo'*) with Allah during prayer.
- To profoundly understand the teachings of Islam.
- To understand the foundation of being a Muslim

Conclusion

This preliminary investigation is indeed important as the early intervention in developing a better Islamic mobile application. It would be the basis in the design and development of Asmaul Husna mobile application to assist Muslims in learning the 99 Beautiful Names of Allah, and as a result, an individual's faith to Allah will be increased. Based on the interviews and survey that has been conducted, it is clearly revealed that the level of awareness and knowledge about Asmaul Husna among Muslim is still scarce. Therefore, there is a necessity to proceed with a research on Islamic mobile application. The purpose of this research endeavour is; to overcome the weaknesses found in the current apps, to increase the availability of beneficial Islamic contents to the public, to engage the audience by incorporating the Signaling principle, and to attract users by integrating multimedia elements such as video, audio, and graphics into the mobile application.

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UTILIZING STUDENT-GENERATED WRITING ON WIKI PLATFORM TO ENRICH MALAY LITERATURE CONTENT ON BUILT ENVIRONMENT

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Abstract: *This paper describes the procedure of engaging students in producing collaborative writing and utilizing the online platform to build up a database of written content on specific discipline using the student-generated writings. The aim is to add up to the content on built environment in the Malay language as professional and academicians report a scarcity in this field. The process involves thirty-three third-year students of architecture as the primary participants to produce writings based on a given template and three postgraduate students to review and comment on the writings for maintaining a standard quality. 24 articles were selected after the screening process and uploaded to a wiki platform named Wikia under the title of WARIS ARKIEDIA. Continuation of this process with additional batches of student can add up more articles in the existing database. It is expected that once available online, user's participation can effectively improve the content quality as well as add-on more related wikis and contribute to building up a national architecture literature database in the Malay language.*

Keywords: *Collaborative Writing, Arkipedia, Wiki, Malay Literature, Built Environment*

Introduction

Student-generated contents in the form of academic writings is a potential primary source for developing a database on any given discipline. Engaging suitable professionals in the review process for the writings can improve the content quality to an acceptable level. This process of writing can broadly be termed as collaborative writing. (Hadjerrouit, 2011; Wheeler, Yeomans, & Wheeler, 2008)

There are indications from various scholars that, written contents on the discipline of built environment in the Malay language are very limited in number compared to that of English content. Among the few writers who attempted to fill up this gap, there are Besim Selim al-Hakim, Abdul Halim Nasir, Mohd Tajuddin Mohd Rasdi, Spahic Omer, Nangkula Utaberta and few more.

Another aspect to be considered is the platform on which the written contents can be showcased. Web 2.0 technology, particularly the wiki technology proves to be a great leap towards collaborative writing and knowledge distribution.

Purpose of The Study

This study describes a preliminary procedure of how the student-generated contents can contribute to developing a database on the discipline of architecture in the Malay language. In other words, the study is a step by step attempt to encourage academic writings in undergraduate students, upgrade the content quality by a review process and finally develop a database of the writings for public use.

Design and Methodology

This study is conducted with active participation of third-year undergraduate students at the department of architecture, Universiti Putra Malaysia. The aim was to involve students in suitable course to do writing exercise on given topic. Course chosen for this exercise was Topical Studies. In this course, the students are encouraged to read on various topics related to built environment. The overall process for this study is shown in the diagram below:

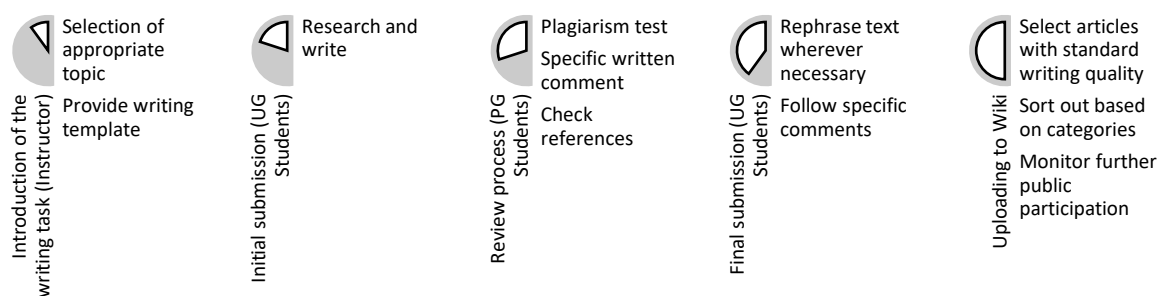


Figure 1: Stages Of Building Up Content for The Wiki

Discussion

Engaging undergraduate students in collaborative writing to produce quality contents is quite a challenging task. Studies from around the globe have presented different strategies to overcome this obstacle. However, the main focus of this study was not only producing quality writings from undergraduate students but also to look for a way to utilize student writings in bridging literature gap in the Malay language. Therefore, there are two major phases in this study, engage students to participate in collaborative writing along with reviews and revisions to improve the quality of the content and utilize the wiki platform to make the contents available for public use.

Conclusion

This paper presents the initial attempt to involve students in collaborative writing for adding up to the available Malay literature on built environment. A free wiki platform with user-friendly interface is utilized to upload selected papers. Further projection for this study would be monitoring the public participation in improving the quality of the articles available online. Provided that this initial attempt becomes successful in engaging users to utilize and improve the written contents, next phase of this study will involve active professional with a coding background to build up Arkipedia's own website.



This database has the potential to play an important role in the learning process and also widen the vision of undergraduate and postgraduate students towards a national architectural identity.

Acknowledgment

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MENTORING FOR NEW TEACHER DEVELOPMENT PROGRAM

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Abstract: *The New Teacher Development Program (NTDP) is part of continuous professional development to support new teachers to reach their potential through structured guidance at school. However, inadequate pre-service training and guidance during the induction period affect the teaching of new teachers and subsequently student learning. Hence, this study aimed to identify the level of mentoring in the implementation of NTDP. The survey design was selected and questionnaire was used as the research instrument. The data are quantitatively analyzed to determine the level of mentoring in terms of meeting time, knowledge sharing and mentors' concerns. The results showed that the level of mentoring in NTDP was very high. Mentoring needed to be strengthened to help new teachers adapt to the teaching profession and enhancing their potential in carrying out their duties.*

Keywords: *Mentoring, Induction Program, New Teacher Development Program, School Administration, Mentor, New Teacher*

Introduction

The first year of service is the most challenging time for those who are new in the teaching profession (Karatas & Karaman, 2013). New teachers faced problems in terms of adapting to tasks (Dickson et al. 2014), self-efficacy (Redman, 2015), teaching and learning (Confait, 2015), relationships with various parties (McCann & Johannessen, 2004), classroom management (Barrett, 2013), and lack of teaching resources (Ali, 2013). The difficulty they faced when performing their duty, in addition to the lack of support and guidance make them feel frustrated, isolated from colleagues and at the end leave the profession (McCollum, 2014). This situation requires a special mechanism such as an induction program to support and guide new teachers to face the transition from a student to a full-time teacher (Ingersoll, 2012).

Induction programs are implemented in schools all over the world to support and guide new teachers in the early years of service. The main goals are to improve performance, maintain teachers' competency in the profession, promote the development of professionalism and personality, and build the foundation for continuous professional development (Northwest Territories Education, Culture & Employment, 2011). In Malaysia, every new teacher is required to undergo an induction program known as the New Teacher Development Program (NTDP) to support the development of new teachers' professionalism in achieving professional competency as outlined in the Teachers Standard of Malaysia (Ministry of Education Malaysia, 2014). NTDP is implemented for a year through structured guidance (mentoring) by experienced mentors, administrators and colleagues (Teacher Education Division, 2015).

Effective mentoring depends on skills and experience of mentors, changes in behavior after learning, and the change acceptance level (Moir, 2000). However, new teachers are found to receive less guidance from mentors (Hebert & Worthy, 2001) especially in terms of time management and incompatible teaching option (Ismail et al. 2016). Time management factors include unscheduled meeting, guidance and mentoring sessions between mentors and new teachers, and the tight schedule of activities conducted at the school. Whereas, the incompatible teaching option factor consists of different mentors' teaching options and teaching subjects with new teachers (Aziah et al. 2012). This situation requires comprehensive guidance from experienced and skilled mentors in the field of specialization so that new teachers can implement teaching and learning more effectively. Based on the problems identified during the induction program, this study aimed to identify the level of mentoring received by new teachers who have participated in NTDP.

Literature Review

Mentoring

Mentoring plays an important role in the induction program, especially in guiding and helping the new teachers to effectively carry out their duties (Roff, 2012). Mentoring is defined as a process of nurturing professional development that occurs between experienced individuals and less skilled or less experienced individuals in terms of counselling, support, and advice (Anderson & Shannon, 1988). Openheimer et al. (2014) suggested that mentoring process needs to be based on three principles: (i) personal aspects that include emotional support for new teachers to face conflict, (ii) professional aspects such as knowledge, skills and resources of teaching and learning, and (iii) constructive criticism leading to discussions and sharing ideas related to education, teaching, and social values.

According to Darling-Hammond (2010), well-designed and efficiently implemented mentoring programs can enhance new teachers' professionalism in terms of attitude, self-efficacy, and teaching skills. This is supported by Lim (2014), which showed that mentoring programs can enhance the professional, work culture, personal and social competency of new teachers. However, interviews found that new teachers faced several challenges in implementing mentoring programs such as time constraints, burden of duties, as well as gender and race differences between senior and new teachers.

Hudson (2013) considers mentorship as a professional development activity that leads to improved communication skills, develops leadership roles in problem solving, and improves pedagogical knowledge. Fairstein (2016) finds that new teachers who receive guidance from mentors have the advantage in terms of adaptation to the school system including staff and administrators. In terms of quantitative findings, the level of certainty in the selection of profession and self-efficacy is found to be higher when new teachers teach the same subjects as the mentors. Therefore, the selection of mentors needs to be carried out carefully based on the criteria set by each organization (Ibrahim, 2012). Overall, professional relationships and communication between mentors and new teachers play an important role in determining effective mentoring.

New Teacher Development Program

The NTDP is implemented in three phases, namely the orientation phase, mentoring phase and professional development phases that occur simultaneously. The orientation phase is conducted during the first three months aim at helping new teachers adapt to the school climate. The school climate aspects such as physical environment, social system, as well as relationships

with the administrators, teachers, students, communities, and co-workers are the basis of good quality teaching and learning (Organisation for Economic Co-operation and Development, 2009). The content of this phase encompasses educational policies, school culture, co-curriculum management, and student affairs; providing opportunities for new teachers to perform in the real situation (TED, 2015).

The mentoring phase is continuously implemented for a year with professional, structured guidance and support from experienced mentor. The program implementation guideline stated that mentoring activities can be formal and informal for at least two additional hours of the school timetable (MOE, 2012). The main goal of this phase is to improve the professional competency of new teachers in terms of knowledge, skills and professional teaching values. These components need to be applied in teaching and learning, assessment of student achievement, co-curriculum, and classroom management (TED, 2015).

The professional development phase is carried out throughout the NTDP period which aimed to guide and develop new teachers' professional competency. Guskey (2000) defined professional development as a process and activity designed to develop professional knowledge, skills and attitude of teachers in order to enhance student learning. According to Altun (2011), teachers engaging in professional development activities can indirectly increase the confidence and expertise that later affects all students in their classroom. Professional development will be more effective if teachers are actively involved in conducting action research, collaborating with colleagues, improving teaching practices, and conducting assessments in a formative manner (TED, 2015).

Methodology

This study was conducted quantitatively using survey methods. The population comprised of 863 new teachers stationed in the Federal Territory of Kuala Lumpur in 2015 (Kuala Lumpur Federal Territory Education Department, 2018). The sample was selected through stratified random sampling technique according to school level i.e. primary and secondary school. A total of 286 respondents were selected which were exceeding the minimum of 270 samples based on the sample size determination table by Bartlett et al. (2001). There were 98 male teachers (34.3%), while female teachers were 188 (65.7%). In addition, 232 respondents (81.1%) were stationed in primary schools and 54 teachers (18.9%) in high school.

The research data are obtained by using the closed questionnaire items and the answer was available for the respondents to choose. The research questionnaire is adapted from Siti Nurzaida (2016) which consisted of two parts. Part A consists of respondent background information. Part B covers 11 items aimed at measuring mentoring components from the aspect of meeting times between mentors and new teachers, sharing of knowledge between mentors and new teachers and mentors' concern.

The data were analysed descriptively and inferentially using the SPSS version 24.0 program. Descriptive statistics were used to identify the level of mentoring and support system in the implementation of NTDP. Interpretation of the mean score to determine the level of the new teacher support system was divided into five levels which were: 'very low' (mean = 1.0-1.8), 'low' (mean = 1.9-2.6), 'moderate' (mean = 2.7-3.4), 'high' (mean = 3.5-4.2), and 'very high' (mean = 4.3-5.0) (Educational Planning and Research Division, 2006).

Results and Discussions

The Mentoring Level of NTDP

The mentoring component is measured in three aspects, namely the meeting time between the mentor and new teacher, knowledge sharing among mentors and new teachers, and mentors' concerns. Generally, the average for the mentoring component in NTDP is at a high level (mean = 4.22, s.d = 0.49). Mentors' concern aspect (mean = 4.34, s.d = 0.55) is at a very high level. On the other hand, the aspect of meeting time between mentors and new teachers (mean = 4.22, s.d = 0.56) and knowledge sharing between mentors and new teachers (mean = 4.40, s.d = 0.53) are at a high level.

Overall, new teachers are found to received excellent guidance from the mentors appointed by the school through mentoring activities in NTDP. This finding is consistent with Sankar et al. (2011) which showed that mentoring in induction programs was successfully implemented through the comprehensive guidance from skilled, knowledgeable and experienced mentors. The selection of mentors in NTDP is based on a number of criteria set by the TED such as having vast experience in the subjects taught by new teachers, skilled and knowledgeable in their field of specialization, initiative and responsible, thinking reflectively, and a skillfull person to train and guide (TED, 2015). In addition, Ingersoll and Smith (2004) found that the guidance received from mentors in the same area of expertise as new teachers and collaborative engagements with other teachers in the induction program make them less likely to move to another school and leave the profession after a year of service.

The NTDP is implemented in three phases simultaneously, namely the Orientation Phase, the Mentoring Phase and the Professional Development Phase. Activity in the Mentoring Phase consists of several aspects such as teaching and learning process, assessment and measurement of student achievement, and classroom management, co-curriculum as well as special school program (TED, 2015). Therefore, the mentoring level for knowledge sharing between mentors and new teachers is very high, which means that mentoring activity in NTDP covers various aspects needed by new teachers. In addition, the mentor's concern and seriousness in guiding new teachers not only helped to improve knowledge, skills and motivation, but it also provided the opportunity for new teachers to discuss and give their views on solving the problems faced in school. This statement is also supported by Duke et al. (2006) in his study in the United States which showed that new teachers who participate in the mentoring and induction programs in the first year of the service are more likely to be committed to the teaching profession.

The interaction between mentors and new teachers while conducting mentoring activities for the aspects of meeting time is at a high level. The mentor is found to be willing to help despite their hectic schedule and is approachable whether meeting directly or through an appointment. Based on NTDP implementation guidelines, mentoring sessions need to be formal or informal for at least two teaching and learning period within a week (MOE, 2012). However, most mentor and new teaches do informal mentoring due to time constraints such as timing overlaps and involvement in the management of special school programs. Smith (2003) stated similar finding that informal mentoring sessions are more often conducted during mentoring activities as these methods are more flexible and appropriate and can build positive interactions between mentors and new teachers.

Conclusion

This study shows that new teachers get very good guidance from mentors, administrators, and colleagues in helping them perform their duties. Implementation of induction programs clearly indicates that new teachers, mentors and administrators have the potential to enhance professional learning and professional development of teaching (Hobson et al. 2009). Based on the results of the study, several suggestions can be made to improve and strengthen the implementation of NTDP, particularly in terms of mentoring. School administrators need to enhance their efforts in selecting an effective mentors to guide new teachers. The aspects that need to be considered are having experience and expertise in the field of specialization, teaching the same subjects and at the same level, caring for the performance and teaching problems faced by new teachers, and having good communication skills with colleagues. Additionally, mentors should be given intensive training to improve skills in guiding adult learners, providing reflective feedback, conducting formative evaluations, and building interpersonal relationships with new teachers. On the whole, the cooperation and commitment of school community in providing various forms of guidance in mentoring can ensure that NTDP is implemented successfully.

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HEALTHY SLEEP CAMPAIGN EFFECTS ON THE INTENTION TO PRACTICE HEALTHY SLEEP BEHAVIOUR IN MANAGING OBESITY

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Abstract: *Managing obesity through lifestyle changes also need to anticipate sleep behaviour due to its emerging issues in the current obesity prevalence. The purpose of this study is to measure the effect of Healthy Sleep Campaign towards the intention to practice healthy sleep behaviour using the Theory of Planned Behaviour in order to lose weight. The one-time campaign was conducted among 400 obese Malay women aged between 18 to 55 years old in the state of Melaka before they were asked to fill in the survey forms. This is to measure if the knowledge gained from the campaign is able to influence their intention to perform healthy sleep behaviour in order to lose weight. Base on the quantitative analysis using the PLS-SEM it was found that Healthy Sleep Campaign has significant direct influence to all predictors and is able to moderate the relationship between predictors towards the intention to practice healthy sleep behaviour. These indicate a promising sign on how healthy sleep campaign could be planned in a more structured campaign along the current lifestyle promotion in managing obesity in Malaysia, not just merely on diet and exercise.*

Keywords: *Obesity, Sleep Health, Theory of Planned Behaviour, Health Behaviour*

Introduction

Obesity is a life-threatening disease that kills more people than those underweight and is growing rapidly despite the current policies and strategies in preventing the growth. There are currently 340 million children and adolescent age between 5 to 19 years old with 41 million children under the age of 5 in the world's population which were found to be overweight or obese in 2016. In Africa, the number of overweight children under 5 years old has increased by nearly 50 % since 2000. Nearly half of the children under the same age who were overweight or obese in 2016 lived in Asia (WHO, 2018).

It is well known that lifestyle and behaviour choices are important factors in influencing weight status. More over when it was proven that physical inactivity and unhealthy diets were found to be the major risk factors for overweight and obesity that leads to chronic health conditions including cardiovascular disease, diabetes, some cancers and high blood pressure. Epidemiological studies have recognized that increased intakes of energy and reduced

consumption of high-fibre foods, as well as sedentary lifestyle, were among the major driving forces for the epidemic of obesity (Qi & Cho, 2008). Nevertheless, Chaput J.P, (2011) highlighted the fact that a great deal of effort has been focused on interventions to address most of the health-related behaviors which caused critical health disease including obesity, yet interventions aimed at sleep behaviors often have been notably absent. Evidence that short sleep duration is a determinant of obesity is accumulating and has shown that short sleep duration is associated with obesity and weight gain (Chaput JP, Tremblay A, 2012).

Inadequate sleep appears to accommodate calories digestion due to the current obesogenic environment that makes food accessibility easily available in 24hours. The increased in food consumption, poor quality in diet and overweight were found to associate with lack of sleep duration, lack of sleep quality and late time in bed. Prior to these, it was also found that the increase in meals consumption daily, snacking, the number of meals consumed per day, and the influence towards energy-rich foods are all associated to lack of sleep (Chaput, 2013). According to Brondel et. al, (2010) one night reduced in sleep will later cause the increase in food consumption which will also estimate the physical activity-related to energy expenditure in healthy men to a lesser extent. The study suggested that sleep restriction could be the cause that promotes obesity if the result is confirmed by long term energy balanced measurement.

Sleep basics on timing, duration, and quality of sleep were found to affect endocrine, metabolic, and neuro-hormonal functions related to health. (Nancy L. Kondracki, 2012) In actual fact the important factor that may beneficial in combating obesity, is found to associate to early bed time and dark environment that stimulate the production of melatonin hormones which is important for the activation of Brown Adipose Tissue (BAT). Previous study found that BAT activity is likely to decrease the risk of obesity development as fat stores is being used for thermogenesis process moreover a directed improvement of adipocyte metabolism might have contributed to weight loss (Stephens, Ludgate, & Rees, 2011) Similarly, a study also found that melatonin could be suppresses by blue light that appears with the strongest produced by short-wave length spectrum between 446 and 477 nm (West et al., 2011) which strongly recommends dark environment or the shutdown of artificial blue and white lights during sleep. The role of sufficient duration in sleep is also proven factor in combating obesity. A study compared among participants who reported sleeping 7-9 hours per night found that short sleepers were more likely to be obese and have abdominal obesity (Ford et al., 2014). Hence, positioning Healthy Sleep Campaign in this study is to emphasise the importance of three factors that leads to quality in sleep including early time in bed by 10:00pm, duration of 6-7hours and sleeping in a dark environment.

Statement of Problem

Lack of sleep was found to be in parallel with the obesity epidemic. There are growing evidence from both laboratory and epidemiological studies that points to short sleep duration and poor sleep quality as new risk factors for the development of obesity (Beccuti & Pannain, 2011).

The national total prevalence on obesity in Malaysia based on Malaysian Adult Nutrition Survey (MANS 2014) reported an increase by 6.3% since 2003, with women higher than national at 8.2% in 2014. These are worrying fact that requires some improvement on the current strategies. The national overweight prevalence among women is seen to be much higher

at 31.4% compare to the prevalence of obesity at 22.9% This is to highlight on the alarming growing numbers from the overweight base which may add to higher numbers on the obesity prevalence in the future if the current intervention remain merely just on diet and physical activity.

The increasing prevalence of obesity indicates that the current strategies in managing obesity issues in Malaysia need to be relooked and improvise to ride along the current emerging issues which have been discussed by many researchers. There is increasing evidence showing that sleep has an influence on obesity. Hence, it is important to relook on the current strategies buy incorporating sleep as multi-component strategies in managing obesity by examining the behavior response towards the influence of knowledge-based campaign on the benefit of sleep to weight lost.

Objectives

Therefore, the objective of the study is to measure the effect of Healthy Sleep Campaign (HSC) towards the intention to practice healthy sleep behaviour using the Theory of Planned Behaviour. More specifically, the objective is to measure in terms of direct influence on the predictions and also the moderating effect of Healthy Sleep Campaign (HSC) between the predictors towards the intention to practice healthy sleep behaviour (IPHS) in order to lose weight.

Research Questions and Hypothesis

Two research questions in this study are:1) Is there a significant direct influence of Healthy Sleep Campaign (HSC) on the obese Malay women's prediction towards the intention to perform healthy sleep behaviour and; 2) Is there a positive moderating effect of Healthy Sleep Campaign (HSC) on these predictors towards the intention to practice healthy sleep behaviour (IPHS) for weight lost. Thus, the study hypothesised that;

H1: There was a significant influence of Healthy Sleep Campaign (HSC) towards attitude (ATT).

H2: There was a significant influence of Healthy Sleep Campaign (HSC) towards subjective norm (SNM).

H3: There was a significant direct influence of Healthy Sleep Campaign (HSC) towards perceived behaviour control (PCB).

H4: Healthy sleep campaign (HSC) positively influenced the relationship between attitude (ATT) and intention to practice healthy sleep behaviour (IPHS) for weight lost.

H5: Healthy sleep campaign (HSC) positively influenced the relationship between subjective norms (SNM) and intention to practice healthy sleep behaviour (IPHS) for weight lost.

H6: Healthy sleep campaign (HSC) positively influenced the relationship between perceived behaviour control (PCB) and intention to practice healthy sleep behaviour (IPHS) for weight lost.

Significant

The findings on the behaviour association with the obese population could be significant to improve not only on the current intervention in combating obesity but also to the Non-Communicable Diseases (NCD) risk. This study will contribute by providing new insight into positioning healthy sleep behaviour as weight lost behaviour in a multi-component strategy in managing obesity. Hence, may significantly improve the current prevalence and total health of the community when Healthy Sleep Campaign (HSC) is being promoted as part of the health intervention program.

Methodology

Procedure

The study was done among 400 obese women in the state of Melaka. The characteristic of the samples were: (1) women; (2) Malay; (3) adult aged ≥ 18 years old, and (4) BMI ≥ 30.00 . The healthy sleep campaign (HSC) on promoting how healthy sleep would benefit to their weight lost efforts were explained by combining other weight lost factors with the campaign. Data collection is conducted base on two approaches that is by a cluster group range and also one to one survey through snowballing method. In a cluster group approach, a range of 5 to 30 respondents were being gathered at one time.

The respondents comprised from both government and private institution. From these respondents the snowballing method is applied to reach the number of 400 samples. According to Cohen (2007), the method is convenient to utilize the original group to serve as informants by assisting to identify additional samples that meet the criteria to take part in the survey which in turn will continually identifies other samples. Hence, snowballing method is a process of assistance from the current respondents to recommend or identify others who have the same criteria to participate in the survey (Crabtree & Miller, 2002; Groenewald, 2004). As most obese population behave to socialize in the same characteristic through activities such as Zumba, aerobic and other weight loss programs, this method seems to be the most convenience to reach the number of targeted samples. The survey forms were done using online survey forms through Face book, WhatsApp, Telegrams and Email. Through the online surveys, we are able to minimize the sensitivity issues among few respondents who may not be convenience to be approached directly as an individually. Nevertheless, all referral must go through few screening questions to make sure that they meet the criteria.

Results

In order to answer the Research Question 1: Is there a significant direct influence of Healthy Sleep Campaign (HSC) on the obese Malay women's prediction towards the intention to perform healthy sleep behaviour for weight lost, the study presents the summary of the Path Coefficient result in Table 1. It was found that all path between healthy sleep campaign (HSC) and TPB determinants or constructs; attitude (HSC \rightarrow ATT) ($t = 7.65$, $p = 0.000$), subjective

norms (HSC→SNM) ($t = 4.239, p = 0.000$) and perceived behaviour control (HSC→PCB) ($t = 6.29, p = 0.000$) was highly significant, therefore **Hypothesis 1, 2 and 3** of the study were accepted.

Table 1: Summary of Path Coefficient for Significant Result on Direct Influence Effect

		Original Sample (O)	Sample Mean (M)	Standard (STDEV)	Deviation	T (O/STDEV)	Statistics P Values
HSC	->						
ATT		0.325	0.33	0.042		7.653	0.00
HSC	->						
PCB		0.217	0.225	0.051		4.239	0.00
HSC	->						
SNM		0.276	0.28	0.044		6.26	0.00

Next result is to answer the Research Question 2: *Is there a positive moderating effect of Healthy Sleep Campaign (HSC) on the TPB constructs towards the intention to perform healthy sleep behaviour (IPHS) for weight lost.* Figure 2 presents the result of the interaction effect of HSC between ATT→IPHS. As can be seen, HSC has **positive** effect on the relationship between attitude (ATT) and intention to practice healthy sleep behavior (IPHS). The value of ATT→IPHS is 0.060, which means that should HSC increase by 1 SD, the relationship between ATT→IPHS will increase base on the interaction size term with the value of $0.060 + 0.013 = 0.073$. Hence, the increase of HSC is important to explain IPHS, thereby **accepting Hypothesis 4** of the study.

Figure 3 presents the result of the moderation effect of HSC between SNM->IPHS. As can be seen, there is a **positive effect** of HSC towards the relation between SNM->IPHS. In terms of interaction size, the value of SNM->IPHS is 0.008, which means that should HSC increase by 1 SD, the relationship between SNM->PHS will increase with the value of $0.008 + 0.199 = 0.207$. Hence, the increase of HSC is also important to explain IPHS **accepting Hypothesis 5**.

4 presents the result of the moderation effect of HSC between PCB->IPHS. As can be seen, there is a **positive effect** of HSC towards the relation between PCB->IPHS. In terms of interaction size, the value of PCB->IPHS is 0.099, which means that should HSC increase by 1 SD, the relationship between PCB->IPHS will increase with the value of $0.099 + 0.4 = 0.499$. Hence, the increase of HSC is important to explain IPHS, **accepting Hypothesis 6**.

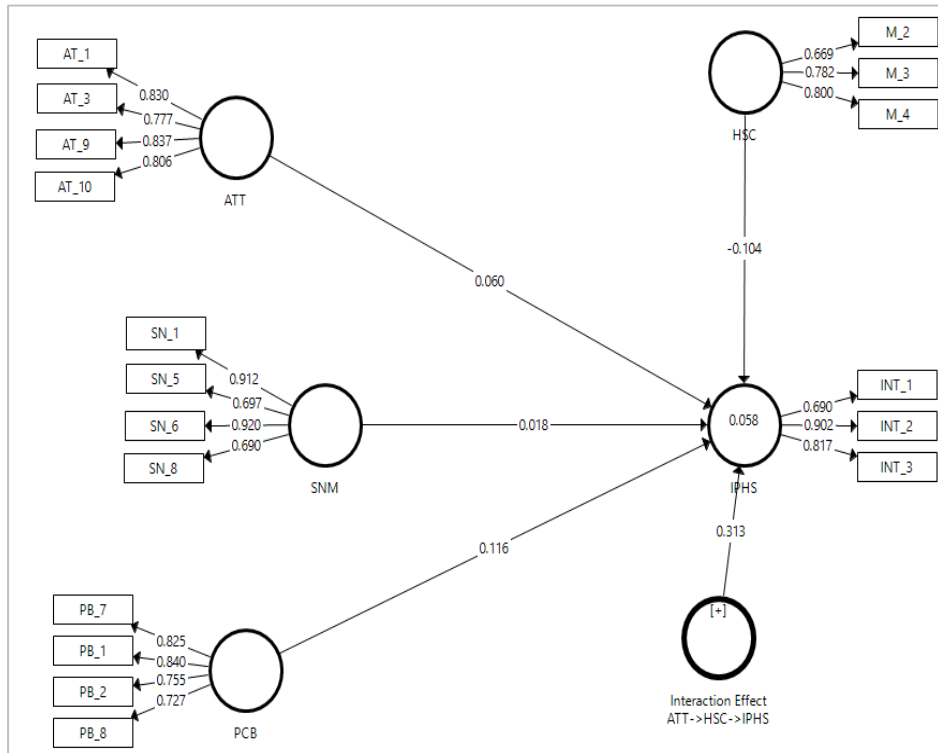


Figure 2: Moderator Analysis Results on ATT→HSC in Smart-PLS

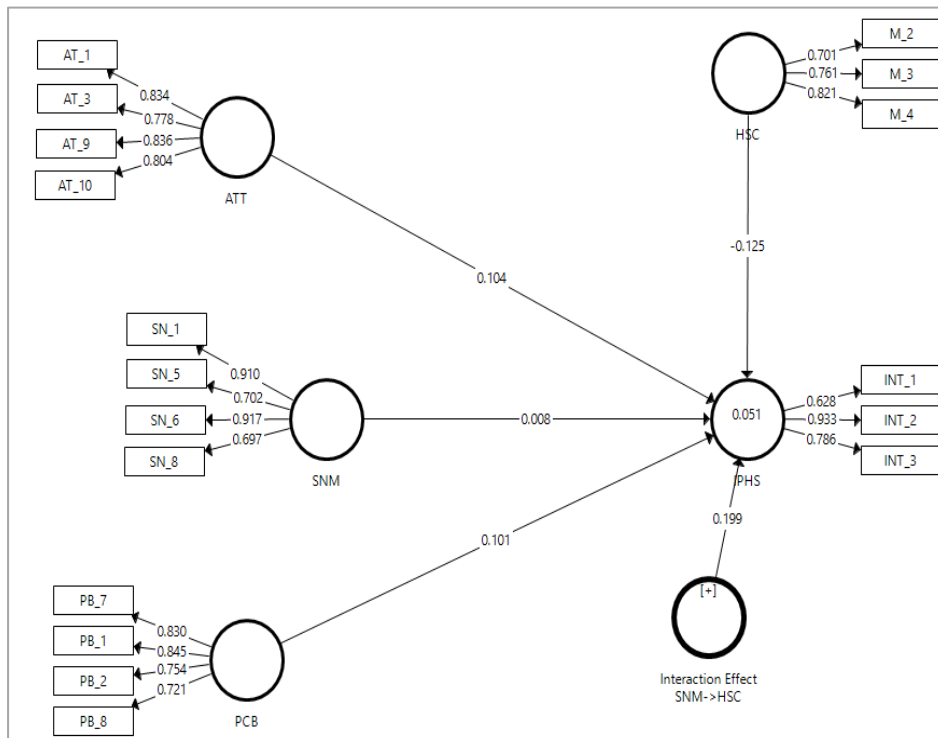


Figure 3: Moderator Analysis Results on SNM→HSC in Smart-PLS

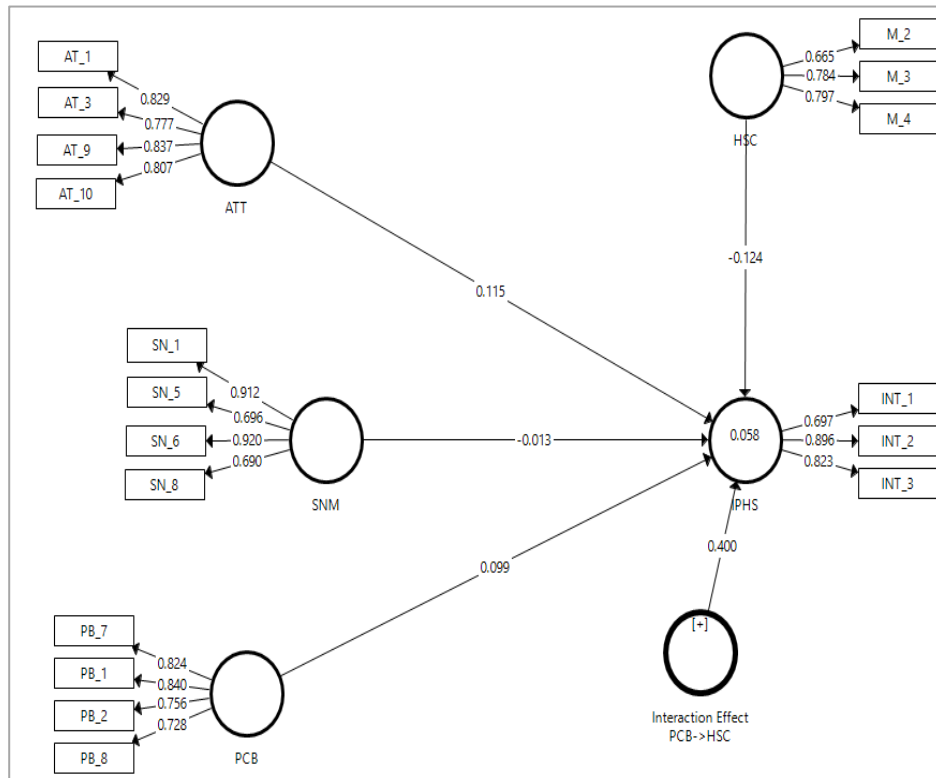


Figure 3: Moderator Analysis Results on PCB→HSC in Smart-PLS

Discussion

The objective of the study is to measure the effect of Healthy Sleep Campaign (HSC) towards the intention to practice healthy sleep behaviour using the Theory of Planned Behaviour in terms of direct influence on the predictions and also the moderating effect of Healthy Sleep Campaign (HSC) between the predictors towards the intention to practice healthy sleep behaviour (IPHS) in order to lose weight. All positive results showed that Healthy Sleep Campaign has an important role to influence the relationship between all TPB predictors towards the Intention to practice healthy sleep behaviour (IPHS). By interpreting the direct influence of Healthy Sleep Campaign (HSC) on the predictors which indicates highly significant result and the positive moderating effects of Healthy Sleep Campaign (HSC) between the predictors and intention to perform healthy sleep behaviour (IPHS), the study suggest that continuous Healthy Sleep Campaign (HSC) in a more structure execution may leads to higher magnitude in terms of interaction size due to the existence of the positive moderating effects.

Hence, to truly evaluate the theory and the implications related to obesity prevention through new weight lost factor such healthy sleep behaviour, it was necessary to determine the obese women behavioural intention towards practising healthy sleep behaviour and to identify if attitudes, subjective norms, or perceived behavioural control contributed to the respective behavioural intention with the influenced of Healthy Sleep Campaign (HSC). Any small effects in terms of significance or interaction size would be an important indication as the execution

of the campaign is conducted at a one-time approach as a preliminary study in measuring the intention towards new behaviour.

According to the Theory of Planned Behaviour, the single best predictor of a person's behaviour was the intention to perform that behaviour (Ajzen, 1991). Attitudes, subjective norms, and perceived behavioural control were all predictive factors of intention to engage in behaviour. These factors were investigated with the obese Malay women in the state of Melaka to determine if the healthy sleep campaign (HSC) was feasible in influencing the intention to practice healthy sleep behaviour as new weight lost factor. Consequently, by measuring the intention, the study will be able to identify which determinants can be affected by the knowledge gained from the campaign and which determinants can be manipulated by more strategic campaign program to further strengthen the intention which can be used as a platform towards behavioural changes for sustainability.

Conclusion

Behaviour changes towards new behaviour need to be consistently promoted for sustainable awareness that will later be converted into routine behaviour. Especially sleep behaviour is new among our population in which most of the respondents are not aware on the association between sleep and obesity. Delivering knowledge that emphasised on the benefit of healthy sleep behaviour to weight lost as the essence of healthy sleep campaign in this study, can be seen as a first step effort to induce new lifestyle changes among the public. This is how measuring intention towards the behaviour should be treated at a preliminary stage as we rationally could not expect behaviour changes towards healthy sleep behaviour in a short time frame as it is new to the public.

Integration between the health agencies and community with support from the government may give a 360 degree impact to boost the public awareness on the importance of healthy sleep behaviour in combating obesity. Hence, this will also work as a stimulant to improve the total health circumstances and could improvise the current strategies among health professional by incorporating healthy sleep behaviour as a multi-component strategy in combating obesity nationally. The need to discover the most powerful obesity prevention strategies was considered one of the most profound challenges in public health today.

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PUBLIC SERVICE ANNOUNCEMENT BY GOVERNMENT THROUGH SOCIAL MEDIA: A PUBLIC'S PERSPECTIVE

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Abstract: *Public relations is the practice of managing the spread of information between an individual or an organization, and the public. It involves gaining exposure to audiences using topics of public interest or news which does not require direct payment, rather than advertising. Government is the ruling system or a group of people who manages an organized community or state. In Malaysia, a government consists of legislature, executive, and judiciary body. Each governing body has its own ministries chaired by ministers. Effectiveness is the ability to produce the result that is wanted or intended. While crisis is an unstable state or whenever problems occur and decisions needs to be made. The social media is wide and has no boundaries. Information spread so quickly whether if it is true or false. A public relations practitioner functions to establish and maintain mutual benefit between an organization and public. A public relations officer has to deal with the stakeholders; community, employees, or internal public, financial institutions, media relations, and public affairs, in order to keep the good image and reputation on the public eyes. The social media handling has become one of the responsibilities now. The purpose of this research is to find out the effectiveness of the government's social media accounts from the public's perspective.*

Keywords: *Public relations, government, effectiveness, crisis, social media.*

Introduction

The public relations roles started off with mainstream media such as posters, newspapers and other printed media. As time goes by, the evolution of the media itself has brought changes to the practice, thus varies the responsibilities as the development continues. Just like the education, evolvement and changes are possibly seen as never ending. The social media had just been widely used in the recent years, and our country can still be considered as newly exposed to it. These are no longer the days when organizations can be on track with the 10-year strategic plan they made (K. T., 2007), and it is our responsibility to make sure that the team is always prepared.

Public relation is the relationship between the public and an organization or even a famous person. It has been around for over 100 years now, and Edward Bernays was believed to have

invented the public relations profession in the year 1920s, while some claim it to be Ivy Lee. Back then, most of the audience were illiterate. Therefore, public relations were done by having public speeches, and by spreading images, such as posters. Even when the printed media was introduced, most of them were still illiterate, thus it did not get that much if attention. A public relations practitioner is the person who is responsible for all these tasks.

Crisis is a Latin originated word which means an unstable state or whenever problems occur and decisions needs to be made. Managing crisis generally means the measures taken by organizations in dealing with urgency and tense of their working environment, while organizational crisis means any complications and difficulties upon reaching their organizational goals. In public relations, crisis would always be related to the bad image of the involved organization, or even public figures.

Effectiveness is the ability to produce the result that is wanted or intended. In the research context, the effectiveness is the ability to respond to conflicts occurring online. For example, when a crisis happens, or even a rumor has been spread on the social media about a particular organization, it is the public relations officer's duty to counter and respond to it, to distinguish the bad image within the society.

Social media is a new form of communication channel which has been centralized for community based input, content-sharing, where users create online communities to have collaboration on ideas, contents, or even information. The World Wide Web was discovered in 1991 when the hypertext technology was connected to the Internet by Tim Berners-Lee, which formed the new type of networked communication (Dijck, J., 2013). However, the social media we use now, only started after the Web 2.0 was discovered in 1999, only to be made popular by Tim O'Reilly and Dale Dougherty (Dijck, J., 2013). It ables us to connect and interact on social media.

“Social networking has become daily practice in some user's lives” (Edosomwan, 2011, p. 1). This research entitled “The Effectiveness of Public Relations Managing Crisis through Social Media” is aiming to expose the challenges had by the public relations practitioners in handling the crisis on social media, also to investigate the effectiveness of public relations practitioners managing crisis through social media.

Problem statement

The transition from the old traditional, adverts and printed mainstream media, to new media. Practitioners would have to cope with the changes, patterns, styles, and trend, in order to make it sell for their organization, and it would not be easy. The audiences of the social media are variety; from different demographics, age, and backgrounds. Their level of perception is different. The way they interpret and perceive certain information they obtain, might also be contradicted. Therefore, it is widely, uncontrolled.

The systems that have been developed to these more straight-forward content types are leading the way in online audience metrics – but the complexity of news consumption means that these metrics do not yet meet the needs of scholars interested in better understanding how news consumption takes place, how it flows in society, and the influences of news on opinion (Ofcom., 2014)

The widespread and usage of social media in Malaysia is rather new in the recent years. This leads to a new responsibility for the public relations practitioners as the social media acts as a gate of communication to anywhere in the world. The coverage is wide, almost limitless. Therefore, it is quite of a challenge for the practitioners, as the manageability is unknown, with many possible outcomes. This means that the government sector in our country is still trying to adapt and get along with this change in communication, as it (communication) is the most

important medium between the government and their public. This research aims to investigate the effectiveness of the government's social media accounts from the public's perspective. Practitioners are expected to keep track with the rapidness of social media, daily. The trends, patterns, and even detect the crisis which might have been creeping among the netizen about their organization, or in the research's context, the government.

Social media fails are as equal as public relations fail towards any organization. An example of a social media fail dealt by practitioners are, the JP Morgan Chase's cancellation of Twitter Q&A session on 13 November 2013 as the post became a complaint department for dissatisfied customers (Hausmann, V., 2014).

Another example was when McDonald's plan on making #McDStories as hashtag turned into bashtag instead when customers shared their horrific experiences related to McDonald's. As result to that, McDonald's decided to pull the campaign within just 2 hours.

Research Objective

1. To find out if the public are aware of important announcements made by the government through social media

Research Question

1. Are the public aware of the existence of the government's social media accounts?
2. Are the public aware of important announcements made by the government through social media?
3. Are these government social media accounts responsive?

Significance of Study

As stated in the problem statement, the main problem for this research to solve is that the government sector in our country is still new on social media crisis handling. We are still trying to adapt and get along with this change in communication, creeping into the 4th industrial revolution in Asia.

The research questions in this study lurks into problems such as the inactivity of the government's social media in terms of responses and replies, and if the public is aware of these accounts. This is because, this study is focusing on the public's perspectives. Therefore, the population or informants could be among the heavy users of social media, believed to be teenagers, young adults, and public relations practitioners (A. S., & M. A. (2018, March 1).

Other than that, there were not many previous studies on topics of such. Therefore, the significance of this study is that it is hoped to be a helpful guideline for practitioners in future to overcome crises on social media.

In the United States, the government had started using the social media to discuss on governmental matters. "After President Obama's historic speech on Middle East policy, the White House turned to Twitter to discuss it" (Howard, A. B. (2011, August 9).

Limitations of Study

Some of the limitations in completing this study are, there are limited source of previous researches on topics similar to this. Other than that, the informants who are supposed to be social media users, are mostly prone towards not wanting to involve with the government activities. On top of it all, at the end this research is managed to be completed, and these problems were solved.

Scope of Research

At a preliminary stage, this research is aiming to study mostly on the effectiveness of the government's social media from the public's perspective, therefore, it is aiming to be done amongst Malaysians, especially the social media users. As the Malaysian government have had the realization on the importance of social media in business and community relations (F. P., Jaafar, N. I., & S. A. (2015), a lot of government's public relations effort have been spread through the social media. Therefore, in order to determine the effectiveness, the users of the social media should be the main targeted audience.

From the organization's point of view, to badly replying or countering customers' complaints on social media is the worst thing to do for their own image and reputation (T. T. (2014, June 22). Tony Teh, the writer and founder of Malaysian lifestyle blog ColourlessOpinions.com had posted an article on 22 June on the worst social media disasters in Malaysia 2012 – 2013, and there were cases of badly replied responses from organizations, towards their customers on social media.

Some of the cases posted involved Petaling Jaya's Paradigm Mall, Lazada Malaysia, KL Social Media, Peugeot Malaysia, Les Deux Garçons Bangsar Bakery, and all on their Facebook page. Every Malaysian would have witnessed at least one important announcement or even crisis management on social media since it is one of the largely used medium for most of the world population today. The population who will be interviewed are among Malaysians found in Melaka, Malaysia. Interviews will be conducted until a solid conclusion is reached, whether it is effective or not.

Literature Review

Public relations

It has been stated that it is not an easy task for public relations practitioners to cope with the changes of the media as it goes rapidly day by day. Gladly, some practitioners have worked hand in hand on preparing a handbook on coping with the wide spectrum of the world's diversity and provides perspectives on transitional pr practices. (K. S., & D. V. 2017).

In another book, the public relations theories had been discussed and listed down according to the technological usage which are changing the public relations. (T. K., 2006) Social media had been mentioned in many writings that it is transforming the interaction and communication of not only individuals, but also the trends around the word. (S. E., Prakasan, S. K., D. K., J. W., & T. S. 2011). It's been proven in the research done by Tom Keheller, that the public relations practitioners too, have been using the technology as equal as the youth today as it demands them as one of their new responsibility (T. K., & M. D. (2009).

Over the years, public relation practitioners have had to handle different kinds of responsibilities, from the old media to the new media. As the changes goes on, the risk and crises too, changes.

According to Datuk Seri Dr Salleh Said Keruak to the New Straits Times in 2015, in an article by Zahratulhayat Mat Arif entitled Public relations plays an even more crucial role today: Salleh, it was said that, in times of uncertainties, trust and reputation were two fundamentals that would become the organisation's pillars for sustainable and future growth. The public relations industry today is said to be having more dynamic roles in shaping reputation and a catalyst for sustainability (Arif, Z. M. (2015, December 1). Public relations plays an even more crucial role today: Salleh. The New Straits Times). In Malaysia, the Institute of Public Relations Malaysia (IPRM) was established in the year 1962. This institution does not belong to any individual, objectifying to enhance the professionalism among public relations practitioners in Malaysia.

Social Media

The World Wide Web has developed a lot since it was discovered in 1991 by Tim Berners Lee. Then came in the Web 2.0 with all the instant messaging, social networking sites, and electronic mail systems when it was made popular in 1999 by Tim O'Reiley and Dale Dougherty (Dicjk, J., 2013). The social media itself has much evolved since then. According to genhq.com, the website of The Center of Generational Kinetics in Austin, Texas, the present generations that we have in the world now are the Baby Boomers, who were born from 1946 to 1964; Gen X, who were born around 1965 until 1976; Gen Y who are also known as Millenials, who were born between 1977s to early 1995; and Gen Z who were born in 1996 until now.

A research done by Lai Cheng Tung & Jean Dennis Comeau from School of Business & Administration, Wawasan Open Univeruty, Penang entitled Demographic Transformation in Defining Malaysian Generations had categorized these generations as "The Seekers", or in Malay, Pencari; "The Builders", or Pembina, "The Developers", or Pemaju; and "Generation Z, as Generasi Z itself. This is because of the difference in behavior and attitude which had been analyzed in their research.

The Seekers of Baby Boomers were born in an era full of struggle and hardship. The Builders of Generation X were born during the beginning of industrialization and urbanization. The Developers of Generation Y was born when the country was rather stable, and transformation in economic growth, income, and consumption has improved. Lastly, the Generation Z are born when the population are starting to balance out more intense competition for jobs, education, so many aspects in life, with higher income and rapid urbanization. (Tung, L. C., & Comeau, J. D. 2014)

The Baby Boomers are the generation which we can see having the largest technological divide, despite the vast changes occurring around them. Most of them from this generation in Malaysia could not cope with the technological advancements. Also, the Baby Boomers we have are mostly illiterate. Thus it makes it harder for them to understand the technology.]

The next generation we have is Generation X, who were born around 1965 until 1976. This generation has been known to be independent and adaptable, and are often seen to work to live. Despite so, they are still able to cope with the changes in technology. Generation Y, were born in the midst of these changes. They experience both, half the hardship of the previous generation of 'working to live', and the vast changes of development in their living. They grew up alongside the development of technology itself. While the last Generation have been living a highly globalized world, a highly connected Malaysia with a lifelong use of media, technology, and communication. The social media has been a part of the lives of the teenagers and young adults today (Kaplan, A. M., & M. H. (2010).

As mentioned by Sonia Livingstone in her book, *Young People and New Media*, "We can no longer imagine living our daily lives without media, and communication technologies." (S,L., 2002)

Effectiveness

Competence is based on the ability to develop theories of what to do in new situations and the ability to behave effectively in the practitioner-client relationship. On the effectiveness of managing crisis, what a public relations could do is to, apply the theories of public relations and even propaganda techniques in order to counter-control these sparked crisis, since rooting it up would be hard enough, nearly impossible. (A, C., & S, D. A. 1974).

It has been discussed that the key to effectiveness is immediacy. The spokesperson needs to be factual and immediate. Must be sounding certain in saying out their points. (J. G., & R. T. 2004).

According to Kathleen Banks in her book *Crisis Communications: A Casebook Approach*, theories can be used in effective crisis management. More effectively, with public relations

theories like press agency, diffusion theory, two-ways symmetrical model and many more. This is because, the public relations theories are related closely to propaganda techniques, which are equal to persuasion techniques. (K. B. (2017)

A good public relations handling involves active appropriate mechanisms to keep the public, media and stakeholders informed on an ongoing basis. Never to leave the audience any blank silence or time to think as they could blast many mind blowing questions. (S. C. (2017)

The public needs to be aware of the law in order to stop spreading any false information regarding the crisis and instead, helping on preventing it from happening (J. M. (2003). Other than that, a practitioner should know their audience in order how to handle them well (A. L., K. P., A. S., & K. Z. (2010)

Government

Government is the ruling system or a group of people who manages an organized community or state. In Malaysia, a government consists of legislature, executive, and judiciary body. Each governing body has its own ministries chaired by ministers.

Malaysia's first known efforts on public relations was founded to be brought up in the year 1926 when The Information Agency of the Malay States was formed during the Japanese colonialization. Functioning to carry out PR functions for the government, it was changed 19 years later into the Department of Publicity and Printing, adding the responsibility to control the radio broadcasts and printing materials for the government.

In the present day, this department is named as Department of Information, or Jabatan Penerangan Malaysia, under the Ministry of Communication and Multimedia (J. (2017).

The current practices of the government public relations involves media releases, press releases, press conferences, filtering media contents, and also crisis handling. The crisis handling nowadays involves the social media. Almost all of the ministries today have a public relations officer of their own.

Methodology

According to the four types of research (explore, descriptive, explain-predict, control), this academic scientific research falls under the **exploratory research** as it explores the uncertain effectiveness of the government's social media on the public's perspective. According to Robert Stebbins in his publication, *Exploratory Research in the Social Sciences*, exploratory research is when one researcher is putting themselves where discovery is possible and broad, along with the topic of the research (Stebbin s, R. A. (2001).

In-depth interview method will be used where participants will be interviewed based on the research topic, objectives and questions. According to Carolyn Boyce in her book by Pathfinder International, in depth interview is a qualitative research technique which requires individual interviews with small number of respondents to analyze a certain situation, from their perspectives (Boyce, C., & Neale, P. (2006).

Number of the interviewee will not be set as interviews will go on until a solid conclusion is made; either the government's social media are effective or vice versa. This research is only done as a pilot study. Pilot study is 'a small scale study to help designing confirmatory studies in future' (M. A., & Campbell, M. J. (2010).

1) Qualitative research method

This method will be used for this research. It is also known as observation and in-depth interview, which can be defined as an open ended question that researchers will use in order to collect as much details and data possible. Thoughts can be freely expressed throughout the interview as any negative or positive answers will be taken into account. Interviews will be conducted until a solid conclusion is reached, whether it is effective or not.

2) In-depth Interview

The research instrument which might be used in this research is in depth interviewing, where informants will be selected and interviewed based on the questions prepared and elaborated from the research questions at the beginning of this research. According to JM Johnson in his Handbook of interview research: Context and Method, this method involves social and interpersonal interaction, which differs to the kinds we often encounter from sales persons and lectures. The conversation questions more deeply and sometimes intimately (Gubrium, J. F., & Holstein, J. A. (2002).

Research Analysis

Researchers will look for informants anywhere within the state of Melaka. The interviews are voice recorded and later the answers are rearranged into tables in Microsoft Excel, line by line of their recorded sentences. The key words of each question will then be highlighted to make it easier to understand, whether or not the informant agrees to the question, apart from giving their own opinion.

Thematic Analysis

In analyzing the recorded, then tabled answers, thematic analysis will be used, to analyze the pattern of the data. A proper analysis is important for the validity of the final results. Thematic analysis is a form of data analysis which focuses on pinpointing, examining, and recording the patterns of the data, whether or not it can be taken as a suitable answer to the topic.

According to Ditte Mortensen in her article on the steps of doing a thematic analysis, there are 6 steps; familiarization with the data, assigning preliminary codes for the data in order to describe the content, search for patterns in the data, review the theme or topic of the research, define the themes, and lastly producing the report.

Informant's Background

Informant	Gender	Occupation
Informant 1	Male	Student
Informant 2	Male	Student
Informant 3	Female	Student
Informant 4	Female	Student
Informant 5	Female	Student
Informant 6	Female	Lecturer
Informant 7	Female	Student

4.2 Research Question: Are the public aware of the important announcements made by the government through social media?

Question a): Are you aware of the announcements made on government's social media? Please explain.

The results of this question shows that all of the informants are well informed and aware of the announcements made by the government through these social media accounts. Even though they do not follow these accounts, they still aware, due to the shares and retweets from the

Answer	Responses
Yes	<p>Informant 1: Yes, they will always eventually appear on my timeline anyways.</p> <p>Informant 2: Yes, since most of my friends shares them, and that all those ministers I follow, shares them too.</p> <p>Informant 3: Yes, they will always eventually appear on my timeline anyways.</p> <p>Informant 4: Yes, they will always eventually appear on my timeline anyways.</p> <p>Informant 5: Yes, they will always eventually appear on my timeline anyways.</p> <p>Informant 6: Yes, since most of my friends shares them, and that all those ministers I follow, shares them too.</p> <p>Informant 7: Yes, since most of my friends shares them, and that all those ministers I follow, shares them too.</p>

accounts they follow on social media. No researches had been done on topics similar to this one, previously.

Question b): What is/are your reaction(s) towards announcements made on government's social media? Please explain.

This question asks the informants if they would trust the news they encounter, right away, or if they take the news and analyze first. Out of the findings, only one informant actually trust the news they encounter at first hand, with the opinion that the government sources are reliable and can always be trusted.

Answer	Responses
Do not believe and analyze	<p>Informant 1: I don't really believe them, because I know that nowadays, no online sharings should be immediately trusted.</p> <p>Informant 2: I take them, and analyze, but not to put my full trust on the news.</p> <p>Informant 3: I don't really believe them, because I know that nowadays, no online sharings should be immediately trusted.</p> <p>Informant 4: I don't really believe them, because I know that nowadays, no online sharings should be immediately trusted.</p> <p>Informant 6: I take them, and analyze, but not to put my full trust on the news.</p> <p>Informant 7: I take them, and analyze, but not to put my full trust on the news.</p>
Believe straight away	<p>Informant 5: I believe them right away</p>

Question c): Do you take any action after seeing announcements made through the government's social media accounts? Please explain.

Answer	Responses
<u>Yes</u>	<p><u>Informant 1: Yes, if it suits my interest then I would share or retweet.</u></p> <p><u>Informant 2: Yes, if it fits my interest, or even my family's, I would share links, or screenshots.</u></p> <p><u>Informant 5: Yes, if it suits my interest then I would share or retweet.</u></p> <p><u>Informant 6: Yes, if it fits my interest, or even my family's, I would share links, or screenshots.</u></p> <p><u>Informant 7: Yes, if it fits my interest, or even my family's, I would share links, or screenshots.</u></p>
<u>No</u>	<p><u>Informant 3: No, I take no action</u></p> <p><u>Informant 4: No, I take no action because it is not my interest</u></p>

Question C asks the informants on if they do take any action upon coming across the announcements made through government's social media. Finding shows that 6 of them would care to share, if the news fits their interest, or is relatable to their own family background. In other words, if it is profitable to them. While the other two reluctant to do so. No researches were found related to this topic however, other than the opinion of the informants.

Conclusion

To conclude all of the answers obtained from the interviews, the government's social media, is not really effective as most of the informant of this research public's perception that the government is rather irresponsive on social media interaction, and that they are all now, less interactive.

Public relations practitioners should come up with a new approach on tackling the hearts and attention of the public. Moreover, the social media users are mostly among the teenagers and young voters. Unlike the traditional corporate-controlled media, user-centred social media platforms allow individual users to become media gatekeepers and content-creators who collaboratively and proactively engage with companies through likes, posts, and shares within their personal social networks (Muntinga et al., 2011).

Social media has thus changed how organization-related content is created, distributed, and used, transferring the power to define corporate images from corporate communicators to stakeholders' online networks. However in- depth study is advisable to be conducted to dig further relevant factors and come out with recommendations.

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ISLAMIC HOTEL CONCEPT ATTRIBUTES: FROM MUSLIM HOTEL MANAGERS PERSPECTIVES

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Abstract: *Islamic hospitality has shown rapid development recently. However, the degree of compliance of Islamic Hotel still needs further upgrade and yet there are still many questions unanswered such as the attributes of Islamic Hotel and the need of religious organizations to monitor hotel operations. There is an increased concern from hotel operators on the Islamic Hotel concept especially with regards to the standardizations and the components of the concept. The purpose of this study is to present the attributes of Islamic Hotel from the Malaysian hotel managers' perspectives. Qualitative method is used to answer the research questions of the study. In-depth interview and semi-structured questions had been used to obtain the data. This study focused on hotel managers' in Peninsular Malaysia. Based on the participation of eight hotel managers, this study found that there are similarities on the Islamic hotel attributes presented by the hotel managers' and the Islamic principles that they have been following. However, in order to get a win-win situation between business objectives and Islamic principles, some of the attributes have been simplified and changed. The Islamic Hotel concept has its own market value, comfort for Muslim and non-Muslim customers and provide a secure environment for the hotel guests and hotel staffs. This study contributed to outlining the list of Islamic Hotel attributes and may also serve as a guide for the hotel managers' in Malaysia to embrace the Islamic Hotel concept at their respective organizations.*

Keywords: Hospitality Industry, Islamic Hotel, Islamic Hotel Attributes

Introduction

Islamic tourism and hospitality become one of the fastest growing segments in travel industry all around the world nowadays. According to Thomson Reuters (2018), total Muslim spend across lifestyle sector expenditure represent almost 12% from the total numbers in 2017 and by year 2022 the predictions of Muslim market will reach USD 3.081 Trillion. It is expected to bring 168 million Muslim travellers by 2020 with expected USD 200 billion travel expenditure by them based on the growing number of global Muslim population expected to be 2.2 billion in 2030 (MasterCard & Crescent Rating, 2016; Pew Research Centre, 2011). Islam recommends and allows people to travel and visit friends and relatives because the purpose of visiting will make travellers understand, gain knowledge and experience by observing the others cultures and tradition (Surah Al-Mulk 67:15, Surah Al-Ankabut 29:20, Surah An-Naml 27:69 and Surah An-Nam 6:11).

It is noted that there are growing interest, awareness and acceptance in the concept of halal tourism by the Muslim and non-Muslim travellers worldwide, thus, the facilities and services of halal tourism cannot be ignored by Islamic tourism operators (Battour & Ismail,

2015; Azmin, Khalifah, Ismail & Salleh, 2015). Furthermore, some of the non-Muslim countries such as Singapore, Thailand, Japan, United Kingdom and Hong Kong have started make an effort to provide Muslim friendly facilities to ensure the Muslim travellers comfort throughout their holiday or business trip (Battour & Ismail, 2015; Lefevre, 2015; MasterCard & Crescent Rating, 2016). Thus, it is high time for Islamic destinations providers to promote the concept of Islamic Hotel and show the appropriate Islamic hospitality services according to the sharia principles (idris & Wahab, 2015; Yusof, 2011; Othman et al., 2013). Based on that, Nursantry (2012) and Samori & Rahman (2013) suggests that hotels must use the right Islamic themes, Islamic ambiances and Islamic architecture (interior and exterior) to make the Muslim travellers feel comfortable to perform their religious obligations. In addition, it also creates value, theme and brand image for the hotel.

Malaysia has retained its positioned as first choice travel destination in global Muslim travel market in Global Muslim Travel Index (GMTI) for eight consecutive year which followed closely by Indonesia and United Arab Emirates (Mastercard & CrescenRating, 2018). However, numbers of Islamic Hotel are still limited in the hospitality industries, it contradicts with the increases demand for Islamic hotel concept by the Muslim travellers as compared to a conventional hotel style (Al-Serhan & Alobaitha, 2013; Battour & Ismail, 2015, Henderson, 2010). Most of the hotel operators are concerned about the capacity management based on the segregation of facilities for male and female, problems in human resource management dealing with sharia principles, problem in marketing focusing on non-Muslim guests perception and different level of understanding among hoteliers about the concept and antecedents (Battour & Ismail, 2015; Henderson, 2010; Yusof & Muhammad, 2013; Razalli, Abdullah & Hassan, 2012; Razalli et al., 2015; Salleh, Hamid, Hashim & Omain, 2014; Rosenberg & Choufany, 2009 and Stephenson, 2014). Thus, it is important to highlight and provide a comprehensive attribute of Islamic Hotel concept to accommodate and fill the gap in the Islamic hospitality for the purpose of hotel operators, academicians and general public understanding.

Literature review

Halal Tourism in Malaysia

Malaysia continues to top the Index of Muslim Friendly Countries for eight consecutive years (MasterCard and Crescent Rating, 2018). In Malaysia, more than 6000 mosques all over the country, 821 time of total numbers of flights from West Asia and OIC countries, 5896 number of food premises with kitchen certified *Halal* by Jabatan Kemajuan Islam Malaysia (JAKIM) makes Malaysia to remain as top preferred destination for Muslim travellers (Islamic Tourism Centre, 2015; Azmin et al., 2015). The top five per capita expenditure of Muslim tourist's in Malaysia are Arab Saudi, Kuwait, Oman, UAE and Iran and the top 5 tourist arrival from Muslim countries to Malaysia are Indonesia, Brunei, Bangladesh, Saudi Arabia and Pakistan. Malaysia is the second best global shopping destination for Muslim traveller after United Arab Emirates (MasterCard & CrescentRating, 2016).

In order to achieve the Malaysia Tourism Transformation Plan set by the government, all tourism and hospitality providers have to double up the efforts and gives the highest standard at all times (Shaari, 2014). Various tourism products and services have been planned by the Ministry of Tourism and Culture (MOTAC) and are ready to be promoted to develop a better understanding of various Malaysian culture and heritage for among the local and international tourist. The planned tourism products and services are nature adventure eco-tourism, luxury shopping, culture, business tourism, major event, health tourism and family fun (Samori & Rahman, 2013). However, the aggressive promotion of halal tourism by MOTAC is seen lacking with the absence of a comprehensive standard and establish guideline for the Islamic

hotel and the concept is not been clearly defined (Razalli et al., 2015). Therefore, it would be purposeful to explore the Islamic hotel concept and develop that niche market (Stephenson, 2014). In addition, Othman et al., (2013) suggest that analysis on Malaysian Islamic hotel should be done with the questions on why Malaysia has been chosen as a top destination based on the increasing number of Muslim travellers arrival in Malaysia. Thus, it is undeniable Islamic hotel have a bright future in Malaysia, to facilitate the Muslim travellers from all around the world and give good profit sharing to the hotel operators.

Islamic Hotel in Malaysia

In legal term, sharia means established laws from the Qur'an and the *Sunnah*. Sharia in legal term relates to laws regarding all aspects of Muslim life established by Allah s.w.t for His servant (Razalli et al., 2015). In order to develop a good halal tourism, Islamic hotel should be developed with the concept of good characteristics hospitality according to the principles of sharia. Razalli et al. (2012) expressed that sharia compliant hotel (SCH) is also known as Islamic Hotel. However, it is contradict with the definition state by Othman et al. (2015) and Idris & Wahab (2015), the authors define SCH as the hotel governed by sharia standard which go beyond the concept of dry and Islamic hotels. In other words, there are three types of Muslim friendly hospitality services in hotel management namely SCH, Islamic hotel and dry hotel. First, Saad, Ali & Abdel-Ati (2014) and Samori & Rahman (2013) define SCH as hotel that's provides services in accordance to the sharia principles including in serving food and beverage and all the hotel operation and management. Second, Samori & Rahman (2013) and Othman et al. (2015) explained that Islamic hotel refers to hotels that provide basic facilities to satisfy the Muslim tourists need but have some innovation and changes in delivery services to satisfy the non-Muslim tourists demand. Third, dry hotel is defined as hotel operations which does not serve alcoholic drinks in the premises while other facilities and operational aspects remains like other conventional ones (Ahmat, Ridzuan & Zahari, 2012; Rosenberg & Choufany, 2009).

There are several general guidelines suggested by few scholars in Islamic studies focusing on the attribute of sharia compliant hotel, as suggested by such as Rosenberg and Choufany (2009), Henderson (2010), Kana (2011), Nursanty (2012), Yusof & Muhammad (2013), Stephenson (2014) and Razalli et al. (2015) but these standards are still not comprehensive enough to cover the scope of the SCH. The SCH concept still needs to be clearly defined. Same goes to the situation of the attributes of Islamic hotels, none of the scholars suggest the attributes of Islamic Hotels and explain which attributes of the sharia compliant hotels can be changed or ignored in order to develop the Islamic hotel concept. The purpose of this study is to list the attributes of Islamic hotel concept, with the guidance from the mentioned scholars, whilst the researcher tries to explore the suitable attributes for the Islamic hotel concept and makes a differentiation between SCH and Islamic hotel based on the feedback from Muslim hotel managers in Malaysia.

Methodology

As the aim of this study was to explore the attributes of Islamic Hotel from the perspective of hotel managers' in Peninsular Malaysia, a qualitative research methodology has been chosen and in-depth interview with observation was applied (Creswell, 2014). Semi-structured interviews with eight hotel managers' were conducted. Specifically, two hotel managers from 5 star hotels, three managers from 4 star hotels and other 3 managers are from 3 star hotels. The selection of participants began with the identification of hotels that comply with the sharia compliant hotel, Islamic hotel or dry hotel concept. Selected hotel and participant were recruited by phone to decide whether the participant will participate in the interview session. All interview participants have around 11 years until 33 years' experience in the hospitality

industry in Malaysia. All of the participants' are male and holding post of hotel manager, four of them come from sharia compliant hotel; one from Islamic hotel and the rest are from dry hotel concept. On average, each interview took approximately 45 minutes. The interviews were analysed using thematic content analysis to surface the appropriate meanings. Content analysis is a research technique for making replicable and valid inferences from texts and allows a researcher to discover what the text reveals (Sekaran & Bougie, 2013). The researcher started to analyse when all interviews were completed, the interview transcripts were carefully read to develop an understanding of the topic and objective of the research. Transcript is systematically and thoroughly read through to identify the outcomes with codes allocated to portions of the text codes concerning various outcomes were group based on their similarities into a small number manageable themes (Creswell, 2014). All transcripts were re-read to identify the solid information and to ensure accurately presented the information gathered during the interviews.

Findings

The Attributes of Islamic Hotel in Malaysia

To answer the research question, participants were asked to describe the antecedents and the attributes of Islamic hotel concept. The specific questions were asked about the awareness of the sharia compliant hotel concept and Islamic hotel concept, the attributes of the guestrooms and guest services in Islamic hotel concept also the implementation and operation in Islamic Hotel. Table 4.1 summarised participant's view of the attributes for the Islamic hotel concept.

The Awareness and Antecedents of Islamic Hotel Concept

Most of the participants mentioned that they have awareness on the concept of SCH and Islamic Hotel concept. However, most of the participants explained there is no encouragement and emphasis from the ministry of tourism for the industry to realize the concept of Islamic hotels. The functions of Islamic tourism Centre (ITC) are unknown by almost of the participants and make the development of Islamic hotel concept in Malaysia growing slow. GM3 assert that the SCH requirements are too details, all the requirements by sharia must be follow and cannot be ignored. Based on the interview feedback, GM2 and GM6 describes that Islamic hotel must have their own standard operation procedure and characteristics to make it difference from the other concept. However, the requirements and details of the sharia compliant concept and Islamic Hotel concept are not fully known by the dry hotel managers. This assertion is supported by the examples below:

"Yes of course we are aware about sharia compliant hotel and Islamic hotel, but I'm not... I'm not really study about this sharia compliant hotel. I never heard about the Islamic hotel standard in Malaysia". (GM3)

The Islamic Hotel Guest Services Attributes

Halal food and was the most frequently mentioned as a most important factors to be known as Islamic hotel concept. Majority of the participants perceived halal food as the most important feature to be an Islamic Hotel. It is a must for any Islamic hotel to provide halal restaurant, halal room service, and halal lounge. It was affirmed by GM6 as below:

"In this hotel we all 100% halal, our food is halal and we have a certificate of halal from JAKIM. Yes, zero alcohol is a must in halal. So when we have halal certificate that confirmed that our food is clean. At first when we have halal certificate, our

suppliers also must have halal certificate. We have one group of customer, they want to organize event in here and bring alcohol, and we reject them". (GM6)

It is a good effort to provide *Sahur* and *Iftar* (break-fast) in *Ramadhan* month to ease Muslim guest perform their religious obligation. The importance of having separated prayer rooms for male and female was mentioned by the most of the respondents. GM8 stressed that most hotel in Malaysia have no problem to provide this kind of facilities because it is already in Malaysia culture. The prayer rooms also suggest by most of the participants to accompany with *qiblat* sign, Quran, prayer mats, prayer schedule, prayer veil and *kain sarung* to ease the non-stay guest in the hotel. The next attributes most frequently mentioned by the participants is the segregation of health facilities such as spa, gym and swimming pools. In Islamic hotel guest services, GM3 represent the three star hotel managers' explain that separating swimming pools and gym for male and female can be managed with the separating time for each gender, it is aligned with the requirements list by Henderson (2010). GM4 has made an innovation on this case, to fulfil the needs of non-Muslims guest to have a family activities together in pools, the manager has set there is one specific 'private ladies pool' and another pool is for male and family namely 'common pool'. This innovation implemented to get the commercial value more customers friendly. Another attributes mentioned by the participants are providing a shop selling halal and Islamic related products. GM1 stressed that shop owners should be warned to not to sell any *haram* food and drinks and also any sex appeals in products or clothes. For entertainment in hotels, all participants mentioned that Islamic hotel should avoid all red-light entertainment such as disco and night club. In addition, GM5 and GM6 suggest Islamic hotel to have halal friendly activities for child and families to make sure Islamic hotel also have a commercial value in customer eyes. In the management part, GM1, GM5 and GM7 suggest starting the Islamic financed, follow zakat principles (give back to community) and staff follow the Islamic dress code. GM4 and GM 6 also suggest hotel providing notice board for guest dress code and banning of alcohol in agreement to notions as proposed by Yusof & Muhammad (2013).

Table 4.1
Islamic Hotel Concept Attributes from the Perspectives of Malaysian Hotel Managers'

Attributes	GM1	GM2	GM3	GM4	GM5	GM6	GM7	GM8
Additional Islamic Hotel Guestrooms Features:								
Al-Quran	√	√	√	√	√	√	√	
Prayer Mat, Qiblat Sign, Prayer Schedule	√	√	√	√	√	√	√	√
Spacious bedrooms for Muslim guest perform their prayer	√	√	√	√	√	√	√	√
Bidets in the bathroom	√	√	√	√	√		√	√
Rooms decoration should not depict the human & animal form	√		√	√	√	√	√	
Printed information of nearby mosque, halal restaurant and other groceries	√	√	√	√			√	
Additional Islamic Hotel Guest Services Features:								
Attributes	GM1	GM2	GM3	GM4	GM5	GM6	GM7	GM8

Islamic greetings	√			√	√		√	
No alcoholic drinks	√	√	√	√	√	√	√	√
Halal Food only in <i>Halal</i> Restaurant and <i>Halal</i> Room service	√	√	√	√	√	√	√	√
Halal lounge	√	√		√	√	√	√	
Providing <i>Sahur</i> and <i>Ramadhan</i> buffet in <i>Ramadhan</i> month	√	√	√	√	√	√	√	√
Separate spa for male and female	√		√	√	√	√	√	√
Separate gym for male and female	√		√	√	√	√	√	
Separate prayer rooms for male and female (accompanied with <i>qiblat</i> sign, Quran, prayer mats, prayer schedule, prayer veil and <i>kain sarung</i>)	√	√	√	√	√	√	√	√
Private female pool in additional to pool for all guests to provide options for female customers	√	√	√	√	√	√	√	√
Banquet and meeting rooms (spacious function room cater for separate seating for male and female)	√	√	√	√	√	√	√	√
No red-light entertainment (disco)	√		√	√	√	√	√	
Majority staff are Muslim	√	√	√	√	√	√	√	
<i>Halal</i> friendly activities for family and children		√				√		
Public area decorations should not depict the human and animal form	√		√	√	√	√	√	
Shop selling Halal and Islamic related products	√	√	√	√	√	√	√	√
Islamic Music background (<i>nasyeed</i> or Quran recitation) and Azan	√		√	√	√		√	
Islamic Hotel Administrative And Management:								
Attributes	GM1	GM2	GM3	GM4	GM5	GM6	GM7	GM8
Islamic financed management with follow <i>zakat</i> principles	√	√	√	√	√	√	√	
<i>Akhlaq</i> trained staff	√	√	√	√	√	√	√	√
Staffs follow Islamic staff dress code	√	√	√	√	√	√	√	√
Guest dress code notice board at the entrance or lobby			√	√	√			

Halal certificate for all food and beverage outlets	√	√	√	√	√	√	√	√
Religious event (Quran and Yassin recitation, tazkirah or qiamulail)	√		√				√	
Ethical promotional activities (absence of sexual appeal and manipulation)	√				√		√	

The Islamic Hotel Guestrooms Attributes

Quran, *qiblat* sign and prayer mat was the most frequently mentioned by the participants for the facilities should be provided in the guestrooms. However, at this moment most of the hotel in Malaysia already provide Quran and prayer mat but upon request by the customers. Majority of the participants agreed that the basic facilities should be provided to ease the Muslim travellers perform their religious obligations. In addition, updated prayer schedule and printed information of nearby mosque, halal restaurant location and halal groceries information was being mentioned by most of the participants. Even though a bidet in the bathroom not to be mentioned by all participants, but it is also important to ease the Muslim guest to take ablution. GM5 suggest to facilitate extra ablution area outside of the bathroom for room more than 2 people. Next, the spacious bedroom was the most frequently mentioned by the participants, it is to ease the Muslim guest perform their prayer. Most of the participants were mentioned that some of the requirements in SCH not easily implement in the Islamic Hotel concept. GM3 and GM6 stressed that change the placing of bed and toilet in the guestrooms is not easy to implement and it is very high in costing to the management because the building is already built unless is planned for a new hotel.

Discussion

The unclear concept and the antecedents of Islamic hotel have been explained well by all the participants, there are three concepts in the accommodations based on Muslim friendly hospitality services namely SCH, Islamic hotel and dry hotel. The operation definition of sharia compliant hotel, Islamic hotel and dry hotel by Othman et al. (2015), has been in line with the statement by GM3 and GM4 which is SCH must be fully operates with guided by the sharia compliance; while Islamic hotel operations have some changes and simplified to fulfil the non-Muslim needs align with business objectives, and dry hotel define as a hotel establishment did not sell alcoholic beverages but other operations same with the conventional hotel. The above statement denied definition by Razalli et al. (2012) and Yusof & Muhammad (2013), stated that SCH's are also known as Islamic Hotels. In this study, the different requirements and level of compliance of sharia principles and its attributes will determine the Muslim friendly hotel concept whether it SCH, Islamic hotel or dry hotel.

In Islamic hotel concept, some of the attributes in sharia compliant hotels has been simplified in order to get a win-win situation with the intention to get God's blessing and business objectives. In guestrooms features, a spacious bedroom to facilitate Muslim travellers to perform their prayer is a must. The differences between conventional hotel with Islamic hotel in a guestroom features, Islamic hotel provides Quran, prayer mat, *qiblat* sign, updated prayer schedule, bidets in bathroom, rooms decoration not in form of human or animal and printed information of nearby mosque and halal restaurant location. All the attributes stated or suggested by the participants are aligned with the attributes by the Yusof & Muhammad (2013). However, some of the requirements in SCH stated by Rosenberg & Choufany (2009) and

Razalli et al. (2015) such as bed and toilet should not be placing the direction of *Makkah*, halal toiletries and halal laundry cannot be provided in Islamic hotel operations due to the high costing in guestrooms renovations and the unavailability of halal toiletries in the market. In conclusion, Islamic hotel guestrooms facilities and design are not too “rigid” like SCH concept; and this consideration will attract more hotel owner and managers’ moving towards Islamic hotel concept.

In line with the list of SCH attributes by Henderson (2010) and Yusof & Muhammad (2013), in guest services characteristics, there are no objection from all participants to avoid all red-light entertainment such as night club, gambling centre and any other haram social activities. Providing halal restaurant, halal room services, halal lounge, providing *sahur* and *iftar* during Ramadhan month, prayer rooms for male and female with all facilities to ease Muslim guest to perform their religious obligation are the most important thing to create Islamic Hotel concept. The separation of gym and spa suggested by most of the previous SCH researchers can be accepted by all participants. However, in terms of swimming pools facilities there are various suggestions which can be adopted by the hotel operators. As stated in the findings, hotels that have more than two swimming pools did not have a problem to separate it; if hotel have just one swimming pools they can manage it by separating time for male and female guest, however this kind of separation have an issue with guests who come with family and plan for family entertainment in a pool.

The characteristics of Islamic hotels for the administrative and management have a big difference with the conventional hotel style. Following the Islamic financial including *zakat* principles (give back to community) got approval from all participants; but the researcher agree with GM2 that the changes will take time to see and implement the real Islamic finance because there is back door ‘*riba*’ that accepted in Malaysia Islamic banking. Suggestion by the SCH hotel managers’ to put up the notice board at the entrance or lobby that notify banning of alcohol and the guest dress code are in line with the list provided by Henderson (2010), Yusof & Muhammad (2013) and Nursantry (2012). However, the researcher agree with the respondents that the Islamic dress code should be initiated by the hotel staffs to show that staffs *akhlaq* is well trained needs to create Islamic values in the eyes of hotel guests. Halal certificate should be placed at the entrance of all Islamic hotel restaurants, halal certificate by JAKIM can increased customer confidence to enjoy food and beverages offered by hotel restaurants. For the hotel marketing team, any promotional uploaded online to the website and printed promotional material must be reflective of the Islamic hotel concept.

Conclusion

This study contributed to outlining the list of Islamic Hotel attributes and may also serve as a guide for the hotel managers’ in Malaysia to embrace the Islamic Hotel concept at their respective organizations based on the feedback by hoteliers. As mentioned in the findings part, Islamic hotel guest room features suggested to have Quran, prayer mat, qiblat sign, prayer schedule, spacious bedrooms, bidets in the bathroom, rooms decoration should not depict the human and animal form and also provide printed information of nearby mosque, halal restaurant and nearby groceries. Islamic hotel guest services features suggested to provide Islamic greetings, halal food, no alcoholic drinks, providing *sahur* and *Ramadhan* buffet, separated health facilities for male and female, separate prayer rooms accompanied with prayer items, separate meeting rooms, no red-light entertainment, providing halal friendly activities, shop selling Islamic related products and offer an Islamic music backgrounds to the guest. Islamic hotel concept have a push and pull factors to the hotel marketing team, the holistic marketing strategy will help them to get more International market and customers who really want to experience and have a good view in Islamic environment. Islamic Hotel is for all and

gives a new commercial value to the hotel brand. However, with the existence of only one Islamic hotel concept in Malaysia, facilities offered and services provided for hotel customers cannot be identified precisely. The good thing when the hotel manager begins to build a new Islamic Hotel environment, most of the respondent's state the Muslim staffs will feel more secure and grateful to work in a better work environment. Future research may need to explore the comprehensive Islamic Hotel standard in other countries and also to explore the impact of the adoption of Islamic Hotel standard among tourism and hospitality practitioners and customers.

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INTEGRATION OF RELIGIOUS PRINCIPLE IN TREATING YOUNG ADULT WITH SEXUAL INTERNET ADDICTION.

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Abstract: *Internet addiction is an emerging disorder that receive an intention in DSM 5. Studies reported the internet addiction is common in children and young adult. In South Korea, 2.1% of children age from 6 to 19 years old are affected. Cybersexual addiction is one of the subtypes for internet addiction. Treating this condition is challenging because nowadays most of the activities requires online activity. It is not as easy as to use “cold turkey” method. This paper aims to discuss on treatment of sexual internet addiction and the integration of religious principle in muslim patient. Two cases of young adult with sexual internet addiction developed depression were treated with antidepressant and behaviour therapy. The addiction invoke shame, guilt and anxious of punishment as the perception of committed sin. The religious principle and practices were integrated in the behavioural and emotional therapy. The biopsychosocial and spiritual treatment help the patients to recover from the disorder. This paper will discuss on the principles of treatment, patient’s suitability, therapist willingness and the potential limitation. Integration of religious principle and practice as part of psychospiritual approach is a promising method in behaviour therapy among the muslim sufferer of internet sexual addiction.*

Keywords: *internet sexual addiction, psychospiritual*

Introduction

Addiction was described by Oxford dictionary as the condition of being addicted to certain substance or activities. The word addicto in Latin means “giving over” in the form of negative or positive sense. (Bruce et al 1988). The traditional definition of addiction was restricted to the compulsive usage of drug such as opium, the harmfulness and the withdrawal symptoms. However, the terminology was not exclusively limited to the usage of drug only. The addiction to activities such as compulsive gambling, exercise and television viewing were reported in some studies (Alexander and Schweighofer, 1988). Such compulsive activities resembled addiction to drug as it took the entire time of a person and resulted in the tragic consequences.

When internet become a necessity in life, addiction to internet in Korea turn to be a public health issue which require awareness and treatment. It is seen as the problem in East countries as compared to West. US government still do not have policy for this issue (Cash et al, 2012) Several studies reported that the prevalence is higher among adolescent and young adult. Block JJ, 2008 cited from Choi YH (2007) that in South Korea, 2.1% of children age from 6 to 19 years old are affected. Death related to internet addiction was reported in South Korea and it was worrisome. As such, promotional activities on the awareness, prevention and management

strategies are crucial. It is a global issue and Malaysia is not free from that. 28.6% teenage was found to have internet addiction in Malaysia (Mohd Isa et al, 2016) and as high as 64% of youth participant in one of the study perceived that they are internet addict (Kapahi et al, 2013). However, the prevalence was found about 2 % in adult population (Poli R, 2017). Although there is a general principle in managing the disease, adapting some social and religious understanding to suit the local context would benefit the sufferer. This paper aims to discuss on internet addiction and integration of religious in muslim patient. The discussion is based on two cases of female patient who had internet addiction

Case Illustration

Miss A and B are two young ladies, university students, muslim, were referred to our psychiatric clinic with the depressive symptoms such as feeling sad, low mood, lack of energy, sleep problem, anxious, worry and hopeless thought. They have problem to focus and to concentrate on their study. Miss A still go to class although she hardly remembered her subject while Miss B sometimes chose to stay in her room. The condition got worse when both of them had deteriorate in academic performance. Further information gathered from both of them revealed that they have difficulty to stop their thinking and behaviour on internet surfing mainly on the sexual related videos or porn website. Both of them claimed it was started accidentally during teenagers and they feel the pleasure each time they engage in such behaviour. Since then, the activities were increased and took up most of their time. It was difficult for them to stop their thinking and behaviour. Stopping the activities lead to experience restlessness, anxious and tense. Thus, the cycle began. They felt distress, sinful, shame and guilt. Occasional masturbation occurred lead to aggravation of the sinful thought. They preferred to keep things to herself. Miss A still perform salah (prayer) while Miss B started to neglect it. Miss B perceived that the God (Allah) will not accept her repentance. Prior to the onset of illness, both of them had good understanding of Islam and considered themselves as reasonable muslim as they had been observing their prayer and fasting. Their academic performance were excellent.

From the history and mental status examination, they were diagnosed to have Major Depressive Disorder comorbid with internet addiction. The biopsychosocial approach were usual treatment modalities for this type of patient. Miss A was prescribed fluoxetine and Miss B was prescribed Sertraline. Both drugs from the Selective Serotonin Reuptake Inhibitor (SSRI). Apart from medicine, the psychosocial and spiritual aspect also commenced. Islamic oriented supportive therapy particularly to deal with the guilt and to maintain motivation. Behaviour therapy in them also used some Islamic principle. Both of them preferred the integration of Islamic values in the psychotherapy and motivated enough to carry out. Miss A responded well to the treatment as compared to Miss B whom the progress was rather slow. Miss B back to pray and proceed with her study.

Discussion

Addiction to activities is as harmful as the substance addiction. General understanding of addiction to drug or activities are the present of pleasure, lack of control over it, increasing amount or time needed and the disturbance in social or occupational role. The internet addiction received a particular attention in 5th Diagnostic and Statistical Manual (DSM 5) to diagnose the disorder (American Psychiatric Association, 2013). There are three categories of internet addiction which comprise of gaming, sexual preoccupation and e-mail or text messaging (Block J.J., 2008) . Miss A and B fulfil the criteria to diagnose addiction based on DSM 5. The four principle must be met such as excessive used, withdrawal when stop as evidence by restlessness, tolerance as evidence of increasing the activities to obtain pleasure. The activities

also must result in negative consequences such as poor academic performance (Block J J, 2008) Similarly if we look at the addiction to exercise. Freimuth et al (2011) distinguished the healthy exercise from the addiction exercise behaviour by illustrating the case of Sally. Initially, the exercise activities provide a sense of enjoyment and relaxed. Later, the exercise duration became longer and the running still took place despite twisted ankle. The exercise even caused relationship problem with her boyfriend.

Kapahi et al (2013) identified several causes of internet addict such as the need to be online to do the task i.e homework, job, getting information. The motive to use the internet for checking e mail and banking will lead to impulsively go to gaming or other pleasurable activities on line. Easily access to internet facilities such as computers and smartphone. Therefore, to treat the problem possess a great challenge. The standard guideline for treating this problem has yet to establish (Camardese G et al, 2012). Antidepressant was used in Miss A and Miss B for the depression and they responded well. Pharmacotherapy treatment for addiction alone, was inconclusive. Reviewed by Camardese G et al (2012) reported few options such as antipsychotic, mood stabilizers and opioid receptor antagonist. However, it is still require future research. The psychosocial therapy was found effective too. Young (2007) cited that cognitive behaviour therapy (CBT) is widely used for psychiatric disorder such as pathological gambling, eating disorder and obsessive compulsive disorder (Beck AT, 1979, 2001)

CBT is based on the thought (cognition) determine the feelings and behaviour. The addicted patient are taught how to monitor the thought that trigger the addictive emotion and will learn how to cope with that. The initial part is focus on the behaviour and situation which maintain the addictive behaviour. Later part, the patient will identify their faulty thinking and will learn how distract, challenge and change their cognition to a positive thinking. Abstinence from internet is impossible. Therefore, a controlled behavioural model is adopted (Young, 2007). Motivation, ability to control, offline activities are among the factors that are useful to control internet use. The client-therapist supportive relationship also to be developed for the therapeutic alliance. CBT requires patient's motivation and supportive client-therapist. Cash et al (2012) and Orzack (1999) described the holistic and multidisciplinary approach which include CBT, mindfulness, family intervention, psychotropic.

Integrating the psychospiritual and religious aspect in psychotherapy has been reported in several studies. Religious coping was used as part of coping with stress result in positive outcome (Ano GG, 2005). The work of Pargament et al (1990) was cited by Ano (2005) that the faith in God as a companion, love from God and religious ritual lead to positive outcome to stress. Miss A and B were embarrassed with their behaviour, guilty feeling and sinful thought for not being a good muslim. In the process of developing a supportive client therapist relationship, the therapist has a role of being non- judgmental, acceptance, listening, empathy and exhibit the genuine care. Technique of supportive psychotherapy involve praise, reassurance, normalizing, reframing the thought, encouragement advice and teaching (<https://med.unr.edu/psychiatry/education/resources/supportive-psychotherapy>). The Islamic teaching were used in the technique by applying the concept of tauheed, fiqh based on alQuran, Alhadeeth and the behaviour of the Companion (sahabah of Prophet SAW)

For instance the patient said ‘ I am embarrassed and guilty for committing this sin’. The therapist normalizing by saying “human being are not free from committing sin, but keeps on repent. Quote the hadeeth from prophet Muhammad (PBUH) “Anas ibn Malik reported: The Prophet, peace and blessings be upon him, said, “All of the children of Adam are sinners, and the best sinners are those who repent.” al-Tirmidhī 2499 (Elias,

<https://abuaminaelias.com/dailyhadithonline/2014/01/20/hadith-on-repentance>) . Another example is the time of giving reassurance. .The patient express their worry about her repentance. Therapist responded in this way “ feeling worry and anxious is normal human being. Allah definitely forgive us as He said” . "Say: Oh, my servants who have transgressed against their own souls! Do not despair of Allah's mercy. Indeed Allah forgives all sins, for Truly He is Oft-Forgiving, Most Merciful” (Quran 39:53).

The Islamic integration in CBT has been reported and Hamdan A. (2008) describe the islamic way of restructuring the cognition in the paradigm of Islamic CBT. Since the success is depends on the motivation, the patients were encourage to do self- reflective (muhasabah) and the motivation for behavioural changes is entirely lies in the patient’s willingness. It was supported by Quranic verse; “Verily, Allah will not change the (good) condition of a people as long as they do not change their state (of goodness) themselves (by committing sins and by being ungrateful and disobedient to Allaah)” [al-Ra’d 13:11]. When the patient had the cognitive distortion of useless and hopeless, the verses from alQuran is used to restructure “So verily, with the hardship, there is ease (relief); verily with the hardship, there is ease” (Qur’an, 94:5–6). The patient also encouraged to fast to reduce the urge and desire.

There were other religious principle that also emphasized to the patient to build their strength and emotion such as the concept of redho (acceptance), the special ritualistic behaviour for relaxation. The patients were suggested to read one or two pages of Alquran on daily basis to distract their mind on the internet. The challenges identified are the maintaining of the motivation, relapses and to restart the cycle again and the intensive treatment schedule. The patient must have the religious background to understand this. The pharmacotherapy combination with psychotherapy is needed in severe cases. The therapist also must ready to discuss the psychospiritual aspect of the treatment.

Conclusion

Internet addiction is a public health problem. It requires the holistic approach with multidisciplinary involvement. The patient, therapist and the social environment. Integrating the Islamic approach in the treatment have promising outcome on this issue. The need to come out with scientific guidelines and research to suit local muslim need should be the aim.

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IDEAL SOLUTIONS FOR RAILWAY SQUATTING IN MALAYSIA: ALTERNATIVES TO EVICTION

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Abstract: *The provision of affordable housing in Malaysia has become a major problem for the policymaker. The problems are reflected by the mushrooming of squatters especially on railway land. The purpose of this research is to propose for alternatives solutions to railway squatters as compared to prevalent eviction procedures taken by the authorities. The solution for the eradication of railway squatters must be uniquely designed as eviction shall not be considered as a prototype in eradicating the railway squatters. The problems associated with eviction are violence to occupants, properties and in most cases, there are high possibilities of re-entry incidence by the squatters into a new illegal settlement. Hence, it is important to find alternatives solution which enable to provide some insight on how the problems to be solved holistically. In doing so, the research is executed by the analysis on the statutory provisions, decided cases and articles with the discussion on squatter's resettlement programme from foreign countries with the belief that the myriad of solutions may be expensive but most of the failed resettlement programme resulted from the one-size-fit-all type of solutions. The research will discuss on the practice from the foreign countries as solutions for the squatter's resettlement.*

Keywords: *Railway, Squatters, Resettlements, Public Housing, Alternative Solutions, Eviction*

Introduction

In theory, Malaysia is a capitalist country, where one can practice enterprise, trade freely and be given a choice to choose his place of residence. However, the freedom to choose is not absolute as it being threatened by certain constraining factors such as squatting, politics, economics, poverty, and landlessness. Squatters are “marginalized” communities trapped by a circle of poverty. The higher these constraining factors, the lesser chances are available for the squatters to exit his or her of illegal settlement Radiah Yusuf et al. (2012).

Railway squatting is a historical and a modern phenomenon. The history can be traced back in the early days where the existence of squatters can be associated from the demand of economic booms in Malaya in the 19th century. The immigration of China and India was encouraged by the then administration to provide man power to tin mining and rubber plantation Azizah Kassim (1982). Railway squatters grew with the development of the railway

tracks in 19th century however housing facilities were not provided during the construction period leading to the initiatives taken by the worker to build their dwellings on the rail reserve maintained on both line of the railways. Lack of enforcement from the railway authority resulting the dwellings' size become larger and the occupant were multiplied as the squatters felt complacent with their illegal activities Irini Ibrahim et al. (2012).

Literature Review

House is one of human basic's necessities. Housing with comfort factor such as quality and pleasant surroundings is necessary to determine the standard living condition. However, there is a fraction of citizen who can afford to either own or rent a house Zakiyah Jamaludin (2005). Hence, they will squat. According to section 2, Emergency (Clearance of Squatters) Regulations (ESCR) 1969, squatters' occupant is defined as a person occupying the land or structure or those who maintain or control the premise for the use of others. Hence its settlement is known as illegal dwelling because it is built on government or private's land without consent from the owner respectively. It is also known as flash dwellings because of rapid growth in the settlement. Increased employment opportunity in major cities and cost of living, and shortage of supply of affordable housing resulted in the building of squatter settlement Kuek J. N. (2016). Thus, squatters' settlements with poor living condition become alternative for the poor and landless people. Based on the census conducted Ministry of Housing and Local Government (MHLG), total number of squatters in Malaysia as at 31st March 2015 is 284,892 person and 6,096 persons living as squatters in railway land which shall become the subject of discussion for this research.

According to the World Bank, resettlement programmes can be viewed as development strategy to transform the society by increasing the GDP per capita (Gross Domestic Product), living standards, health and literacy and reducing poverty, strengthening the environment and ensuring real societal transformation Yuan W. Y. (2001). In other word, the resettlement programmes will result in a sustainable human settlement and improving socio-economic of the settlers. Resettlement of the squatters is vital in ensuring the fundamental rights of every citizen to adequate living condition guaranteed.

In Malaysia, eradication of squatters, among other is done by way of resettlement programme and award of compensation (Irina Ibrahim et al. 2012; Lee.W.C et al.2016). The resettlement plan including Zero-Squatter Policy and Integrated People's Housing Programme for Squatter Resettlement with the ultimatum is to recognize the housing affordability and ownership of every citizen. In realizing this obligation, under the Eleventh Malaysia Plan, 2016-2020, Focus area B under the plan is to provide adequate and quality affordable housing to poor, low and middle-income households. Three (3) strategies has been drawn to achieve the focus area. First, under strategy B1, increasing access to affordable housing for targeted groups. Second, under strategy B2, strengthening planning and implementation for better management of public housing. Third, under strategy B3, encouraging environment-friendly facilities for enhanced liveability. This plan has been drafted in response to the result achieved in Tenth Malaysia Plan in providing public affordable housing programmes during 2011-2015.

Under the Government's Transformation Programme in 2015, seven (7) National Key Area (NKRAs) were identified to improve the socio-economic growth of Malaysians. Related

to the discussion are raising living standards of Low-Income households and improving rural development in Malaysia. As a platform for changes in transforming the Government to become an efficient and citizen-centred body, it is reported that 9,080 unit of houses has been built in order to meet the demands of homeownership in Peninsular Malaysia, Sabah and Sarawak. In glorifying the success of various Malaysia Plan, GTP and future strategies to providing adequate and quality housing to various people from all walks of life, several issues and problems has been associated with the resettlement programme. The existence of this issues and problems then probe into present research on the question of suitability of resettlement programme for urban squatters to railway squatters taking into consideration of the locality of the squatters' settlement, liveability and the affordability of the squatters to financially and socially adapt to the public housing programmes.

The idea of successful resettlement plan can also be adopted from foreign countries such as Singapore, Philippines, and Sri Lanka for learning purposes. While the adoption of idea and strategies are synergised, it is also pertinent to examine the structure of resettlement plan for squatters in Malaysia and customizing it as a solution for railway squatters.

Reasons for Squatting

Squatters have little or no choice but to stay on the land due to the reason that they are poor, landless and impoverished. Dani Salleh (2007) Squatter are fully aware that they do not have ownership over the land they occupied and the guarantee to stay on the land is very much depending on the discretion of the State Authority or the land owner. This is exaggerated with the current situation of the insufficiency of low-cost housing supply, the costs of the housing units are escalating and unreasonable for the poorer section of the public. Inevitably the squatters opted for alternative settlement albeit it is illegal, overly crowded, abandoned and without public amenities. Even on the most hazardous place of living, squatters have no choice but to live because they are too poor to live anywhere else. Chan N.W. (2011)

The locational benefits attract the influx of squatters onto the State land or private land. These benefits will include the proximity or nearness to work place, public transport, one's relatives and other public amenities such as hospitals, schools and others. Due bigger size of the land available, monetary generating activities is suitable to be conducted such as farming, animal rearing or even housing construction activities. Squatters are from lower income group, either working as wage labour or in various informal sectors or having skills in maximizing the usage of the land. What was not lucrative by the owner hence left unattended or abandoned, is perceived as opportunity to start a place of living Hari Srivinas (2016). The railway lands are broad, and the railway tracks are far too long to be patrolled effectively by the railway personnel.

Political forces reinforce the continuation of squatter's settlement as their relationship is very much symbiotic as they benefit each other. Many political parties have the strong support from the squatter's settlement through voting power and the squatters need the politician to protect them from being evicted and demolished Bunnel T. (2002). This has been managerial strategies of the squatters in ensuring the supply of basic amenities albeit the infrastructures provided therein are below the acceptable standard such as water supply, sanitation, electricity, roads and drainage and others. The quality of those services is less than adequate because squatters 'dependence on the formal public amenities is less. Apart from the political parties, non-governmental organization (NGO) are also exploiting the situation by

championing the rights of the squatters resulting the squatting becoming reinforced and perpetuated as promises, infrastructures or moral and legal support are channelled to the squatters. Sufian A., Mohamad N. A. (2009).

Methodology

This research adopts doctrinal research methodology. The first and essential method is by way of library research on primary and secondary materials. This will include reference to laws of Malaysia on squatters and its resettlement in Malaysia and decided law cases. Decided law cases are available for the issue of squatters but a few on the issue of resettlement as the discussion of the latter issue will be covered extensively in secondary materials. Secondary materials are taken from government publications, textbooks, journals, commentaries, scholarly texts, seminar papers and articles. Online reference from are from reliable sources such as Lexis Nexis and other official government website to assure the accuracy and the latest data especially from foreign countries. The online sources are important to compliment the finding of the research in the primary and secondary sources.

Statement of Problem

The success implementation of resettlement plan for squatters shall incorporate the public participation as to ensure that the objectives and satisfaction of social and living requirement are fulfilled F.A. Aziz (2012). The issues associated with resettlement of squatters towards the public housing is reflected by the reluctance or refusal of the squatters to move out from squatters' settlement. Lack of job opportunities and increased in living expenses contributing to the problems surrounding the resettlement plan. New resettled places are usually situated in outskirts location thus making it hard for the squatters to find job and increased distance to the workplace. At the same time, they are obligated to pay for fees for maintenance of the building and services, and charges payable to the authority.

The provision of the resettlement houses was considered to be hampering the improvement of habitability and cultural adequacy of the occupants. The size of the house is not less than 700 square meters with three (3) bedroom, two (2) bathroom, one (1) kitchen, and one (1) living room. The construction of the houses was complained to be of lower quality of material resulting in lower standard of housing Abdullah A.Y. et al. (2017). The size of the houses was comparatively small compared to the need of the occupants resulted into participation of crime group and non-performance of children in academic at schools as the children preferred to stay outside as the house was crowded with other family members.

There is also reported situation where the occupants of the resettlement houses let or sell their units to third party and chose to stay at another location because the rentals or the selling price would be lucrative if the location of the resettlement houses are strategic. The cost of the resettlement houses is priced at RM 35,000 -RM 42,000 per unit. In certain circumstances the price units house will be subsidized by the government depending on the location of the premises. This price unit per house imposed challenges to the buyer occupants and the government. According to census nearing to 301, 538 citizens were earning below RM 1,500.00 monthly. It is hardly that to say that the occupants are affordable in owning the house. The cost of subsidies given by the government will also impose problems as the amount of it is considered as government's expenses.

Given the situations above, this research is undertaken to find suitable model of resettlement plan as a benchmark for railway squatters in Malaysia. The problem listed above are associated with issue of liveability and affordability of the squatters towards the resettlement plan introduced to them. Hence, in eradicating the railway squatters, the suitability of resettlement plan for urban squatters is questionable as the issue of liveability and affordability of the occupants has not been solved successfully. While the attention was once given to the urban squatters and its resettlement plan, it is highly appropriate time to find the solution to the escalating numbers of railway squatters. The danger of this scenario will eventually cause the decreasing of railway land in the future while wasting public financial resources upon eradication if not all, the squatter's settlement on the railway land. The encroachment of squatters has caused the railway land to be injured, thus causing railway authority to incur revenue loss as the land could not be commercialized or monetized. Apart from that, railway authority as the land owner of the alienated railway lands must pay high taxes for the land occupied by the squatters and to deal with the whims of certain parties who use their influence to interfere the enforcement towards the squatters and their unlawful occupation on the railway lands.

Legal Provisions

Section 425 National Land Code (NLC) consider those who are unlawfully occupy state land as committing a statutory offense punishable upon conviction with a fine not exceeding RM500,000.00 or five years imprisonment or both. This protection shall be available as state land shall include “*all land held by or on behalf of Federal or State government or a local authority or a statutory authority exercising powers vested in it by Federal or State law*”. In strengthening the power, under section 341 NLC, concept of adverse possession is not recognized in Malaysia regardless of any length of occupation as it “shall not constitute a bar to the bringing of any action for the recovery by the proprietor or any person or body entitled to interest therein”.

The *locus classicus* is in *Sidek in Haji Mohamad & Anor v Government of Malaysia [1982] 1 MLJ 313* as the Federal Court in dismissing the claim by the appellants (the squatters) on the ground the appellants had no cause of action either in law and equity. The court opined that the right of the legal owner extended to the right of “self-help” i. e to turn out the squatters even without resorting to the court for order of possession. Even the use of force is permitted but cautioned on the use with reasonably necessary.

Apart from the assistance from NLC, squatter settlement can be “cleansed” by Emergency (Clearance of Squatters) Regulations 1969 (ECSR) (“Regulation”). The main target of the Regulation was to demolish “squatter huts” on state or private land in Malaysia. If in the opinion of the local authority it is expedient and necessary to remove and demolish the squatter hut in any state, reserved, mining or forest land, then it is authorized to do so under the Regulation. In the case of *Yusuf Bin Awang & Ors v Datuk Bandar Majlis Bandaraya Shah Alam & Anor [2008] 1 MLJ 732*, the state authority is empowered by section 9 of the Local Government Act 1976 (Act 171) to give directions to local authority to take any action as required by the Regulation. The focal point under the Regulation is on the definition of the squatter hut which according to the Federal Court, a structure built according to the approved plan by the authorities or even erected with the approval of the land proprietor, the hut should be considered as squatter hut according section 2 of the Regulation.

The draconian feature in the Regulation is the length period of eviction notice, seven days for private land and for state land, the local authority is not bound to serve any notice of

eviction Sharifah Zubaidah Syed Abdul Kader et al. (2013). The Regulation did not make any provision on compensating the evictees or providing temporary shelter. Under regulation 4, local authority may enter such land at any time of the day or night to summarily demolish any squatter hut on such lands and to remove the occupants and property of the land upon which the owner of the moveable property can claim such property within the period of 14 days. Although the initial entry of the squatters onto the land is illegal, the eviction process carries with it some direct or indirect violence, the permanent loss of homes and property and sorry housing conditions during the displacement period. Most registered owner who resort to eviction are assured of legal protection as long as they can show their indefeasibility of title over the property Cobb, N. and Fox, L. (2007) While it is true that adverse possession is statutorily not applicable in Malaysia, alternative solutions shall be resorted to find amicable solution to house the squatter. It shall be conducted as a last resort and well-regulated to minimize the impact to both parties; the squatters and the legal owner of the land.

Alternative Solutions for Squatters

The solution for the eradication of railway squatters shall not be focused on eviction only as any attempt to deal with squatting shall be uniquely designed for each settlement and shall not be a prototype for all settlement however expensive the solutions are. The myriad of solutions may be expensive and time-consuming, but many failed projects carried out by government or the private sectors may be even more expensive in the end Beng H.S.K. (2000). The usual-associated perception towards the eviction is the existence of violence towards the underprivileged person living in the squatter's settlement. It is believed that eviction shall be done through the court order rather than on the hand of the registered owner as it involves the lives, livelihood and belongings of a large underprivileged section of the Malaysian society Sharifah Zubaidah Syed Abdul Kader et al. (2013).

Consequential effect of the agony by the squatters has introduced the concept of resettlement of squatters Iriani Ibrahim et al. (2012). Article 25 of the Universal Declaration of Human Right 1948 (UDHR) provides that adequate housing for oneself and his family is a basic and fundamental human right. The concept of affordability shall cover the ability to own or to rent the house Sufian A., Mohamad N. A. (2009). Both concepts shall confer to the owner and the tenant the feeling of security, relief and peace without having to compromise the basic needs such as health and security. As alternative to eviction, the government shall consider venturing into the practice from foreign countries such as Singapore, Sri Lanka and Philippines in providing liveable and affordable resettlement plan. Variety of legislation, guidelines, rules and policy has been enacted to govern the resettlement plan by way of provision of public housing programme. It varies from state to state as Land is listed under the State List under the Federal Constitution. Lack of standardization on policy, planning and implementation on federal and state level has worsened the allocation and implementation of housing policy in Malaysia especially to the poor and squatters B. Baktyhar et al. (2013).

Proper guidelines and policy on concept of "rent to buy" must be made available to those who cannot afford to purchase a low-cost housing. It is argued that provisions relating to landlord and tenant are hardly adequate in the NLC 1956 and not keeping up with the development of law in another jurisdiction. Example include Tenant Act 1987 (United Kingdom), The Residential Landlord-Tenant Act 1973 (United States of America), and The Landlord and Tenant Act 1958 (Victoria, Australia) Salleh Buang (2015).

It has been suggested that Malaysia in dealing with squatter's phenomenon, study and learn the experiences from Singapore, Sri Lanka and Philippine in handling squatters and

providing adequate housing Belinda Yuen (2007). In Singapore, the perception of those who were affected by the resettlement program showed improvement from resentment and resistance to progressive acceptance as they were “equally” affected by it. There must be a balance on maintaining the property right of absentee owners and at the same time the right of people who is in dire need of having a roof over their head (Home, R., 2012).

According to Central Bank of Malaysia (*Bank Negara Malaysia*), by international standard, houses in Malaysia remained seriously unaffordable. The concept of affordability refers to the ability of the household to pay for a house. According to Norazmawati M.S. & Muhammad Arkam C.M. (2008), percentage of income spent on monthly housing payment should be not exceed 30% otherwise it indicates the housing unaffordability among the households. However, from her research majority of low-income earners spent all their income on housing expenditures. In some leading cities around the world, most of the incomes spent on housing expenditures. According to Salfarina A.G. (2011), house buyers in Malaysia feel that houses in Malaysia are too expensive and they are unable to afford one.

In resolving housing affordability issue, the rental market is a viable alternative especially for relocations of job and education purposes. The most vulnerable people to the affordability pressures are the youngest and oldest age groups. Hence the mentality of ownership obsession shall be put to end Mazlan M. (September 21, 2016). In advocating the paradigm switch to rental way of life, rent is seen as a financial impediment if not properly regulated. Though the rise of rent is inevitable, but proper procedure must be adopted to avoid imbalance in housing market which eventually will self-destruct itself.

In Philippine, the Community Mortgage Programme (CMP) was launched by the National Home Mortgage Finance Corporation (NHMFC) with the objective to increase homeownership among the lowest income households and to ensure the landless urban poor have access to land security of tenure. This programme allowed a piece of land to be jointly owned by several owner through community mortgage known as Unified Home Lending Programme (UHLP). The crucial requirement of this programme are the occupants must be occupying the land prior to February 25, 1986 and the willingness of the land owner to put the occupied land for sale.

There are two kinds of projects under CMP, the off-site projects which allows the relocation of the tenants to another area and the on-site projects which allows the illegal settlers to formalize their occupancy onto the land by way of purchasing it from the land owner by using community mortgage facilities. There are three stages involved in the implementation of CMP, there are, firstly, release of funds for acquisition of land, secondly, release of land loan for site development including upgrading water supply, drainage, and other services. Finally, the individual occupants can request for housing improvements. The loan was primarily focused on the first stage that is on the acquisition of land Q. Cacio, F.C. (2001).

The initials process involving the formation of the community association (CA) as a legal entity capable of borrowing and owning properties and land. After registering with the relevant government agencies, CA will negotiate with the land owner on purchasing the land desired with the help of the originator which facilitates the transaction between CA and land owner. Once the agreement is executed between the parties, the application for loan to NHMFC is made using a Purchase Commitment Line (PCL). Later, after the processing stage, Letter of Guaranty (LOG) will be given to the landowner in exchange of Deed of Absolute Sale of the land to CA. NHMFC will release payment of land to landowner and CA, after occupying the land can start requesting for the monthly collection from the members. The fixed interest rate

for this loan is six (6) percent per annum for the period of loan, usually for the duration of 25 to 30 years. In the event if the loan requested is too high, then NHFMC will require an equity to guarantee the overall performance of loan repayment.

Although the plan has been celebrated as on the successful housing programme by the government in reaching the marginalized section of the citizens, the downfall of this programme can be a lesson learnt for Malaysia in adapting this programme. Among the problems associated are, firstly, the price of land especially in urban areas is increasing rapidly. Secondly, the programme allows for non-residents to join the programme which in doing so may allow the exclusion of the poorest households to participate. Thirdly, in the events of non-payment, then CA is allowed to find substitute members. Although it helped to prevent foreclosure process, but it may in doing so exclude the poorest household to make loan repayment Marife M. Ballesteros et al. (2015).

The practice in Sri Lanka improve the need of the resettled occupants achieving liability standards as the participation from the occupants is considered crucial during the implementation stage. A participatory approach was initiated with the cooperation with the affected person, those who are affected by the resettlement plan. This plan encouraged the participants to construct their new homes with the assistance of latest building technologies. Therefore, it reduces the dependency to the government in providing assistance by way of subsidies UN-Habitat (2009). Implementation of this plan involved the participation from the government and Non-governmental organizations (NGO) in providing advice on house design and low-cost building technologies as the plan required the participants to construct houses in the resettled area, obtaining the necessary approvals from local authorities and equipping the participants with skills to supervise the construction work. This has reduced the amount of housing cost and make them affordable to homeownership.

Conclusion

The current literature on resettlement plans adopted by foreign countries above outlines several unique features which may be suitable for restructuring Malaysia's resettlement plan for squatters. Firstly, it empowers the occupants as to the choice of locations and housing design preferred thus overcoming the issue of liveability. Secondly, it does not heavily depend on the financial assistance from the government as the monetary facilities are given on fixed loan and self-construct policy which will reduce the cost of construction. Community-assistance was given greater emphasis on the implementation of this plan. Therefore, Malaysia in restructuring its resettlement plan for squatters, may adapt and customizing its resettlement plan for railway squatters as the locality and geographical features surrounding the settlement may work in benefits for the implementation of the resettlement plan.

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STUDENTS' PERCEPTION ON THE UTILISATION OF THE HOLISTIC TECHNICAL MODULE TO INCREASE STUDENTS' ENGAGEMENT IN LEARNING PROJECT MANAGEMENT

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Abstract *There are many materials provided to the students to support their learning activities. The materials are prepared according to their syllabus in their place of education. This study explores the behavioural intention to use the new holistic technical module by looking at the factors of perceived ease of handling and recognising useful utilisation of the module. A cross-sectional research is used by distributing a set of questionnaires to students at Universiti Teknologi MARA. The respondents for the study consist of 322 students from four campuses which measured the usage behaviour and factors contributing it. Perceived ease and perceived usefulness are identified as the essential elements of user behaviour. The findings show that students' perception of the perceived usefulness and observed ease to use of the module influence them to use the module. The results suggest that the lecturers should play their role to increase the students' perceptions towards the usefulness that will contribute to the implementation of the module and its success. This study concludes with potential extensions to this study.*

Keywords: *(Usage Behaviour, Perceived Ease, Perceived Usefulness, Module)*

Introduction

There are many materials for teaching and learning that have been implemented to increase the performance of the students yet additional materials are still needed (Amoako, 2007). The problem is due to the shortening factor of product life cycles. Educators should be more creative and innovative to adapt to the changing environment. The role of lecturers should

be as a guide for the realisation of learning and not a person who only transfers knowledge to the students (Leask et al., 2009; Brooks, 1999). In designing any activities for teaching, Ling and Fraser (2014) suggest that the concept of constructivism and situated learning be applied; on the learning style of the students. This idea is also comparably with Crisp (2014) that suggests that assessment activities should emphasise on the requirements of the learners. Designing learners centres in teaching methodology is essential to increase their participation in learning activities (Sharpe, 2014). Due to that, in ensuring the learning activities are productive, the educators must have a clear picture of the behaviours of the students towards the activities organised for them.

Literature review

Proctor et al., (2005); Atasoy et al., (2011), Ssegawa & Kasule, (2015) suggest that a worksheet is a useful tool as a teaching material and it goes by the concept of constructivism theory. Atasoy et al., (2011) describe worksheets as an essential material that consists of necessary steps which can help the students to construct the knowledge and give a full commitment in class activities. The worksheets also indicate how they can manage and solve the problems in a better way (Çelikler, 2010, Choo et al. 2011 Töman et al., 2013). A study conducted by Nor Syamaliah et al., (2017) on the usage of the learning materials found that it is necessary to provide the learning materials in enhancing student engagement. It was found that the learning materials can build the students' interest in their learning process. By using the supporting tools in teaching and learning, it can support the learning enhancement, student centeredness and lifelong learning (Redecker et al., 2010). However, in the Faculty of Administrative and Policies Studies, the students are not provided with the tools to support the learning activities for project management purposes. The only references provided are books that are prepared by international authors, and the contents are quite complicated for the beginner learners. Thus, the researcher has devised a comprehensive yet straightforward technical module that shows a step-by-step process in project management. The objective of the study is to determine the behaviour factors which are perceived easier to use and view the usefulness of the module from the students' perception in increasing their participation in learning.

The technical module aims to help the students to integrate into the concept and application of project management in the areas of:

- Activity-in-the-box
- Activity-on-the-arrow
- Work Breakdown Structure
- Responsibility Matrix

All of the four components will be taught thoroughly in the module. The purpose of the utilisation of the module is not only meant for the students, but for the educators as well. This is to ensure the standardisation in teaching and learning process to achieve the outcome of the course.

Method

Sample and data collection

This study uses survey as a method to collect the data. The questionnaires were disseminated to students who had enrolled in the project management course. The survey questions are displayed in Table 1. The questionnaire measured the perception of the students. The questions measured respondents' perceived ease of using the module, perceived usefulness of the module and attitude towards utilising the module. Also, the students were asked about their intention to use the module as their main reference for learning project management. Lastly, an open-ended question was used to gather additional insight. The survey was administered through the project management classes' course to preserve the anonymity of the respondents. Of the 332 students enrolled in the four campuses, 322 completed and returned the questionnaires for a response rate of 97%.

Table 1: Survey Questions

1.0 Perceived ease
1.1 I found the holistic technical module easy to use.
1.2 This module is easy to understand.
1.3 Drawing the diagram by using this module is easy for me.
1.4 It would be easy for me to understand the technical part by using this module.
2.0 Perceived usefulness
2.1 I think by using this holistic technical module, my learning process will be more efficient.
2.2 I can perform better in my studies by using this module.
2.3 I can be more productive in learning project management course by using this module.
2.4 I think this module is handy.
3.0 Attitude
3.1 In general, I have a definite feeling toward using the holistic technical module.
3.2 I am confident that it is okay to use the module for my support material.
3.3 I don't like using this module.
4.0 Module usage behaviour
4.1 I think students should use the module as the primary reference
4.2 I will use this module every time I revise my Project Management subject
4.3 I will use this module frequently.
4.4 I will use this module more than the textbook for the technical concept.
Additional comment
Do you have any further comments for the continuous improvement purposes of the modul

Framework

Any support materials cannot be considered as successful if the implementation is not up to the expectation (Markus & Keil, 1994). This is a cross-sectional study that uses survey method. This study adopted the Technology Acceptance Model (TAM) that was formulated by Davis (1985). Even though this module is not using any technology, to create this module itself can be considered as an innovation and the researcher believes it is suitable to use this theory to get the perception from the end users towards the implementation of this new module.

Perceived ease usage (PE)

According to Davis (1986), Mitchell et al., (2005) and Chio (2011); the perceptiveness of ease is the level to which people believe that the utilisation of the tool or innovation will make the process more comfortable. The objective of learning also can be achieved in a shorter time. Usoro and Echeng, (2015) also used this element in forecasting the level of acceptance of technology to increase participation in learning activities.

Perceived usefulness (PU)

Seen helpful is the belief that by using a module it will improve and progress the work or learning activity of an individual. Venkatesh et al. (2003) and Davis et al. (1989) in their study indicated that how students perceive the usefulness of support material will affect their acceptance.

TAM theory also includes other factors which are attitude and intention or behaviour in using the innovation (Davis, 1985). The questionnaire for data collection was constructed by adopting the study by Usoro and Echeng, (2015) and Letchumanan and Muniandy, (2013).

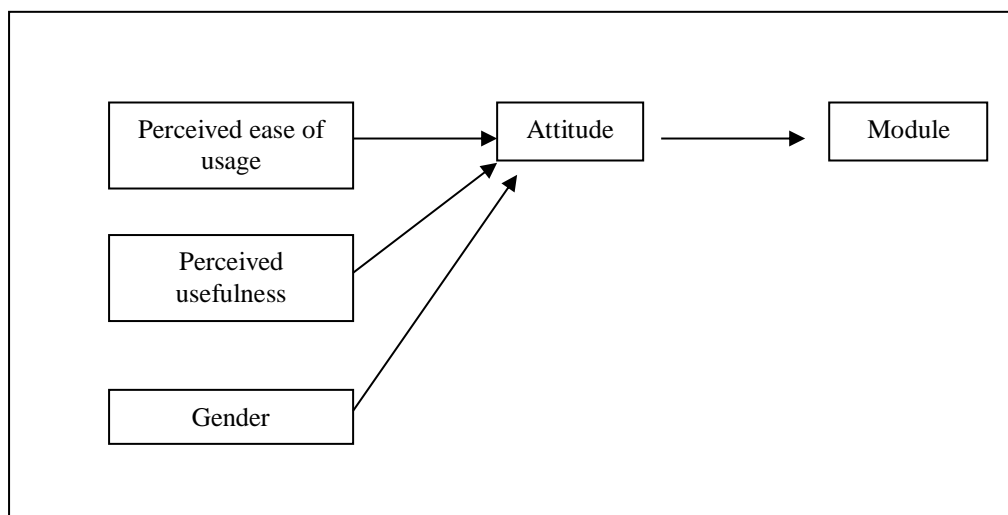


Figure 1: The Research Model

Hypothesis development

The consistency and reliability of both items for the independent and dependent variables were examined by conducting a reliability test. The scale is reliable which 0.86 is for the Cronbach's Alpha of the reliability test.

Many studies have concluded that perceived ease and perceived usefulness significantly impact attitudes of the end user that leads to the usage of any innovation (Martins et al., 2014; Hess et al., 2014; Detlor et al.; 2013, Morosan, 2012; Davis, 1989). Revels et al., (2010) indicated that perceived usefulness is one of the essential element for innovation usage. For this study, discern usefully is considered as the perception by the students towards using the holistic technical module which will make their learning process more manageable. Therefore, the hypothesis is:

Ho1 There is no relationship between perceived ease of usage and attitude.

Ho2 There is no relationship between perceived usefulness and attitude.

Ho3. Perceived ease of usage will not influence perceived usefulness in using the module for learning.

Past studies focussing on technology and innovation confirmed that attitude towards using the change and usage behaviour is significantly correlated (Letchumanan & Muniandy, 2013; Davis, 1989; Ajzen and Fishbein, 1991). Thus, the hypothesis is:

Ho4. There is no relationship between attitude and usage module behaviour for learning.

Ho5: There is no difference between male and female students' perception on module usage behaviour.

Results and Discussion

The result of Pearson Correlation Matrix is shown in Table 2.

Table 2: The correlation between perceived ease and perceived usefulness and module usage

		Perceived ease	Perceived Usefulness	Attitude	Usage Behaviour
Perceived comfort	Pearson Correlation	1	.821(**)	.642(**)	.773
	Sig. (2-tailed)	.	.000	.006	.051
	N	322	322	322	322
Perceived Usefulness	Pearson Correlation	.821(**)	1	.680(**)	.536(**)
	Sig. (2-tailed)	.000	.	.000	.000
	N	322	322	322	322
Attitude	Pearson Correlation	.642(**)	.680(**)	1	.682(**)
	Sig. (2-tailed)	.006	.000	.	.000
	N	322	322	322	322
Usage Behaviour	Pearson Correlation	.773	.536(**)	.682(**)	1
	Sig. (2-tailed)	.051	.000	.000	.
	N	322	322	322	322

**

Correlation is significant at the 0.01 level (2-tailed).

The result shows that perceived ease and perceived usefulness are positive and correlated to the behaviour in using the module. Therefore, hypothesis H₀1, H₀2, H₀3 H₀4 is substantiated.

The result explains that there is a correlation between perception of the module and usage of the module.

The analysis of t-test is shown in Table 3.

Table 3: T-test for the differences between male and female students towards the usage of the module in learning Project Management course

	Gender	N	Mean	Std. Deviation	t	Sig.
Module Usage	Male	221	4.24	.4578	1.060	.560
	Female	101	4.17	.45545	1.064	

Table 3 shows that the difference in the means of perceiving the module used for the male and female student is 4.24 and 4.17 with the standard deviation of both gender 0.45 is not significant ($t = 1.06, p > 0.05$). Thus, the H_0 is not substantiated. This result shows that male and female students have the same positive perception towards usage of the module in learning project management course.

The findings above indicate that perceived ease factor affects the attitude of using the module. It can be concluded that if the students view the module as easy to use, it can create positive attitudes in using the module. As can be seen in the result above, perceived usefulness gives a higher impact on approach in handling the module as compared to the factor that observes ease of using the module. Thus, the students prefer to use the module if they perceive the module is useful for them in learning particularly in project management course. This result has supported the studies done by Letchumanan & Muniandy, (2013), Ngai et al., (2007) and Davis, (1989).

The results above show that perceived ease significantly affects perceived usefulness of using the module. This is similar to previous studies by Lee (2013), Chang et al. (2012) and Davis (1989) that show a strong relationship between these two factors in using any innovation products. Thus, perceived ease plays an essential role in making the module to be recognised as useful in learning and to be the support learning materials in learning project management course.

The result above also indicates that the attitude of the user will affect their behaviour in using the module. This finding supports the studies by Chang et al. (2012); Stoel and Lee, 2003. It shows that, if the students are having a positive attitude towards the module, their usage behaviour will be higher. This result is not supported by the study by Letchumanan & Muniandy, (2013).

Conclusion

The study reveals some vital information about any innovation in teaching to increase the success rate of the implementation of the change. Perceived ease to use and perceived usefulness are essential factors that emphasise positive attitudes towards the innovation. This study also finds that perceived usefulness is more critical as compared to perceived ease in

ensuring students' willingness to adapt to the change. So, educators must look at this factor whenever they want to innovate any form of support material in teaching and learning. The educators should also play their role to help the students to feel at ease while using the module so that they can handle the usefulness of the module to make their learning process more manageable. Attitudes of the students also play an essential role in influencing the usage of the module. Additionally, this study could be regarded as the beginning of a line of investigations examining the factors of usage behaviour towards the utilisation of the module to increase their engagement in learning activities. Is it suggested that should this module be used as part of the primary references in project management course syllabus? To answer this question, there is a need to study the impact of module usage towards students' performance as a model reflection.

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CHILD INVOLVEMENT IN HADANAH PROCEEDING: AN APPRAISAL

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Abstract: *This writing examines the procedure in arriving at a decision in child custody cases. With the existence of the legal provisions; be it substantial law or procedural law; in all States, there are still unclear application of the concept of best interest of child or welfare of the child especially in their involvement in court proceedings in custodial issues. Although the term 'welfare' has been precisely constructed in the relevant Enactments, the harmonization between the concept of welfare and child participation in court proceedings is yet to be scrutinized by the Courts. Battle custody and guardianship cases in Syariah courts seems to focus the issue of qualified or unqualified custodian and guardian. As such, the concern of the court diverted from the child; as the subject matter; to the spouses since the issue brought up referring to the custodian. Thus, an empirical research was carried out along with library research in this qualitative writing. Data is analysed utilizing case study and content analysis method. This study indicated that Syariah Court procedures in arriving at a decision of child custody cases are sufficient. However, in order to safeguard the interest of parents and children, there are possible betterment of court due process in the context of implementation of certain procedures such as to how child interview and opinion should be conducted in practice particularly in order to fulfil the concept of best interest of child and welfare of the child.*

Keywords: *Child Custody, Syariah Courts, Best Interest of Child, Hadanah Procedure*

Introduction

The concept of best interest of child or welfare of the child being the utmost goal in winning the issue of child custody. Various elements should be fulfilled as to determine the best interest of child or the welfare of the child being observed under the supervision of the parents or guardian. In order to identify the elements completely satisfied by either party i.e. the mother or the father or other potential custodian and guardian, the courts took numerous ways to gather such information before concluding custodial matters (Nor Fadzlina & Nurhidayah, 2010). This is because the effect of divorce and separation that involve children should not develop impact negatively and harmful to the child of the marriage. As such, the judicial interview in chambers by the judges or *in camera* procedure should be widely accepted by having the children's views and opinion and at the same time serve the concept of best interest of child or welfare of the child (Larry, 2003). The objective of this writing is to examine whether the judicial interviews or *in camera* procedure is generally acknowledged in Shariah Courts in assisting the judge in giving verdict for *hadanah* cases.

Best Interest of Child and Welfare of the Child

The principle of best interest of child and welfare of child as the fundamental consideration in custodial cases vary in its underpinning elements in each case (Normi, 2001; Roslina & Nora, 2011). Alizah, Nurulhasni, Norain & Siti (2017) illustrated that Article 12 of United Nations Convention on Rights of a Child highlighted on best interest of child while the legal provision in Malaysia expressed on welfare of the child. Judgment in most custodial cases applied the concept of welfare without neglecting the principle of best interest of child. The element listed in evaluating the concept of welfare are – care, comfort, attention, wellbeing and happiness of the child. While the elements to consider the concept of best interest of child being applied are – emotional ties and relationships between the child and his/her family members; capacity of the parents to provide a safe home and adequate food, clothing and medical care; mental and physical health needs of the child; mental and physical health needs of the parents and whether or not any presence of domestic violence in the home. With regard to the elements to be considered in custodial issue; the difference of approach between the concept of best interest of child and welfare of the child has no dissimilarity. Both approaches aim to be the underlying principle to ensure the proper upbringing and care of a child (Alizah et.al., 2017). However, these two fundamental considerations seem to be lacking comprehensive particulars in terms of definition and content (Roslina & Noraini, 2015).

Child Involvement in Court Proceedings

Child involvement in court proceedings generally discussed in juvenile cases which involved young offender in criminal offence or as witness (Anneta, 2001). In civil case, custodial issues demand the participation of child in courtroom with reference to various relevant legal provisions as one of the elements to respond to the concept of best interest of child and welfare of the child (Noor Aziah, 2012).

At International level, by virtue of Article 12 (1) UNCRC, it is clearly stated that
“...child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the view of the child being given due weight in accordance with the age and maturity of the child. ...opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly or through a representative...”

This clause imposed (a) certain level of significance of having the opinion and views from child in relevant matters concerning child (b) condition to allow child views to be heard (c) age and maturity of the child a vital term to be considered and; (d) means of accepting their views and opinion (Roslina, 2014). According to Vicki, Alfred, Jennifer & Jasmin (2017), ‘the right to listened to a child’ carry more weight compared to ‘listening the voice of the children’ in custody cases by virtue of Article 12 (1) UNCRC. As such, procedurally, the court ought to allow kids as the subject matter to speak on their right. In Australia, adopting the UNCRC, the Family Court established the Child Inclusive Conference (CIC) as to facilitate the Family Consultant in suggesting direction to the court at the very early stage. Based on the research, twelve items assists the Family Consultant to conclude including children’s ability to understand issues and implications and to give feedback; risk; importance of meeting parents first; time factor; hearing the child’s voice; focus on resolution; complexity of issues; best interest of the child; opportunity to follow up; therapeutic aspect; practice experience and intuition and the role and the limitations of the role of family consultant (Vicki et.al., 2017). The Family Consultant function effectively by way of balancing the needs of Article 12 of UNCRC and the concept of best interest of child. This could be seen through the focus

highlighted by the Family Consultant that aware the wellbeing and potential risk participating child in CIC and conscious in resolving the complexity of the arising issues.

Under Islamic Law, according to one hadith narrated by Abu Hurairah r.a., the Prophet states that

“A woman came to the Prophet s.a.w and said, “My husband wants to take away my son, although he (the son) gives me comfort and brings me drinking water from the well of Abu Inabah.” Thereupon the husband appeared denying her claim over his son. The Prophet s.a.w then said: “Child! Here is your father and here is your mother; make a choice between the two whomsoever you want.” The son caught hold of the hand of his mother and she went away with her son”. (Sunan Abu Dawud)

This hadith indicated that when the child attains certain age, they are capable to make up their own choice and decision. As such, the *mumayyiz* child was given rights to choose to stay whether to be with his mother or his father. It is assumed that the chosen party is the one close to the child, kind, loving and could be the best interest of the child. It is understood that, the child was to cast vote only if both parents possess proper criteria as a custodian (Ibn Qudamah). The rights of the child is stronger than the right of the custodian (Sayid Sabiq). The practice being applied in this hadith was firstly, the claim made by the mother and secondly, the contention submitted by the father was heard by *Rasulullah s.a.w*. Then only, the child was asked for his opinion.

Referring to Islamic Family Law Enactment (Kedah) 2008 (IFLEK2008), factors that contribute in the verdict of *hadanah* cases is the child wishes. Pursuant to this provision, *in camera* procedure or judicial interview was held in Shariah Court. Judicial interview should be conducted to gather important information but must be held by skilled interviewers (Nor Fadzlina & Nurhidayah, 2010). The issue arose on the capability of the judges in conducting the judicial interview because the judges have no special skill or training in conducting interviews. In other countries, the wishes of the child obtained by way of counselling session, through welfare officer, family consultants and child representative (Roslina, 2015). Participation of child in mediation session (*sulh* session) in Syariah Court also should be considered because the voice of the child is for their own future needs (A. Ahmad, A. Yaakob, K. W. Mohd, N. A. Mohd Awal & M. A. A. Samuri, 2015).

Age of Discernment (Mumayyiz) as Determinant in Child Participation in Hadanah Cases

There are many distinguishing factors that guide decision-making in custody cases (Larry, 2003). Relying on the function of *in camera* procedure or judicial interview, the element of child age being the main determinant in their participation in *hadanah* cases.

Technically, under Islamic Law, *hadanah* essentially signifies right of custody in circumstance whereby the child is yet to reach the age of discernment i.e. non-*mumayyiz*. A hadith reported by Abdullah ibn Amir that a woman complained to the Prophet:

“Mesengger of Allah, my womb was a resting place of this son of mine, my breast a drinking place for him and my lap a soothing place for him, but this father divorced me and wishes to snatch him away from me.” The Mesengger of Allah s.a.w said: “You got more right to take him till you marry someone else”. (Sunan Abu Dawud)

Once the child attains age of discernment or *mumayyiz*, the *hadanah* period lapsed. Thus, give opportunity for the child to decide as the hadith narrated by Abu Hurairah. *Hadanah*

and non-*mumayyiz* child in actual context reflex a situation of nurturing and taking care of child which of age that need supervision and assistance from the guardian or custodian to manage themselves; and incapable of classifying right and wrong (Ahmad Ibrahim, 1997; Roslina, 2014). And the rights of custody for *mumayyiz* child terminology known as *kafalah* (Al-Mawardi). According to *mazhab Shafie* and *Hanbali*, *Mumayyiz* child has the right to choose in order to live with when divorce occurs between parents because their capacity as a growing child to think and make decision based on their needs, affection and warmth. This view was rebutted by *Hanafis* and *Malikis* that maintain the custody to the father on the basis of education for male child and marriage for the female child (Roslina, 2014).

Under Section 85(1) Islamic Family Law Enactment of Negeri Kedah 2008 (IFLEK2008), “*the custody of a child terminates upon the child attaining the age of seven years, in case of a male, and the age of nine years, in the case of a female, but the court may, upon application of the hadinah allow her to retain the custody of the child until the attainment of the age of nine years, in the case of a male, and the age of eleven years, in the case of a female*”. By virtue of this provision, the age of the child to make their choice differ according to gender. The court may instruct male child aged 9 and female child aged 11 to come forward to exercise their right under the Act (Zanariah, 2012). The provision continues under subsection 2 that “*After termination of the right of the hadinah, the custody devolves upon the father, and if the child has reached the age of discernment (mumayyiz), he or she shall have the choice of living with either of the parents, unless the court otherwise orders.*”

As such, in discharging *hadanah* cases; in relation to child involvement in court proceeding; a non-*mumayyiz* child is unqualified to be inserted in the process due to incapacity. However, the views of the *mumayyiz* child could be obtained but not to be relied solely as the determinant in *Hadanah* Order.

Findings and Discussion

Child Involvement in Courtroom under Islamic Family Law Enactment

Legally speaking, *hadanah* cases in Syariah Courts ranging from the custodial right between the father and mother or other potential custodian disregards of the age of the child whether age of babies, an infant, a toddler, a minor or adult. *Hadanah* cases also do extend from the right of custody to visitation right that includes right to access, visit and overnight (Zanariah, 2014). The application of those rights from the litigants could be seen in various reported and unreported cases registered under the code 028 which refers to *hadanah* cases.

Pursuant to the legal provisions in IFLEK 2008 the court is obliged to contemplate the view of a *mumayyiz* child of certain age as prescribed as to obtain their wishes in custodial matters after considering the qualification of the applicants.

According to Section 82(1) IFLEK2008,

“*...the mother shall be of all persons the best entitled to the custody to the child of her infant during the connubial relationship as well as after its dissolution*”.

At all time, the mother being the preferred custodian for an infant which is a non-*mumayyiz*. But, when once the termination of the right of the *hadinah* occurs – especially when the child reaches the age of *mumayyiz* – the right transmits to the father by virtue of Section 85 (2) IFLEK 2008. Whereas Section 86 of IFLEK 2008 provides that custody for illegitimate child be it male or female upon mother and the maternal family.

Section 83 IFLEK 2008 stated on the criteria of the guardian or custodian,

“*A person to whom belongs the upbringing of the child, shall be entitled to exercise the right of hadanah if*

(a) *he is a Muslim;*

- (b) he is of sound mind;
- (c) he is of an age that qualifies him to bestow on the child on the care, love, and affection that the child may need;
- (d) he is of good conduct from the standpoint of Islamic morality; and
- (e) he lives in a place where the child may not undergo any risk morally or physically.”

Those conditions should be satisfied to be a qualified custodian. According to Section 85 IFLEK 2008, the welfare of the child with the consideration either the child’s wishes or the parents has been stated as below:

“(1) The right of the hadinah to the custody of a child terminates upon the child attaining the age of seven years, in case of a male, and the age of nine years, in the case of a female, but the court may, upon application of the hadinah allow her to retain the custody of the child until the attainment of the age of nine years, in the case of a male, and the age of eleven years, in the case of a female.

(2) After termination of the right of the hadinah, the custody devolves upon the father, and if the child has reached the age of discernment (*mumayyiz*), he or she shall have the choice of living with either of the parents, unless the court otherwise orders.”

The element of welfare of the child is the paramount consideration in granting order for custody as provided under Section 87 IFLEK 2008;

“...the court may by order place the child in the custody of any other person or of any association the objects of which include child welfare.

(3) in deciding in whose custody a child should be placed, the paramount consideration shall be the welfare of the child and, subject to that consideration, the court shall have regard to:-

- (a) the wishes of the parents of the child; and
- (b) the wishes of the child, where he or she is of an age to express an independent opinion.”

Under these provisions, the court have to listen to the wishes of the parents of the child and the wishes of the child of which at the age of discernment that could express his or her opinion after considering the status of the child i.e. whether legitimate or illegitimate child as accordance to Section 82 and 86 of IFLEK 2008.

In Camera Procedure or Judicial Interview in Hadanah Cases

Research was conducted using case study whereby *hadanah* cases was selected from reported case in Jurnal Hukum year 2008 – 2011 and 10 unreported cases in Syariah High Court of Negeri Kedah.

In the case of *Rooseliwati binti Hussein lwn Syed Farouk Azlan bin Syed Abdul Aziz (14200-028-0126-2008)*, the litigants having 4 children throughout their marriage aged 19, 18, 15 and 11. The Plaintiff plead for full custody of her child aged 15 and 11. However, the court granted joint custody for both children. There was a record of *in camera* session held by the court as stated in the Judgment Order that the children stayed with the Plaintiff as their wishes. The court also ordered the Defendant to take care the child in the event if the Plaintiff has out-station task.

In the case of *Sheikh Abdul Shakir Bin Sheikh Abdul Kadir lwn Noor Haryatie Binti Harun (10200-028-0218-2008)*, the only daughter was given chance by the court to choose her *hadinah* and she opted to stay with her father. Her age was not stated clearly but was mentioned as ‘*anak telah mencapai umur dewasa*’ or ‘the child reached her age of majority’. In the earlier stage the court granted joint-custody of the child in *Hadanah* Order dated 5th July 2004. At that time, the child lived in Plaintiff’s house and divorce. But when the mother moved to foreign

country and got married to a Britain, the Plaintiff applied for full custody of his daughter in 2008 to safeguard her in terms of culture differences that she has to face in the foreign country.

In the case of *Linda Isah Visentin lwn Nik Mohd Zuhry bin Nik Mohd Yusoff and Ors (03000-028-0019-2011)*, the sons elected the father to be their custodian until they reach the age of adulthood. The Defendant filed an appeal contesting the order of the court that decided to call upon the child for judicial interview since the sons aged 8 and 6 years old on the basis of prejudice his right. The Syariah Appeal Court in *Nik Mohd Zuhry bin Nik Mohd Yusoff & 3 Orang Yang Lain lwn Linda Isah Visentin (03000-028- 0006-2009)* on such date approved the order of the Syariah High Court because the presiding judge to pronounce an *interim* Order pending over the settlement of the main *Hadanah* proceeding.

Result revealed that these 3 reported cases conclude area to be improved by Syariah Court. Firstly, procedurally, although all cases gone through proper *in camera* proceedings or judicial interview conducted so as to feed the court with relevant facts and figure in trial cases; the precise guidance in relation to age of the child to be called upon to attend court process is not clear. Case *Linda Isah* indicated that *interim* application did allow the appearance of non-*mumayyiz* child although they are incapable of making decision. Secondly, in the substance of the custody order. The type of custody order i.e. whether joint custody or sole custody has to be analysed in its application towards *mumayyiz* child. In the case of *Rooseliwati*, the court gave both father and mother time to be with the *mumayyiz* child. Complication might arise when unequal distribution of time take place and who possess the rights to decide for matters related to the child.

Non-Participation of Child in Sulh Settlement

Ten unreported case in 2011 and 2012 with the code 028 from Syariah High Court of Negeri Kedah was selected– 5 cases each year.

Table 1: Age of Child in 10 Unreported *Hadanah* Case in Syariah High Court of Negeri Kedah (2011-2012)

Year	Case Number	Number of Child	Age of Child (years)
2011	02200-028-0241-2011	3	15 (f), 14 (f) & 11 (m)
	02200-028-0246-2011	1	1 (m)
	02200-028-0250-2011	3	15 (f), 14 (f) & 10 (m)
	02200-028-0255-2011	2	2 (f) & 8 months (f)
	02200-028-0267-2011	3	14 (m), 11 (f) & 4 (m)
2012	00200-028-0011-2012	2	17 (m) & 12 (m)
	02200-028-0019-2012	1	3 (m)
	02200-028-0016-2012	1	13 (f)
	02200-028-0013-2012	1	5 (f)
	02200-028-0215-2012	1	2 (f)

*(m): male (f): female

Table 1 displays the collection of information from 10 selected unreported *hadanah* case. Out of these 10 cases in 2011 and 2012, only 5 cases involved *mumayyiz* child. Results indicated that file number 02200-028-0241-2011, 02200-028-0250-2011, 02200-028-0267-2011, 02200-028-0011-2012 and 02200-028-0016-2012 touched on the rights of *mumayyiz* child in custodial and visitation matter.

Having children of age 15, 14 and 11 in the case 02200-028-0241-2011, the Plaintiff (mother) applied for custody on the basis that she nurtures her two-daughter aged 15 and 14 and her 11 years old son since birth. However, the case was struck out under Section 116

(i)(b)(ii) Islamic Mal Procedure Enactment (Negeri Kedah)1979 (at the material time) since the non-appearance of the Plaintiff. No Consent Judgment was recorded nor endorsed in this case.

In 02200-028-0250-2011 case, the father (Plaintiff) applied for custody for his 10-year-old son that at the material time was in the custody of her ex-wife (Defendant). The father claimed that the child did sent him a message asked Plaintiff to come and take him and the child refuse to stay with his mother. The other two elder daughter remain to be with their mother. This matter resolved in *sulh* session. Custody of the 10-year-old *mumayyiz* child was granted to the Plaintiff as the father.

In the case 02200-028-0267-2011, Consent Judgment was recorded and endorsed as the litigants reach settlement through *sulh* session. Custodial right over the children was granted to the Plaintiff. The children – sons aged 14, 3 and daughter aged 11 was absence throughout the proceeding although two of them already attain the age of *mumayyiz*.

In the case 02200-028-0011-2012, the mother filed custody application with the assistance of Legal Aid Department for her sons aged 17 and 12. The appointed Legal Aid Officer managed to record Consent Agreement between the parties but the Defendant failed to attend court session to endorse such Agreement. With reference to Section 85 IFLEK 2008, the judge conducted judicial interview and the children opt to live with their mother.

Sulh session resolved issue in the case of 02200-028-0016-2012 when the Plaintiff (mother) applied for *hadanah* for her 13 years old daughter that has been staying with Defendant (father). The Plaintiff claimed that she has been denied her visitation right of her daughter. The Defendant in his Defence clearly explained his concern if the daughter lived with Plaintiff that married to a man with 2 grown up son i.e. aged 18 and above. The matter reconciled in *sulh* session whereby the Plaintiff agreed to have visitation right while Defendant have the custodial right over their daughter.

These findings resulted the absence of *in camera* proceedings in *sulh* session for *mumayyiz* child except for case 02200-028-0011-2012. Procedurally, the *sulh* officer that mediate such session recorded an Agreement without any judicial interview conducted although the child had reached the age of *mumayyiz*.

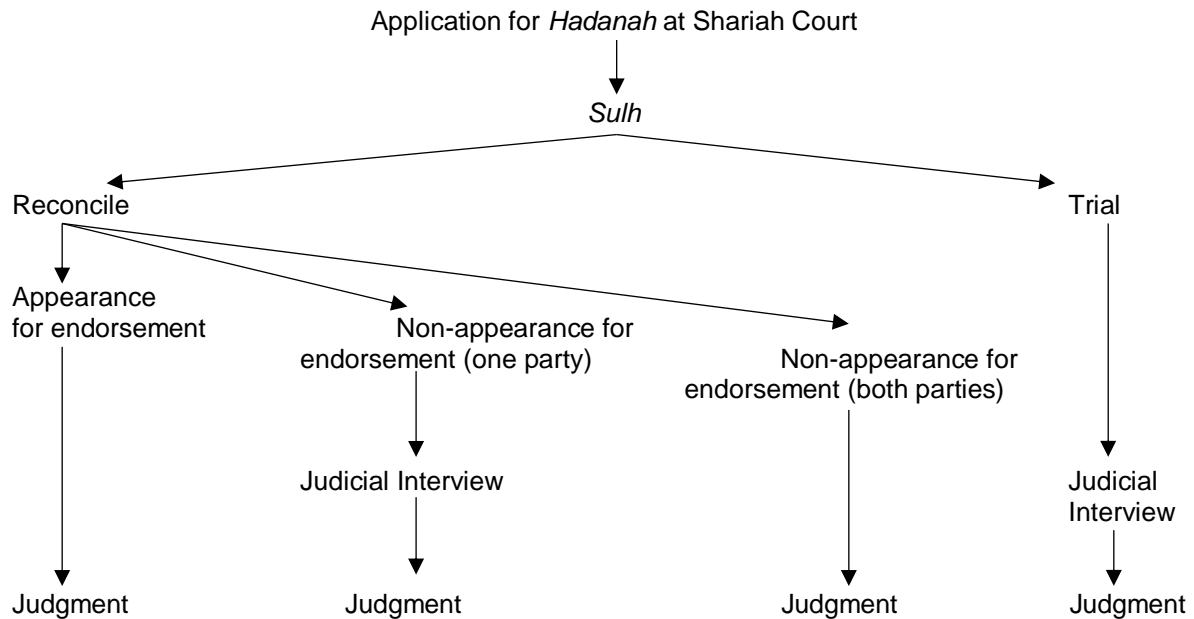
Syariah Court Procedure

The flow of *hadanah* cases differ from one stage to another depends on how the court officer decides based on the documentary evidence filed by the litigants or *Syarie* Lawyer and other corroborated evidence as in Figure1 below.

If cases undergo for full trial or contested case, the judge call upon the *mumayyiz* child for judicial interview session to give information to the court on the potential custodian of the child. This is pursuant to the legal provision for the court to deliberate over the decision of *hadanah* for *mumayyiz* child from various perspectives i.e. the welfare of the child, the best interest of the child, reasons and wishes of the parents and reasons and wishes of the child. However, the precise process of interviewing such child left unguided and depends solely on the adjudicator. The role played by the judge in judicial interview without assistance from any family consultant, welfare officer or any skilled professionals in child psychology seems to create a gap in the method of retrieving relevant points from the child.

If cases could be concluded in *sulh* session, the approach of the *sulh* officer is to assist the litigants to come to a solution without gaining views from the child. Furthermore, in the practice of most *sulh* session, only *sulh* officer and the litigants are allowed to attend the session. But, third party, outsider and any other person may turn up if permitted by the *Sulh* Officer.

Figure 1: *Hadanah* Proceedings



Conclusion

As a conclusion, this research indicates that the child participation in legal proceeding, might be enhanced in terms of practises in Syariah Court.

The approach of the court to conduct judicial interview of a *mumayyiz* child whether by plea of either litigants or by the request of the presiding judge – confined within the jurisdiction and power of the court by virtue of the legal provisions provided. Submission of pleadings and cause paper has to be completed by both parties as a means to enlighten the court on the current debated issues. Nevertheless, the actual detail of judicial interview or *in camera* procedure executed by the Syarie Judge is silent and not expressed in standard operating procedure. If judges are not adequately proficient in interviewing children, they might make mistake in probing their views or feelings. Child might be haunted with the feelings of guilt, pressured either before or after the interview. And the outcome of poor judicial interview techniques is that the child may be traumatized by the experience. (Nicholas, Rachel, Francine Cyr & Denise, 2013). The court also failed to receive any report on the child lifestyle either from Welfare officer or any organization representative as an alternative of judicial meetings. A fact-finding on the such procedure may be conducted in future so that the issue of skilled interviewer can be resolved in line with the betterment of the process that highlighted the best interest of the child.

With regard to out-of-court settlement, the presence of *mumayyiz* child in *sulh* session should be reviewed. Although the parties furnish credible information to the *sulh* officer in order to maintain their status quo or to uphold their rights, the views and opinion of a *mumayyiz* child is also a crucial demand to balance up the agreement reached by both parties. It is important to offer space for them not only to choose with whom they want to be with; but also, for them to raise up any issue that associates with their interest for today and in the future (Nicholas et. al., 2013). Furthermore, the *Sulh* officer have the discretion to allow a *mumayyiz* child to participate in *Sulh* session as no any legal impediment definitely specified restriction inclusion of *mummayyiz* child in *hadanah* JKSM Practice Direction or any legal provision.

Syariah Court as the best medium to reconcile family issues may refine their role in *hadanah* cases especially in involving child in courtroom. Divorce that took place between

parents ought to avoid further damage to the interest of the child. It should be noted that although the right of the custodian lapsed, but the right of the child did not lapse in matters correlate with their education, spiritual and moral, physical and mental wellbeing and other needs including food, living area, safety and health. And such duty and responsibility shared together between the judicial institution and the parents.

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THE EXTENT OF ETHICAL LEADERSHIP AMONG YOUTH IN MALAYSIA

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Abstract: *Ethical leadership is a form of leadership where individuals demonstrate acceptable and appropriate conducts in every aspect of their life. However, in Malaysia this form of leadership seems to be lacking as one of the biggest corporate scandals in history has been linked to its former Prime Minister. This paper presents an exploratory study assessing the extent of ethical leadership among youth in Malaysia. Since youth represents one of the most valuable assets in the development of a nation, it is important to understand the traits of these future leaders. Quantitative method was employed and data were collected through questionnaires involving 600 university students from three different universities in Malaysia. The questionnaire was adopted from Ethical Leadership at Work (ELW) instrument containing seven ethical leadership traits. The findings revealed that “integrity” scored the highest mean score while “fairness” scored the lowest. However, with a narrow range between the mean scores, the study also concludes that Malaysian youth embraced various ethical leadership traits and have acceptable level of ethical leadership. Since there are limited studies examining ethical leadership among youth, this study is among the first to explore this issue especially in a developing country such as Malaysia.*

Keywords: *Ethics, Ethical Leadership, Extent, Future Leader, Malaysia, TN50, Youth*

Introduction and Literature Review

Since Malaysia was hit by one of the biggest corporate scandals in the world – the 1MDB issue which is linked to its former leader who was the Prime Minister, Malaysians now are more aware of their leaders’ conducts especially on how the future leaders would manage the country. Malaysian youth are the future leaders of the country. Youth is one of the most valuable assets of a country because they are the agents of change for economic and social growth of the country (Ahmad Sabri & Ahmad Fuad, 2016). Youth is best understood as a period of transition from the dependence of childhood to adulthood’s independence. National Youth Development Policy of Malaysia defines youth as people aged between 15 and 40 years old (Omar, Yahaya, Ahmad, Kling & Sabrie, 2016). As future workforce and future leaders, these youth are expected to accomplish Malaysia’s aim in developing to become a top-20 country in the world by the year 2050.

The launch of the Transformasi Nasional 2050 (TN50) initiative announced by its former Prime Minister is set in place to prepare the young generation of Malaysia for life in 2050 with the aspirations to become one of the high achieving nations in the world from the economy, innovation and humankind perspectives (TN2050). The first step to TN50 is to involve the young Malaysians to craft the nation towards the year 2050. It is imperative to find out whether the Malaysian youth, the future leaders, have what it takes to not only lead, but lead ethically. Therefore, it is important to know the extent of ethical leadership of these youth,

so as to curb misconducts leading to cases such as the 1MDB scandal from happening. Through ethical leadership, ethical awareness can be promoted as leaders demonstrate the appropriate conduct through their actions, through two-way communication, reinforcement and decision making (Kalshoven, Den Hartog & De Hoogh, 2011; Rahim, 2016).

This study is taking the trait theory as its foundation. The trait theory states that leaders are seen to be different in various attributes, personality and traits than are non-leaders (Bass, 1990). The trait theory suggests that it is possible to identify the qualities of a leader who is endowed with the superior qualities that differentiate him from his followers (Northouse, 2013). This includes a leader's traits, personality, skills, abilities, individual differences and charisma. Consistent with the trait theory, leaders who embraced the ethical leadership style should be seen different in terms of their traits. Ethical leadership is defined as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships and the promotion of such conduct to followers through two-way communication, reinforcement and decision making" (Brown & Trevino, 2006, p.120). Ethical leaders are individuals who encourage ethical practices by communicating ethical standards, encouraging ethical conduct, modelling ethical behaviour and opposing unethical conducts (Sama & Shoaf, 2008). Examples of ethical leadership traits include being open and honest when communicating with people, being fair when distributing rewards and benefits, and setting clear ethical standards.

News on corruption and other unethical conducts are still making headlines. Unfortunately, these usually involve someone in a leadership or managerial position. Malaysia needs a new generation of leaders who can bring about positive change in local, national, and international affairs. The notion of leadership itself should be broadened, not only to solely lead, but lead ethically. Ethical leadership should be the way forward as it is based on core character values such as trustworthiness, respect, responsibility, fairness, caring, and good citizenship.

Studies on ethical leadership has attracted increasing attention in the last few decades. Based on the literature (Othman & Rahman, 2014; Vito & Vito, 2015; Salleh & Tiyunin, 2016; Yang & Wei, 2017), it was found that no study has delved into investigating ethical leadership involving youth. Very few resources exist to assist Malaysian youth in developing ethical leaders, as there are limited studies in measuring the level of ethical leadership especially among youth (Othman & Rahman, 2014; Poff & Caldwell, 2018; Salleh & Tiyunin, 2014; Sama & Shoaf, 2008). The study of Salleh and Tiyunin (2014) was done on academic staffs whom have different views about ethical leadership as compared to youth. The traits which may be applicable and more relevant to the Malaysian youth context have been neglected. Meanwhile, Othman and Rahman (2014) investigated ethical leadership in the context of corporate sectors. The traits which may be applicable to the youth population might be overlooked as compared to those in corporate sectors. Most research on ethical leadership was conducted in the western countries (Brown & Trevino, 2006; Poff & Caldwell, 2015; Sama & Shoaf, 2008) but not many studies were done in the context of Malaysia, especially on youth. In order to fill the identified gaps, this study examines the extent of ethical leadership among youth particularly in a developing country context, the Malaysian youth. Whilst many studies have provided reliable results on traits of ethical leadership in general, there have been limited efforts to provide specific measurement of ethical leadership for a particular context or country setting as well as to a specific population – the youth.

Data were collected using self-administered questionnaires based on respondents from three public universities situated in the northern region of Malaysia. This study found that Malaysian youth embraced various ethical leadership traits namely people orientation, fairness, power sharing, concern for sustainability, ethical guidance, role clarification and integrity

embraced by Malaysian youth. The findings revealed that “integrity” scored the highest mean score while “fairness” scored the lowest. It is important for the youth to be nurtured with these traits at an early stage. This helps to develop future leaders who will be capable to resolve ethical dilemmas. The finding of this study provides a guideline to policy makers such as university administrators, in encouraging good ethics in Malaysia towards a holistic approach in making sure that the TN50’s economic, social, cultural and environmental targets could be achieved by the year 2050.

This study contributes to the leadership literature as well as youth studies on the subject of ethical leadership among the youth population. It is among the first to investigate ethical leadership traits among youth especially in a developing country such as Malaysia. It extends knowledge and offer an agenda for future research in ethics, leadership and youth studies. This study serves as an alert to all youth in general and specifically to Malaysian youth on their responsibility of ethical leadership.

Methodology

A total of 600 questionnaires were proportionately distributed to universities situated in the northern region of Malaysia with 200 questionnaires each. The universities were chosen based on the locality of the researchers. Enumerators were assigned to conduct the survey and all the questionnaires were successfully collected with 100% response rate. However, only 574 were acceptable to be used for further analysis due to missing values and incomplete questionnaires. The respondents were randomly selected from Universiti Utara Malaysia (UUM), Universiti Teknologi MARA Kedah (UiTM Kedah) and Universiti Teknologi MARA Perlis (UiTM Perlis), each with 200 respondents, respectively. The data collection took place at the respective universities within three months starting from the month of November 2017 until January 2018. The data were then analysed using SPSS software.

Using a self-administered paper-based survey questionnaire, a quantitative study has been carried out. The data were collected using a questionnaire designed based on the literature and adapted from the existing leadership instrument namely “Ethical Leadership at Work” known as ELW, developed by Kalshoven et al. (2011). It measures seven traits of ethical leadership which comprised of fairness, integrity, ethical guidance, people orientation, power sharing, role clarification and concern for sustainability.

The questionnaire was operationalized based on items such as “I keep my promises”, “I like to work in an environmentally friendly manner”, “I am genuinely concerned about groupmate’s personal development” and “I explain what is expected from my groupmates in terms of behaving with integrity”. The response scale ranges from 1=“strongly disagree” to 5=“strongly agree”. The questionnaire was divided into 2 parts with Part A comprises of Demographic Questions and Part B on the Ethical Leadership items. To test the reliability and validity of the questionnaire, a pilot test was conducted on 60 respondents. The test on reliability shows an acceptable to good reliability measures on all the constructs, with Cronbach Alpha more than 0.70. For the validity test, this study employed content validity approach by leadership expert’s review. Three experts who have been teaching leadership courses at the tertiary level for at least eight years were requested to verify each of the items in the questionnaire related to the topic in question. These experts were in the opinion that all the items are reliable and appropriate for this study. This process also served as a validity check on the instrument used to collect the data where the content validity was tested as acceptable by the experts.

Analysis of Results and Discussion

A set of personal characteristics namely, gender, age, program and area of study of the 600 respondents were examined. Out of the total respondents investigated, the majority (69.7%) of them were female whereas about 30.3% were found to be male. It is evident from the analysis that on average, respondents were about 18 to 23 years of age (76.2%) and the least group of respondents were about 36 to 41 years of age (4.8%). Most of the respondents were undergraduate students (93.7%) and the majority of the respondents were taking Business Administration courses. This study employed the ELW in which all the traits were described in 38 items where each item was measured on a scale of 5. The higher score indicates stronger inclination towards the traits (Omar et al., 2016). The descriptive statistics for the average scores of each trait are presented in Table 1. The distributions of the scores for each trait of ethical leadership are skewed to the left, which describes that the majority of the respondents to some extent possess the ethical leadership traits, but the result showed no distinguished pattern in each of the ethical leadership traits among the respondents.

Table 1: Descriptive Statistics for Ethical Leadership Traits

	People Orientation	Fairness	Power Sharing	Concern for Sustainability	Ethical Guidance	Role Clarification	Integrity
Mean	3.8386	2.9094	3.4796	4.0061	3.7335	3.8231	4.1526
Median	3.8571	2.8000	3.5000	4.0000	3.7143	4.0000	4.0000

On average, based on the mean, the scores are above the 2.9 level, which indicates quite an average (or moderate) level of ethical leadership. The highest and lowest scores belong to integrity (4.15) and fairness (2.91) respectively. As the distribution of the scores for each type is skewed (not normal), median should be the better measurement for the scores (Field, 2005). The highest score for median of 4.00 belongs to concern for sustainability, role clarification and integrity, whereas the lowest score of 2.80 belongs to fairness. The rest of the traits scored a median of 3.86 (people orientation), 3.71 (ethical guidance) and 3.50 (power sharing).

One of the seven traits of ethical leadership as suggested by Kalshoven et al. (2011) is integrity. Integrity is the alignment of word-deed or the extent to which what one says is in line with what one does (Kalshoven et al., 2011). In order to measure the respondents' extent of integrity, the respondents were requested to answer questions on keeping promises, on trust and on honouring commitments. According to Fairholm (1995), trust is based on integrity and on a given level of truth, not falsity. Trust becomes both an expectation and a personal obligation to be authentic, trustworthy and reliable (Fairholm, 1995). This is highly encouraged in practicing ethical leadership. People trust those who have high moral character. This is supported in Omar et al. (2016) and, Yang and Wei (2017) describing that ethical leaders display traits such as transparency and accountability. The person of integrity is honest, authentic and dependable (Fairholm, 1995). This is in line with those of Brown et al. (2005) as well as Salleh and Tiyunin (2014) confirming that ethical leadership is a result of characteristics and behaviours of leaders through integrity. This is also consistent with Vito and Vito (2015) suggesting that honesty is a crucial foundation for ethical leadership. The results for this trait showed the highest score of mean 4.15 with median 4.00 thus it significantly represents the most important ethical leadership trait among the Malaysian youth. This indicates that the Malaysian youth embraced a high extent of integrity.

Ethical leaders are also concerned with the impact of the business or organisation's business on others (Kalshoven et al., 2011). In line with this, it is argued that ethical leaders take into account the effects of their behaviours on their surrounding including the society and environment. Concern for sustainability entails that leaders pay attention to sustainability

issues, such as recycling, community services and employee rights (Rahim, 2016). The results indicate that the respondents are inclined towards having high concern for sustainability with scores concentrating on the 4th scale. The items for this trait consists of questions on working in an environmentally friendly manner, showing concern on sustainability issues and, stimulating recycling of items and materials. Poff and Caldwell (2018) claimed that an ethical leader would be someone who is commitment to environmental sustainability as well as address the problems of racial and cultural discriminations. Based on the overall result for this trait, the Malaysian youth not only possess concern for sustainability, but with such trait, one would predict that they would show exemplary practices with regards to sustainability issues.

People with ethical leadership traits would promote transparency. According to Brown et al. (2005), leaders become transparent because they engage in open communication. De Hoogh and Den Hartog (2008) pointed out that in being transparent, it is important that leaders clarify roles and responsibilities. As a result, these leaders are able to clarify performance goals and expectation of the subordinates. This ensures that subordinates understand what is expected of them and know when their performance is up to the standard. In addition, they will know exactly how they can contribute to meeting the organisation's goals. Leaders and subordinates would feel more confident with clear responsibilities and requirements because it gives room and freedom for them to operate hence, they can carry out their task better. In order to get the scores for role clarification, the respondents were requested to answer questions regarding the expectation about themselves and their groupmates, clarify priorities and clarify who is responsible for what. This finding is in line with Salleh and Tiyunin (2014) who suggested that the best practice of ethical leadership is derived from role clarification. Similarly, from role clarification, followers can learn what behaviour is expected, rewarded, and punished via role modelling (Brown et al., 2005; De Hoogh & Den Hartog, 2008; Kalshoven et al., 2011). Role clarification is vital and eventually contributed as a common ethical leadership trait among the Malaysian youth as proved in by the analysis.

People orientation or having a true concern for people is another important trait of an ethical leader (Kalshoven et al., 2011). This component of ethical leadership reflects a leader genuinely caring about, respecting and supporting subordinates and where possible ensuring that their needs are met (Brown et al., 2005; Brown & Trevino, 2006). People oriented leader's focus their behaviours on ensuring that the inner needs of people are satisfied (Kalshoven et al., 2011). These leaders are usually friendly and approachable thus creating close leader-member relationships and better leader-member environment. They will seek to motivate their members through human relations. People orientation enhances a strong social relationship between leaders and followers, whereby as a result of this, followers may copy the leader's positive and caring treatment (Kalshoven et al., 2011). For this trait, the respondents answered items on showing interest in how others feel and how they are doing, taking time for personal contact as well as paying attention to the personal needs of others. Unlike the previous results, the score on this trait does not concentrate on the 4th, but on the 3rd. This suggests that Malaysia youth possess this trait but they do not fully embrace it. The extent of ethical leadership among Malaysian youth based on this trait can be considered as moderate.

Kalshoven et al. (2011) have labelled ethical guidance as communication about ethics, explanation of ethical rules and, promotion and reward of ethical conduct amongst subordinates. The respondents were asked to answer questions on codes of conduct, integrity guidelines, and codes of integrity as well as on unethical behaviours. It is argued that ethical awareness should be kept in shape as it is key to organisation success (Rahim, 2016). This trait is very useful in guiding ethical leadership among youth. Leaders will set the rules and codes of conduct which become guidelines to members of an organisation. It is believed that if leaders are knowledgeable and are fully aware of ethical related matters, they will be able to satisfy

the needs of the followers in helping them solve ethical dilemmas. This is significant in many studies (Othman & Rahman, 2014, Salleh & Tiyunin, 2014; Vito & Vito, 2015; Yang & Wei, 2017) which suggests that ethical leadership exerts influence on employees. This is because ethical leaders provide guidance to employees which will be cognitively processed to make judgemental self-reactions and to inform subsequent action (Brown et al., 2005). In terms of the extent of ethical leadership, the analysis revealed a score of 3.71 which indicates that Malaysian youth have moderate to high extent of ethical guidance.

In a decision making process, ethical leaders listen to their subordinates' ideas and concerns. This is an empowering aspect of leadership. Power sharing happens when leaders allow subordinates to share responsibilities in meeting organisational goals which boosts subordinate's confidence. Brown et al. (2005) claimed that ethical leaders provide subordinates with "voice". This denotes that sharing power allows subordinates more control and makes them less dependent on their leaders. The questions posed to measure the respondents' extent of power sharing are how well they can manage their stress, their stability of emotion, how they cope with tense situations and their level of calmness. Among all the seven traits of ethical leadership, power sharing has been recorded as the second lowest with mean of 3.48 and median, 3.50. This suggests that power sharing is relatively a prominent trait among Malaysian youth.

Ethical leaders make principled and fair choices, they are trustworthy, honest, do not practice favouritism and take responsibility for their own actions (Brown et al., 2005; De Hoogh & Den Hartog, 2008). Moreover, ethical leaders are caring and principled individuals who make fair and balanced decisions (Brown & Trevino, 2006). When leaders practice fairness, subordinates feel that they are fairly treated and that their opinions are being equally considered. These are also seen similar to Brown et al. (2005) pointing out that by engaging in fair and caring actions, ethical leaders become a legitimate source of information about appropriate conduct and a target of emulation. The respondents answered items on their level of accountability towards problems, responsibilities for the things that are not their fault and their focus on reaching goals. Those who score high for this trait would have the tendency to be unfair. Therefore, the scores for this trait were reversed to such that higher score represents fairness. Table 1 records the lowest score for fairness with mean of 2.91 and median, 2.80. However, the reversed scores are concentrated more on the 3rd scale which indicates that the extent of fairness among Malaysian youth is at an acceptable level.

Conclusion

From the results discussed above, it is impossible to clearly discern specific traits which outshines the rest. This study measures the extent of ethical leadership among Malaysian youth, whom will become role models for the future generations. This study suggests Malaysian youth embraced all the seven traits related to ethical leadership namely, integrity, and role clarification, concern for sustainability, people orientation, ethical guidance, power sharing and fairness. The findings revealed that "integrity" scores the highest while "fairness" scores the lowest. However, with a narrow range between the mean scores, the study can conclude that the extent of ethical leadership among Malaysian youth is within an acceptable level.

This study is limited to a few setbacks. It focuses on the Malaysian youth, whom might have different characteristics than youth in other parts of the world. The issue on generalizability would be a drawback, but the findings pertaining to the subject matter of youth and ethical leadership contribute significantly to the body of knowledge. Nevertheless, it would be interesting to compare the results from different countries. This study employed the questionnaire survey to collect data. Acknowledging the limitation of a quantitative method, it

would be interesting for future researchers to incorporate qualitative research methods such as semi-structured interviews or focus groups to obtain in-depth views on this issue.

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ANALISIS TAHAP KESEDIAAN JKSM DALAM PELAKSANAAN UNDANG-UNDANG JENAYAH ISLAM DI MALAYSIA

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Abstrak: Kertas kerja ini bertujuan untuk membincangkan tahap kesediaan Jabatan Kehakiman Syariah Malaysia (JKSM) dalam pelaksanaan Undang-undang Jenayah Islam di Malaysia. Kesediaan memainkan peranan utama sebelum sesuatu pelaksanaan atau tindakan dilakukan terutamanya yang melibatkan aspek keagamaan. Tanpa kesediaan, seseorang mungkin akan tersilap melaksanakan sesuatu, tidak teratur dan memberi kesan yang negatif atau sebaliknya daripada yang diharapkan. Kaedah pengumpulan data melalui kajian kepustakaan dan temu bual telah dimanfaatkan dalam kajian ini. Objektif kajian dilakukan untuk menyelidik konsep kesediaan dalam pensyariatian hukum syarak ke atas mukallaf dan pemerintah. Kesediaan tersebut berkait dengan hukum taklifi dan wad'i yang melibatkan pelaksanaan Undang-undang Jenayah Islam. Kaedah temubual pula melibatkan para hakim dan pegawai-pegawai daripada JKSM, Hakim Mahkamah Tinggi Syariah dan Mahkamah Rendah Syariah serta Pegawai Pendakwaan Syariah, Peguam Cara dan Peguam Bela Syarie. Data yang diperolehi kemudiannya dianalisis menggunakan kaedah kualitatif. Keseluruhan daripada 20 orang responden iaitu mewakili 85% memperlihatkan kesungguhan dan mempunyai kesediaan untuk melaksanakan Undang-undang Jenayah Islam berbanding 3 orang responden yang mewakili 15% masih belum yakin dari aspek pengetahuan untuk melaksanakan Undang-undang Jenayah Islam di negara ini.

Kata Kunci: kesediaan, JKSM, pelaksanaan, Undang-undang Jenayah Islam, Malaysia

Pendahuluan

Kesediaan merupakan kesanggupan dalam melakukan sesuatu. Dalam Perjanjian Aqabah (*Bai'ah al-'Aqabah*), konsep kesediaan ini ditonjolkan oleh orang-orang Yathrib yang patuh kepada Islam dan bersedia melantik Rasulullah s.a.w. sebagai pemimpin mereka. Kesediaan ini merupakan tindakan yang dibuat secara sukarela tanpa paksaan. Perlakuan *bai'ah* tersebut memberi maksud mereka berkemampuan dan sanggup untuk menerima liabiliti daripada perjanjian tersebut. Perjanjian ini membuktikan kesanggupan masyarakat Yathrib untuk taat kepada kepimpinan Rasulullah s.a.w. menunjukkan kesediaan masyarakat Islam menerima baginda sebagai pentadbir dan ketua Negara Islam.

Kesediaan untuk patuh kepada Islam dan kenegaraan Islam adalah sesuatu yang bersifat keimanan dan keikhlasan. Ini kerana negara Islam merupakan negara hukum yang berasaskan

hukum syarak sebagaimana yang terkandung dalam al-Quran dan al-Sunnah. Bersedia melaksanakan tuntutan *Ilahiyyah* ini, menghendaki pemeliharaan kepada kemaslahatan masyarakat awam dan patuh pada kebijaksanaan *amir al-mukminin*. Setiap individu muslim bertanggungjawab untuk patuh bagi mengabdikan diri kepadaNya sama ada dalam bentuk ibadah umum mahupun ibadah khusus. Justeru, kertas kerja ini bertujuan untuk membincangkan aplikasi kesediaan para pegawai Jabatan Kehakiman Syariah Malaysia ini berhubung keperluan dalam pelaksanaan Undang-undang Jenayah Islam di Malaysia. Perbahasan ini akan mengambil pertimbangan semua aspek pendalilan fekah yang bersumber ilmu *Usul Fiqh*.

Latar Belakang Kajian

Undang-undang ialah satu sistem kawalan dan kewujudannya sebagai satu kaedah untuk mengatur hubungan manusia dengan Allah dan sesama manusia serta alam sekitar. Undang-undang ialah satu peraturan yang digubal oleh kerajaan dan mesti dipatuhi oleh masyarakat dalam sesebuah negara. Ia sebagai agen kawalan ke atas segala tindak-tanduk anggota masyarakat supaya dapat membentuk manusia menjadi makhluk yang diredai oleh Allah SWT. Dalam konteks ini, manusia yang beriman wajib mempunyai kesediaan untuk mematuhi undang-undang yang telah digubal. Pada masa yang sama, tanpa penerimaan orang ramai sekalipun, undang-undang tetap dapat dikuatkuasakan oleh pemerintah kerana ia mempunyai elemen paksaan. Dari aspek ini, manusia dipaksa untuk memiliki sikap kesediaan dan kepatuhan kerana itulah ia disebut dalam bahasa Arab sebagai التشرية (*al-Tasyri'*) atau pensyariatian. Dalam hal ini, pensyariatian undang-undang Islam atau ialah ketetapan hukum-hukum yang berpandukan pada *khitab* Allah dan sunnah rasul-Nya yang kemudiannya ditafsir oleh mujtahidin yang terdiri daripada para Sahabat, tabi'in dan para ulama semasa menerusi kaedah pentafsiran nas. Hasil daripada pentafsiran tersebut akan dikanunkan sebagai peraturan dan pandangan hukum untuk dilaksanakan ke atas seluruh manusia khususnya umat Islam. Kesediaan mematuhi ketetapan hukum yang *ditasyrie*'kan oleh Allah SWT ke atas hamba-hamba-Nya ini wajib dipatuhi untuk kesejahteraan hidup di dunia dan akhirat.

Jumhur fuqaha sepakat memperakukan bahawa perundangan Islam ini bersifat *rabbani* mempunyai ciri atau sifat yang *qudus* dan sempurna untuk dilaksanakan pada sebarang masa, tempat dan keadaan. Identiti perundangan ini yang bersumberkan *al-Qur'an*, al-Sunnah, *ijma'* dan *qiyas* wajib dipatuhi sesuai dengan kemampuan seseorang *mukallaf*. Ini kerana hukum syarak ini berkaitan dengan tanggungan *taklifi* iyang berdasarkan tuntutan sama ada wajib, sunat, haram, makruh atau harus. Dalam keadaan lain, tanggungan ini bergantung pada hukum *wad'ie*, iaitu hukum berdasarkan ketetapan syarak apabila memenuhi sebab, syarat atau halangan ke atas *mukallaf*. Pensyariatian perundangan Islam ini adalah untuk sepanjang zaman dan kesediaan untuk mematuhinya adalah berkait dengan soal keimanan kepada perintah Allah SWT dan Rasul, Nabi Muhammad s.a.w.

Dalam konteks pelaksanaan perundangan Islam, terutamanya undang-undang jenayah Islam, amat jelas bahawa perintah dan ciri-ciri hukumnya adalah bersumberkan wahyu Ilahi. Justeru, segala peraturan, penentuan kesalahan dan bentuk hukumannya adalah selaras dengan keadilan Islam yang tidak melampau kerana sesungguhnya Allah tidak suka orang-orang yang melampaui batas. Hukuman adalah selari dengan perilaku manusia dan sikap keras atau toleransi (*tasamuh*) dalam undang-undang Islam adalah sesuai berdasarkan tahap ketaatan atau maksiat yang dilakukan. Sifat toleransi Islam ini boleh dilihat sejak awal kedatangan Islam yang berlaku secara berperingkat. Dalam erti kata lain, proses pembentukan perundangan Islam

adalah melalui tempoh yang panjang dan berperingkat tertentu yang mempunyai pendekatan yang *tasamuh* bagi meraikan keadaan semasa. Walaupun demikian, sifat *murunah* atau fleksibel dalam pelaksanaannya memerlukan kesediaan ilmu dan iman dalam kalangan umat Islam, sama ada sebagai individu mukallaf atau sebagai pemimpin yang mempunyai kuasa khalifah.

Objektif Kajian

Objektif kajian ini yang telah digariskan adalah:

- Mengkaji konsep kesediaan dalam pensyariatan hukum syarak ke atas individu *mukallaf* dan pemerintah.
- Mengkaji peranan Jabatan Kehakiman Syariah Malaysia dalam pentadbiran sistem kehakiman dan perundangan Syariah Malaysia.
- Menganalisis tahap kesediaan JKSM ke atas pelaksanaan undang-undang jenayah Islam.

Kepentingan Kajian

Kajian ini penting iaitu:

Seorang mukallaf atau pemimpin perlu memiliki tahap kesediaan, kemampuan dan kesanggupan dalam melaksanakan hukum syarak dalam konteks negara ini.

- i. Supaya dapat memberi induksi kesediaan masyarakat dan kerajaan pada kehendak (*political will*) ke arah pelaksanaan Undang-undang Jenayah Islam dengan tepat.
- ii. Bagi memahami sejauhmana tahap kesediaan JKSM dalam pelaksanaan undang-undang jenayah Islam.

Skop Kajian

Dalam melaksanakan kajian ini, skop dan penyelidikan adalah memfokus khusus kepada konsep kesediaan Malaysia dalam pelaksanaan Undang-undang Jenayah Islam. Justifikasi pemilihan mengenai Undang-undang Jenayah Islam ini berikutan persoalan mengenai RUU355 baru-baru ini dan permohonan Kelantan dalam menguatkuasakan Kanun Jenayah Hudud II, 2015. Kajian juga memfokus kepada JKSM kerana ia adalah institusi yang terdekat yang berkait dengan penguatkuasaan Undang-undang Syariah di negara ini. Pemilihan topik ini juga adalah kerana ia menjadi isu yang berlarutan dalam politik di negara semenjak negara mencapai kemerdekaan tanpa penyelesaian yang melibatkan Jabatan JAKIM sebagai pembuat dasar dan Jabatan Kehakiman Syariah Malaysia sehingga ketika polemik pembentangan usul RUU 355. Penelitian ini memfokuskan kepada 4 zon iaitu Putrajaya, Kelantan, Pulau Pinang dan Wilayah Persekutuan Kuala Lumpur. Batasan pemilihan responden dalam kajian ini dibataskan kepada 20 orang sahaja yang terdiri daripada para pegawai JKSM, Pegawai Pendakwa Syarie, Hakim Mahkamah Tinggi Mahkamah Rendah dan Peguam Syarie. Ketetapan pemilihan responden dibuat berdasarkan semua responden yang dipilih merupakan pakar dalam bidang Undang-undang Jenayah Islam yang berperanan sebagai agensi pelaksana dasar. Secara lebih terperinci, responden tersebut terdiri daripada 8 orang pegawai Jabatan Kehakiman Syariah Malaysia Putrajaya. Manakala dari Kelantan, Pulau Pinang dan Wilayah Persekutuan Kuala Lumpur, masing-masing 2 orang hakim Mahkamah Tinggi dan Rendah

Syariah, seorang Pegawai Pendakwa Syariah dan seorang Peguam bela dan Peguam cara di mana jumlah keseluruhannya 12 orang.

Sorotan Literatur

Kepentingan penulisan sorotan literatur memang tidak perlu dinafikan kerana ia memberi manfaat kepada penulisan semasa dan akan datang. Antara manfaat tersebut ialah sorotan literatur dapat menjelaskan bahawa suatu kajian itu telah pun dikaji, namun begitu masih ada ruang untuk kajian lain melalui jurang pengetahuan (*knowledge gap*) yang didedahkan sehingga penyelidikan yang seterusnya dapat dilakukan sempurna. Bagi mencapai maksud ini, sorotan literatur akan melihat pada beberapa tema, misalnya mengenai isu “kesediaan” daripada sudut pengetahuan, berkemampuan, kepatuhan, kesanggupan dan keinginan melaksanakan sesuatu tugas atau tanggungjawab. Antara kajian yang pernah dilakukan dalam rangka tema ini ialah:

- Tesis Ijazah Doktor Falsafah karya Sahuri bin Musa dari Universiti Malaysia Sabah tahun 2013. Tajuk tesis beliau berjudul “Pengaruh Konsep Kesediaan dan Faktor-Faktor Luaran terhadap Kejayaan Bumiputera Bajau di Tawau dan Semporna Sabah”. Dalam tesis tersebut penulis hanya membincangkan mengenai kesediaan dan sikap masyarakat ke atas kejayaan usahawan bumiputera di Sabah. Walau bagaimanapun, perbincangan penulis lebih fokus kepada kesediaan dalam membangunkan bidang ekonomi masyarakat tersebut dan bukannya kesediaan dalam bidang Undang-undang Jenayah Islam.
- Seterusnya tesis Ijazah Doktor Falsafah oleh Hassan bin Baharom di Akademi Pengajian Islam Universiti Malaya pada tahun 2000 yang bertajuk, “Keinginan Politik dalam Pelaksanaan Undang-undang Islam di Malaysia”. Kajian yang dibuat ialah mengenai kesan penjajah terhadap bidang kuasa Undang-undang Islam. Umum mengetahui, Undang-undang Islam tidak mendapat tempat yang sewajarnya dalam negara dan pelaksanaan Undang-undang Islam didapati bergantung kepada kesedaran, kefahaman, keinginan pemimpin politik terhadap konsep Undang-undang Islam. Tuntutan masa menjadi penolak bagi merealisasikan Undang-undang Islam sepenuhnya di Malaysia. Penyelidik tidak juga membincangkan tentang kesediaan untuk melaksanakan Undang-undang Jenayah Islam.
- Tesis Ijazah Doktor Falsafah berjudul “Tasamuh Dalam Undang-Undang Jenayah Islam: Satu Kajian Terhadap Perspekti Pelajar-Pelajar Bukan Islam di Institusi-Institusi Pengajian Tinggi Awam (IPTA) di Malaysia. Ia dikaji oleh Zul-Kifli bin Hussin dari Pusat Pengajian Ilmu Kemanusiaan Universiti Sains Malaysia tahun 2013. Dalam penulisan, beliau membahas dan memperincikan khusus terhadap *tasamuh* dalam pensabitan, *tasamuh* dalam hukum hudud dan *tasamuh* undang-undang jenayah Islam terhadap orang bukan Islam. Analisis yang beliau lakukan pada keseluruhan memfokuskan konsep *tasamuh* yang berkisar pada zaman Rasulullah s.a.w. dan Sahabat. Sepanjang pembahasan tersebut tidak ditemui perbincangan mengenai sikap dan kesediaan agensi kerajaan untuk melaksanakan undang-undang jenayah Islam di Malaysia.

- Seterusnya tesis Ijazah Doktor Falsafah yang bertajuk, “*Factors influencing self-directed learning readiness amongst Taiwanese nursing students*” dari School of Nursing, Queensland University of Technology pada tahun 2008. Kajian ini membincangkan faktor-faktor yang mempengaruhi kesediaan pembelajaran sendiri dalam kalangan pelajar Taiwan dalam bidang kejururawatan. Antara faktor yang mempengaruhi ialah interaksi guru dan pelajar, proses yang mudah dan sumber-sumber pembelajaran. Bagaimanapun perbincangan yang dilakukan lebih kepada metod-metod dalam pembelajaran berbanding persoalan kesediaan itu sendiri. Kajian yang dilaksanakan juga berbeza daripada kajian dalam tesis ini.
- Kajian Ijazah Doktor Falsafah oleh Naimatullah Shah juga berkait dengan kesediaan iaitu, “*Determinants of employee readiness for organizational change*” yang telah diserahkan kepada Brunel Business School, Brunel University, London pada tahun 2009. Kajian ini telah menggariskan pembolehubah bebas mengenai kesediaan dalam perubahan organisasi iaitu *emotional attachment, feeling of pride, pay/wages/rewards, promotion, job satisfaction, job involvement and social relationships in the workplace*. Kajian ini menyarankan pembolehubah bebas tersebut bagi mengukur tahap kesediaan seseorang penjawat jawatan dalam melakukan sesuatu perubahan atau tindakan, walaupun ia berbeza dengan kajian yang sedang dilakukan oleh pengkaji.

Berdasarkan tinjauan di atas, penyelidik belum menemui mana-mana hasil penulisan sama ada berbentuk buku mahupun jurnal yang membincangkan mengenai kesediaan dalam kalangan penjawat awam khususnya pegawai JKSM untuk melaksanakan Undang-undang Jenayah Islam. Oleh yang demikian, tidak keterlaluan sekiranya dikatakan bahawa penyelidikan tentang kesediaan kerajaan dalam pelaksanaan Undang-undang Islam perlu dilakukan sebagai satu sumbangan ilmu yang boleh dimanfaatkan kepada masyarakat, para penulis, pengamal undang-undang dan Institusi Pengajian Tinggi negara.

Metodologi Kajian

Metodologi bermaksud pengetahuan tentang pelbagai cara kerja yang disesuaikan dengan tumpuan penyelidikan bagi ilmu-ilmu berkaitan. Metode ialah jalan atau pendedahan tatacara yang digunakan dalam sesuatu kajian. Ringkasnya, metodologi kajian ialah satu cara dan kaedah yang sistematik untuk memperoleh dan mengumpul data-data yang tepat dan bersesuaian berkaitan dengan tujuan kajian. Dalam penyelidikan ilmiah, kaedah kajian amat penting kerana ia dapat menentukan keberkesanan kajian melalui cara kerja untuk memahami dan mengkaji objek atau perkara yang menjadi sasaran kajian. Sesuatu kajian ilmiah akan bertambah tinggi kualitasnya apabila metodologi yang digunakan bertepatan dan bersesuaian dengan tajuk yang dipilih dan tujuan kajian yang dijalankan. Kaedah pengumpulan data dalam kajian ini adalah melibatkan usaha mendapatkan data-data atau maklumat dengan pelbagai cara seperti rujukan dokumentasi, statut, soal selidik dan temubual, Kajian ini adalah berbentuk kajian kualitatif iaitu kajian yang menggunakan kaedah pembentangan keterangan serta pemerhatian yang bukan bersifat nombor (*numerical*) walaupun terdapat sebahagian keterangan yang merujuk kepada penomboran dan angka. Sebahagian besar keterangan, interpretasi, atau makna yang diberikan adalah berasaskan bacaan dan hasil komunikasi dengan beberapa responden.

Analisis Tahap Kesediaan dalam Pelaksanaan Undang-undang Jenayah Islam

Kajian ini akan menganalisis satu daripada elemen-elemen kesediaan yang ada dalam teoritikal, iaitu pengetahuan. Tanpa pengetahuan, seseorang tidak akan memberikan kesediaan ke atas sesuatu tugas atau tanggungjawab. Dalam penyelidikan ini, analisis tahap pengetahuan bagi meneliti aspek kesediaan untuk melaksanakan undang-undang jenayah islam di Malaysia akan dianalisis berdasarkan lima aspek utama berikut, iaitu:

- Pengetahuan hakim dan pegawai Syariah berkenaan Undang-undang Jenayah Islam.
- Pengetahuan hakim dan Pegawai Syariah berkenaan kemampuan minima untuk melaksanakan undang-undang syariah.
- Pengetahuan responden berhubung bidangkuasa undang-undang Persekutuan ke atas pentadbiran undang-undang syariah di Malaysia.
- Pengetahuan berkenaan tanggungjawab JKSM Terhadap Pelaksanaan Undang-undang Jenayah Islam
- Pengetahuan berkaitan kesediaan Malaysia untuk Melaksanakan Undang-undang Jenayah Islam

Penulis akan menganalisis elemen pengetahuan terhadap 5 soalan yang diajukan kepada 20 responden. Elemen ini adalah tonggak kepada kesediaan di mana ilmu adalah teras sistem nilai agama dan menduduki tempat yang amat tinggi yang membezakan antara iman dan kufur.

Pengetahuan Hakim dan Pegawai Syariah di JKSM berkenaan Undang-undang Jenayah Islam

Seramai 19 orang atau 95% daripada responden menjelaskan bahawa mereka mempunyai pengetahuan berkenaan Undang-undang Jenayah Islam. Semua pegawai mempunyai pengetahuan yang cukup berkenaan dengan Undang-undang jenayah Islam kerana kelayakan mereka dalam bidang syariah dan juga Diploma kehakiman.

“Yang ni memanglah. Hmm kena tahulah walaupun kalau tak ada degree syariah, mana boleh masuk sini, kan? Dalam tu, belajar pasal undang-undang jenayah Islam. In sha Allah lah. 100% saya tahu. Hehe. Walaupun tidak menyeluruh tetapi yakinlah 100%.

“Emm, yang ni saya boleh tegaskan memang betul. Sebab dari segi... syarat-syarat untuk menjadi seorang hakim dan juga pegawai syariah, dia ada syarat khusus di mana hakim dan pegawai syariah ni terdiri daripada mereka yang berkelulusan aaa... syariah daripada universiti-universiti yang diiktiraf dan mereka juga hendaklah... hendaklah dan wajib memiliki Diploma Pentadbiran Kehakiman dan Guaman Islam khusus berkaitan dengan undang-undang jenayah Islam.”

Oleh kerana kelulusan ini, hakim-hakim dan Pegawai Mahkamah Syariah memiliki profesionalisme yang khusus dan mempunyai pengetahuan yang luas dalam bidang Undang-undang Jenayah Islam. Pengetahuan ini bukan sahaja menjadikan mereka berkelayakan untuk profesion kehakiman, malah layak menjadi peguam bela dan peguam cara kerana syarat dan

kelulusan tersebut. Dalam hal ini, kelulusan dalam bidang syariah sama ada dari universiti tempatan mahupun universiti luar negara adalah setara.

Kelebihan Pegawai Syariah di JKSM yang turut mempunyai Diploma Pentadbiran Kehakiman dan Guaman Islam telah membekalkan mereka dengan Prosedur Tatacara Jenayah. Kelayakan ini menjadikan mereka mahir dan mampu melaksanakan mentadbir Undang-undang Jenayah Syariah. Para hakim dan pegawai syariah ini dilatih ilmu *al-qada* melalui banyak kursus-kursus yang dianjurkan oleh JKSM. Malah pengetahuan hakim dan pegawai syariah yang mengetahui undang-undang dan fekah merupakan satu kelebihan, sebagaimana dikatakan:

"... saya nak cerita kalau segi hakimnya tak ada masalah, sebab hakim kalau kelayakan memang dah ada dah malah dia lebih kepada hakim sivil, hakim sivil belajar undang-undang saja, kita belajar kitab dan belajar undang-undang..."

Pada sisi yang lain pula, para pegawai JKSM ini secara praktikalnya menguasai dua sisi ilmu iaitu pengalaman dan teori. Pengalaman bukan sahaja daripada peribadi, malah rakan sekerja yang dikongsi melalui pendedahan dalam kursus selama 3 bulan dan meneliti perbezaan antara jenayah syariah dengan jenayah bukan Syariah. Malah, masyarakat luar juga menuntut perkongsian ilmu ini daripada pegawai syariah JKSM akibat kesedaran untuk memahami undnag-undang jenayah Islam.

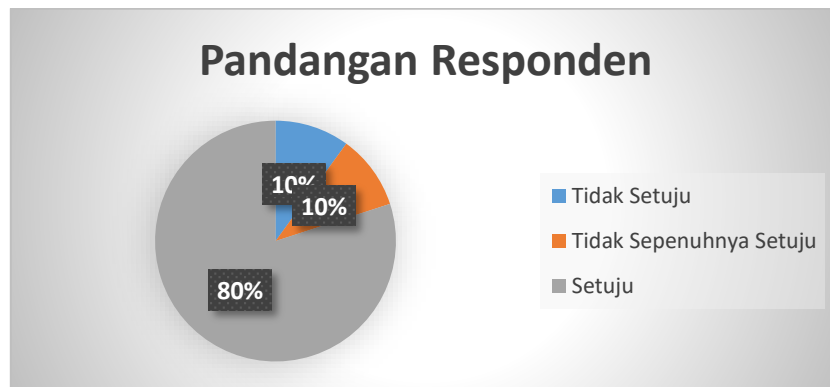
"Jadi sekarang ni saya nampak rakyat sudah mula ingin tahulah. Kadang-kadang kita tengok di surau di masjid pun aaa desakan daripada masyarakat ni mintak supaya kita memperkenalkan aaa pengajaran, pembelajaran di masjid-masjid aaa fiqh jenayah..."

Dapatlah dirumuskan, bahawa hasil analisis tersebut menunjukkan keseluruhan responden menyatakan bahawa hakim dan pegawai syariah di JKSM mempunyai pengetahuan yang cukup berkenaan Undang-undang Jenayah Islam. Malah mereka yang dilantik sebagai Hakim dan Pegawai Syariah mengikut syarat piawaian pemilihan yang ditetapkan mengikut bidang yang bersesuaian dengan tugas yang diamanahkan.

Pengetahuan Tentang Kemampuan Yang Minimum

Mengikut kajian yang dijalankan oleh pengkaji terhadap sudut pandangan responden, analisis menunjukkan 16 orang responden atau 80% bersetuju bahawa perintah Allah terbatas mengikut kemampuan manusia dan negara. Oleh itu, sesuatu tanggungjawab itu wajib dilaksanakan berdasarkan kemampuan yang dimiliki, dan tidak melepaskan diri sepenuhnya. Hal ini dapat dibuktikan berdasarkan Carta Pai 4.7 seperti berikut;

Carta Pai 4.7: Analisis Tahap Pandangan responden berdasarkan Kemampuan bagi Persetujuan Terhadap Kemampuan Manusia dan Negara.



Manakala 4 orang responden (20%) yang tidak sepenuhnya setuju dan tidak bersetuju kerana Mahkamah Syariah hanya mampu mengadili kes kekeluargaan dan mal sahaja. Ini menjadikan tahap pelaksanaannya anjal mengikut takat kemampuan.

“Hukum hudud (hadd) mempunyai dua sisi yang berbeza. Pertama: Dari segi hukum, ia bersifat mandatori. Kedua: Dari segi pelaksanaan bersifat anjal.”

“... ni titah Allah ea, aaa terbatas mengikut kemampuan, isti'dada aaa ea, isti'dada dalam bahasa Arabnya, kan? Aaa manusia dan kemampuan negara?Sekarang ni, kemampuan negaralah. Kemampuan negara masih lagi terbatas.”

Kemampuan manusia bermaksud kemampuan untuk melaksanakan tanggungjawab sama ada wajib ataupun harus. Manakala kemampuan negara pula merujuk kepada kemampuan pemimpin yang mewakili negara dalam melaksanakan tanggungjawab yang diamanahkan. Yusuf Qaradhawi menyatakan bahawa kewajipan melaksanakan Undang-undang Jenayah Islam terletak pada tanggungjawab pemimpin yang dilihat sebagai imam. Bagaimanapun kemahuan pemimpin (political will) ini juga berkait dengan kemahuan rakyat, kerana mereka yang memilih dan melantik pemimpin yang dikehendaki mereka. Justeru, aspek ilmu dan kefahaman rakyat juga adalah penting. Menurut seorang responden;

Saya tidak berpandangan bahawa rakyat Malaysia yang *mukallaf* ini telah benar-benar faham. Kalau ikutkan *percent*, saya anggarkan dalam 1/3 lah, yang faham pun tidak begitu jelas. Yang benar-benar memahami cuma 1/3 sahaja rakyat Malaysia. Yang tidak benar-benar memahami, tapi yang faham tapi tidak benar memahami. Selebih tu adalah pandangan peribadi sayalah...”

Justeru dalam pelaksanaannya, kerjasama daripada para pegawai juga penting iaitu memerlukan usaha yang seiring daripada pemerintah, pegawai pelaksana dan juga rakyat. Kerjasama ini meningkatkan kemampuan manusia dan seterusnya mencetuskan keadilan dalam melaksanakan Undang-undang Syariah mengikut perintah Allah S.W.T..

“Hmm..ye la, *taklif* ni dari sudut individual ataupun individu Muslim itu, saya percaya Haji, ada kaitan antara *taklif* ke atas pemerintah dengan *taklif* ke atas individu Muslim yang ‘akil, baligh itu semua. So, jadi bila kita cakap berkaitan isti'dad dalam konteks pelaksanaan Undang-undang Jenayah tadi tu,

maknanya kita nak memastikan bila Undang-undang Jenayah itu dilaksanakan, undang-undang itu nampak adil ketika dilaksanakan”

Ini kerana pensyariatan Undang-undang Jenayah Islam tentulah telah mengambil kira kemampuan manusia sesuai dengan maksud hukum *taklifi*. Undang-undang ini terbaik kerana bagi menjaga kemaslahatan umat. Jelas bahawa hukum yang diperintahkan oleh Allah boleh dilaksanakan oleh manusia sekiranya mereka berusaha melengkapkan ilmu dan persediaan ke arahnya. Hasil kajian menunjukkan seramai 16 orang responden yang mewakili 80% bersetuju bahawa hakim dan pegawai JKSM mampu memikul tanggungjawab ini sesuai dengan kelulusan akademik yang disandang.

Bidang kuasa Pentadbiran Undang-undang Persekutuan Ke atas Pentadbiran Undang-undang Jenayah Islam di Malaysia.

Analisis menunjukkan keseluruhan responden bersetuju (100%) bahawa kuasa yang diberikan oleh Undang-undang Persekutuan ke atas pentadbiran Undang-undang Jenayah Islam di Malaysia adalah terhad. Kuasa itu diberikan melalui Perkara 3 Perlembagaan Persekutuan dan Jadual Kesembilan Senarai 2 – Senarai Negeri. Sekatan bidangkuasa lebih jelas dalam Akta 355.

Akta 355 tadi tu 3 tahun. Hukuman dia tidak melebihi 3 tahun penjara, denda tidak melebihi RM5K dan 6 kali sebatan. Sepertimana yang diperuntukkan dalam Akta 355, akta bidang kuasa Mahkamah Syariah (bidang kuasa jenayah).

Kuasa yang diberi oleh statut Persekutuan itu lebih rendah daripada yang sepatutnya menurut Syariah. Kuasa ini hanya berkisar dalam kategori takzir yang tidak memenuhi hukum *hudud* dan *qisas*. Kuasa ini juga terbatas terhadap kesalahan yang dilakukan dalam ruang lingkup Enakmen agama sahaja dan tidak dibenarkan bertentangan dengan Perkara 4 (1) Perlembagaan Persekutuan.

Tanggungjawab JKSM Terhadap Pelaksanaan Undang-undang Jenayah Islam

Hasil analisis menunjukkan 19 orang responden atau 95% telah bersedia menggalas tanggungjawab terhadap pelaksanaan Undang-undang Jenayah Islam berbanding seorang responden (5%) yang menyatakan tidak pasti. Kesediaan ini adalah lahir daripada pengetahuan mereka sebagai pegawai pelaksana kepada segala keputusan Kerajaan. Sekiranya ia menjadi kehendak Kerajaan, maka sebagai kakitangan adalah bertanggungjawab untuk melaksanakannya.

“Sebab JKSM ni dia sebagai pelaksana dia, mahkamah ini sebagai pelaksana aaa di dalam negara kita ini ada aaa dipertanggungjawabkan dalam menggubal undang-undang dia ada jawatankuasa teknikal syarak yang diketuai oleh JAKIM. Kita (JKSM) sebagai ahli.”

Di samping itu, Kerajaan telah mempunyai Jawatankuasa Teknikal Hukum Syarak yang sentiasa meneliti dan mengambil perhatian tentang perkara ini. Malah sebilangan responden adalah terlibat dalam pentadbiran undang-undang jenayah semasa sehingga terlibat dalam menggubal peraturan pelaksanaan hukuman sebat dan diberi amanah untuk mengajar di penjara. Bagaimanapun, tanggungjawab JKSM terhadap pelaksanaan Undang-undang Jenayah

Islam yang menurut acuan fekah adalah agak terbatas. Ini kerana kuasa agama adalah kuasa negeri, dan JKSM hanya merancang dan mencadangkan untuk setiap negeri menerima dan kuatkuasakannya. Kuasa mahkamah adalah di bawah kuasa sultan manakala bidangkuasa hukuman pula dikawal oleh Persekutuan. Dari segi kesediaan, menurut Ketua Hakim Syarie Kelantan:

Pegawai-pegawai yang dipertanggungjawabkan sudah bersedia untuk melaksanakan undang-undang Jenayah Islam...

Manakala responden yang lain menyatakan;

Dalam konteks ini, dalam konteks persediaan ini sebenarnya tak timbul masalah. Kita dari segi prasarana dah ada, mahkamah dah ada. Kita cuma mewujudkan beberapa perkara dan kewujudan beberapa perkara ni tidak dalam melibatkan kewangan yang besar, ya.

Setakat hari ini, JKSM bertanggungjawab terhadap pelaksanaan undang-undang Jenayah Islam berdasarkan kuasa yang diberikan oleh Perlembagaan. Ramai para pegawai JKSM yang ditempatkan di setiap negeri di Malaysia sebagai kakitangan guna-sama bertugas sebagai hakim syarie, pendakwa, pegawai sulh, peguam di Biro Bantuan Guaman dan sebagai penasihat undang-undang syariah.

Berdasarkan modal insan, JKSM dilihat sebagai sudah cukup bersedia terhadap pelaksanaan Undang-undang Jenayah Islam di Malaysia. Penubuhan JKSM sejak tahun 1995 sehingga sekarang merupakan satu tempoh yang panjang (23 tahun) dan telah melahirkan ramai tokoh perundangan dan kehakiman yang terlatih. Sebahagian besar responden menjelaskan mengenai kesediaan mereka dengan pertambahan bilangan Peguam Syarie yang mencecah 1000 ke 2000 orang di seluruh Malaysia kini.

Kesediaan Malaysia untuk Melaksanakan Undang-undang Jenayah Islam dari Aspek Pengetahuan

Analisis keseluruhannya mendapati 17 orang responden yang mewakili peratusan sebanyak 85% sudah betul-betul mempunyai kesediaan berbanding 3 orang responden yang mewakili peratusan sebanyak 15% masih belum yakin terhadap kesediaan untuk melaksanakan Undang-undang Jenayah Islam di negara ini. Berdasarkan daripada kenyataan di atas, pihak pemerintah berkewajipan untuk menerangkan kepentingan Undang-undang Jenayah Islam kepada orang bukan Islam. Kefahaman ini penting kerana seseorang tidak akan menerima sesuatu yang mereka tidak tahu dan memastikan makluman yang diterima itu menjadikan mereka yakin dengan keadilan undang-undang Islam.

“Hatta orang-orang Islam sendiri yang tidak faham ni pun bagaimana kita nak memahamkan diorang ni? Dan of course benda yang paling penting ni Hj, bagaimana kita nak memahamkan masyarakat ini supaya kita tak nak undang-undang Islam ni dilaksanakan dan apabila dilaksanakan akan menjadi nanah kepada Islam itu secara tu.

Aspek memberi faham ini memerlukan masa, justeru setiap pihak perlu bekerja daripada sekarang, sekalipun mempunyai peringkat secara beransur-ansur (*tadarruj*):

Dia peringkatlah ha tadarruj lah peringkat. Kita banyak peringkat-peringkat dalam negara kita ni alhamdulillah tercapai dari sudut pendidikannya, kita tengok dari sudut perundangannya. Dulu pun tidak ada pemisahan di antara mahkamah. Sekarang ni alhamdulillah ada pemisahan kita nampak dah kesanggupan itulah saya capak tadi kerajaan Malaysia jugak berperingkat.

Dalam hal ini, pihak Kerajaan mahupun bukan Kerajaan perlu memberi kefahaman dan kesedaran kepada masyarakat sama ada melalui iklan, media massa atau kuliah rasmi. Peranan ini perlu dilakukan oleh semua termasuklah pihak institusi pengajian tinggi awam dan swasta.

Penutup

Hasil analisis yang dilakukan menunjukkan elemen pengetahuan adalah penting kerana ia dapat memberi maklumat yang tepat dan keyakinan kepada kemampuan seseorang atau negara untuk melaksanakan tanggungjawab yang dibebankan. Dalam hal pelaksanaan undang-undang jenayah Islam, kewajibannya adalah bersifat *taklifi* kepada pimpinan negara dan kakitangan Kerajaan. Melihat kepada senarion dan kelayakan, setiap pegawai di JKSM sudah mencapai tahap ini. Analisis temubual yang dilakukan menunjukkan kesediaan mereka untuk memikul tugas ini. Bagaimanapun, rata-rata responden berpendapat kunci utama ke arah pelaksanaan Undang-undang Jenayah Islam di negara ini sebenarnya bergantung kepada kesanggupan kerajaan (*political will*) untuk melaksanakannya.

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STRATEGI PEMBELAJARAN BAHASA DALAM MENINGKATKAN PENCAPAIAN BAHASA MELAYU DALAM KALANGAN PELAJAR INDIA/TITLE

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Abstrak: Kajian ini dilakukan untuk mengenal pasti strategi pembelajaran Bahasa (SPB) yang digunakan dalam meningkatkan pencapaian Bahasa Melayu pelajar India. Seramai 175 orang pelajar kaum India tingkatan 1, 3 dan 5 di daerah Semenyih, Selangor telah dipilih sebagai sampel. Pemilihan sampel adalah secara rawak bertujuan, iaitu murid sekolah rendah jenis menengah Tamil (SJKT) dan pelajar India sekolah rendah harian biasa (SRK). Instrument soal selidik digunakan sebagai alat kajian dalam penyelidikan ini. Data dianalisis menggunakan Statistic Package for Social Sciences (SPSS) versi 23.0. Strategi pembelajaran bahasa yang dikaji untuk meningkatkan pencapaian Bahasa Melayu pelajar India dianalisis berdasarkan Model Strategi Pembelajaran Ellis dan Sinclair yang membahagikan strategi kepada lima komponen utama iaitu strategi mendengar, menulis, membaca, bertutur, dan kosa kata. Data soal selidik ini dianalisis menggunakan statistik deskriptif dan statistik inferensi, yang melibatkan ujian – t dan ujian korelasi Pearson. Hasil dapatan kajian mendapati terdapat hubungan yang signifikan antara SPB dengan skor markah Bahasa Melayu yang diperolehi oleh pelajar India. Dapatan kajian mendapati bahawa, kebanyakan pelajar India cenderung menggunakan strategi pembelajaran bahasa terutamanya strategi membaca berbanding strategi yang lain. Oleh itu pelajar India seharusnya mempelbagaikan SPB yang digunakan supaya prestasi BM meningkat dan mengubah persepsi negatif yang wujud dalam kalangan masyarakat India tentang kerumitan pembelajaran BM.

Kata Kunci: Strategi Pembelajaran Bahasa, Bahasa Melayu, Pelajar India, Dan Kerumitan.

Pengenalan

Strategi Pembelajaran Bahasa adalah langkah atau tindakan khusus yang diambil oleh para pelajar untuk memudahkan pemerolehan, penyimpanan, pengingatan dan penggunaan maklumat sehingga menjadikan pembelajaran lebih mudah, lebih cepat, lebih menyeronokkan, lebih sendiri, lebih efektif, dan lebih senang dipindahkan ke suasana baru. Ini melibatkan prosedur mental dan komunikatif untuk mempelajari dan menggunakan bahasa dalam kerangka mempertingkatkan pencapaian dan penguasaan bahasa sasaran.

Penggunaan strategi pembelajaran bahasa ini telah membantu para guru untuk memudahkan proses pembelajaran bahasa tersebut. Dalam konteks dunia hari ini, pendidikan tidak hanya tertumpu kepada pemerolehan pengetahuan dan mendapat gred yang baik dalam peperiksaan semata-mata, malah mencakupi usaha ke arah peningkatan potensi diri pelajar untuk mengarahkan pembelajaran mereka sendiri serta berupaya mengatasi cabaran persekitaran pembelajaran bahasa kedua tersebut. Strategi tertentu digunakan oleh pelajar untuk meningkatkan kemahiran berbahasa seterusnya memperoleh pencapaian terbaik.

Oxford (1990) mendefinisikan strategi pembelajaran bahasa (SPB) sebagai tindakan-tindakan tertentu yang diaplikasikan oleh pelajar untuk menjadikan proses pembelajaran lebih mudah dan cepat difahami, efektif, menyenangkan, berbentuk sendiri, dan mudah disesuaikan kepada situasi baru. Manakala daripada definisi teknikalnya SPB adalah perlakuan, langkah atau teknik yang digunakan oleh pelajar untuk memudahkan proses pemerolehan, penyimpanan, pemerolehan semula, dan penggunaan maklumat. Menurut O' Malley dan Chamot (1990) juga menekankan akan penggunaan strategi dalam pembelajaran Bahasa kerana ia merupakan medium untuk penglibatan sendiri yang aktif.

Hal ini secara tidak langsung disokong oleh Oxford (1990) yang menyatakan bahawa dengan penggunaan strategi yang bersesuaian dapat meningkatkan kemahiran berbahasa dan keyakinan diri sewaktu menguasai sesuatu kemahiran bahasa. Maka, penggunaan SPB dilihat sebagai satu tindakan yang wajar untuk diketengahkan dalam proses pdpc dan pembelajaran sendiri semasa mendalami pembelajaran bahasa. Ekoran daripada perubahan medium dan wadah pendidikan seiring dengan peredaran zaman dan gelombang transdisiplin dalam bidang pendidikan maka kebergantungan murid kepada guru sudah tidak relevan lagi.

Hal ini kerana dengan wujudnya sumber informasi yang pelbagai selain pembelajaran di dalam kelas, murid-murid sudah boleh untuk mempelbagaikan proses pembelajaran mengikut kecenderungan atau kebolehan masing-masing. Umumnya, setiap murid mempunyai tahap kecerdasan yang berbeza maka mereka seharusnya peka dan mampu memotivaskan diri sendiri untuk mendapatkan tahap kefahaman yang tinggi dalam mempelajari sesuatu perkara mengikut cara tersendiri. Sejurus dengan itu mereka akan dapat memahami keseluruhan konsep pembelajaran bahasa bukannya sekadar yang diajar di dalam kelas sahaja. Melalui SPB, dilihat murid-murid menjadi lebih kreatif dalam memanipulasikan dan mengaplikasikan pembelajaran dengan cepat dan tepat. Dengan latar belakang ini, tujuan kajian ini adalah untuk menjawab persoalan kajian berikut:

- Apakah SPB yang digunakan oleh pelajar India?
- Apakah perbezaan strategi mendengar, membaca, kosa kata, bertutur dan menulis yang digunakan oleh pelajar India dalam pembelajaran Bahasa Melayu?
- Adakah terdapat hubungan antara penggunaan strategi pembelajaran bahasa dengan pencapaian Bahasa Melayu.

Secara khususnya, kajian ini mempunyai tiga (3) objektif berikut:

- Mengenalpasti strategi mendengar, kosa kata, bertutur, membaca, dan menulis Bahasa Melayu yang digunakan oleh pelajar India sekolah rendah.
- Mengenalpasti perbezaan penggunaan strategi pembelajaran Bahasa Melayu antara pelajar lelaki dan perempuan.
- Mengenalpasti hubungan antara penggunaan strategi pembelajaran bahasa dengan pencapaian Bahasa Melayu.

Strategi Pembelajaran Bahasa

Strategi pembelajaran bahasa (SPB) adalah medium yang digunakan para pelajar memudahkan proses pembelajaran seperti pemerolehan, penyimpanan, pengingatan semula, dan penggunaan maklumat seterusnya menghasilkan pembelajaran yang lebih baik, mudah, sendiri, efektif, dan

realistik. Para penyelidik bahasa berpendapat bahawa, penggunaan strategi pembelajaran bahasa mempengaruhi tahap kecemerlangan bahasa murid (Whantor 2000, Griffiths 2003, Nakanoko 2004, Holt 2005, Gahungu 2007, Zamri et. al 2009, Kamarul Shukri et. Al 2008). Menurut Zamri dan Mohamed Amin (2007), Mohamed Amin (2000), dan Kamarul Syukri (2008), SPB merupakan strategi yang melibatkan prosedur mental dan komunikatif untuk mempelajari dan menggunakan bahasa dalam kerangka mempertingkatkan pencapaian dan penguasaan bahasa sasaran. Kajian penyelidik Bahasa juga mendapati bahawa pelajar cemerlang kerap menggunakan pelbagai strategi pembelajaran bahasa berbanding pelajar biasa. Maka, SPB sepatutnya turut diaplikasikan oleh murid biasa atau kurang cemerlang (Oxford 1990, Mohamed Ain 1996, Zamri 2004). Walaupun negara barat telah lama menjalankan kajian tentang SPB, tetapi kajian ini masih belum dikaji secara meluas oleh pengkaji bahasa negara. Antara penyelidik atau pengasas awal yang memulakan kajian mengenai SPB ialah Mohamed Amin iaitu pada tahun 1996. Beliau telah mengkaji berkenaan penggunaan SPB pelajar tingkatan 4 yang mempelajari Bahasa Inggeris sebagai bahasa kedua. Kajian beliau ini telah menjadi rujukan dan asas kepada kajian bahasa yang lain.

Pencapaian Bahasa Melayu Pelajar India

Pencapaian yang dilihat dalam kajian ini adalah berkaitan dengan markah atau gred yang diperolehi oleh pelajar India dalam subjek Bahasa Melayu. Kebanyakan pelajar India didapati memperolehi pencapaian agak rendah pada peringkat rendah dan mula menunjukkan kemajuan pada peringkat atas berdasarkan kajian lepas yang dijalankan. Namun begitu, secara keseluruhannya, pencapaian pelajar India dalam subjek Bahasa Melayu masih kurang memuaskan. Pelajar India lebih cenderung untuk lebih fokus kearah mata pelajaran yang kritikal seperti Kimia, Biologi, Fizik dan Matematik. Namun, mereka masih tidak berminat untuk mendalami dan menguasai Bahasa Melayu sebagai bahasa kedua mereka. Kesalahan yang seringkali dapat dilihat adalah dalam bentuk penulisan dan tatabahasa. Mereka ini sukar untuk membina ayat yang lengkap kerana lemah dalam aspek tatabahasa. Selain itu, pelajar India juga didapati kurang pengetahuan dalam kosa kata Bahasa Melayu setrusnya tidak memahami nahu bahasa tersebut, dan secara tidak langsung menjejaskan pencapaian subjek Bahasa Melayu pada setiap kali peperiksaan yang dilaksanakan. Kesedaran mereka dan juga ibu bapa masing-masing berada pada tahap yang lemah kerana mereka memandang Bahasa Melayu sebagai subjek yang tidak berapa penting berbanding lain-lain. Oleh itu, wajarlah untuk pelajar, guru, ibu bapa dan masyarakat memupuk semangat cinta akan Bahasa Melayu sebagai bahasa sejagat kerana kepentingan pendidikan, kerjaya, taraf dan teknologi semata-mata tetapi demi memastikan kelangsungan Bahasa Melayu pada masa hadapan terutamanya dalam kalangan pelajar India yang merupakan salah satu kaum majoriti di Malaysia.

Bahasa Melayu

Bahasa Melayu merupakan bahasa utama dan bahasa pengantar yang digunakan dalam pelbagai urusan rasmi, pendidikan dan komunikasi harian. Oleh kerana Malaysia merupakan negara yang terdiri daripada pelbagai etnik dan kaum, maka Bahasa Melayu juga menjadi simbolik kepada perpaduan sesama rakyat. Sifat Bahasa Melayu yang mudah dibentuk dan diterap mengikut keperluan semasa sejak dari dulu lagi membuktikan bahawa bahasa ini juga menerima pengaruh bahasa lain sewaktu perkembangannya (Zamri Mahamod, 2016). Berdasarkan sifat tersebut, maka Bahasa Melayu tergolong dalam bahasa yang mudah dipelajari dan difahami oleh semua peringkat masyarakat. Bahasa Melayu yang bertindak

sebagai bahasa rasmi, bahasa kebangsaan dan bahasa ilmu di Malaysia telah melalui beberapa proses pelaksanaan iaitu bermula daripada dasar bahasa, pelaksanaan, perkembangan dan perluasan penggunaan Bahasa Melayu seterusnya penulisan bahasa, penstandardan, pemodenan, pendidikan dan pentadbiran (Asmah Haji Omar, 1989).

Murid India

Atas dasar Bahasa Melayu digunakan sebagai bahasa pengantar di peringkat sekolah, maka bahasa ini digunakan secara meluas oleh pelbagai lapisan masyarakat. Maka, secara tidak langsung pelajar India dikehendaki untuk mempelajari Bahasa Melayu sejak awal persekolahan. Berikutan faktor ini, Bahasa Melayu telah menjadi bahasa kedua pelajar India kerana Bahasa Tamil merupakan bahasa pertama mereka yang mula dikuasai sejak berusia 18 bulan menurut Elliot (1987). Sejarah kewujudan orang India ke Tanah Melayu telah menimbulkan keperluan pendidikan bagi anak-anak kaum India. Faktor ini yang menjadi punca utama terbentuknya sekolah-sekolah Tamil di Tanah Melayu. Pada ketika itu, setiap kaum yang ada di Tanah Melayu menyekolahkan anak-anak mereka di sekolah yang menggunakan bahasa ibunda sebagai pengantar.

Setelah berlakunya pelbagai revolusi, maka dalam Laporan Rahman Talib 1960 telah mengemukakan penyelarasan Bahasa yang sepatutnya digunakan dalam bidang pendidikan. Antara elemen yang ditekankan adalah peperiksaan bagi mana-mana sekolah menengah ditetapkan supaya dijalankan hanya menggunakan bahasa rasmi iaitu Bahasa Melayu dan Bahasa Inggeris. Chee Hwa Ooi et. al (2016) berkata, aspek pembelajaran bahasa dapat memastikan pelajar Cina yang mempelajari Bahasa Melayu sebagai bahasa kedua mencapai tahap penguasaan yang memuaskan. Hal ini kerana penutur bahasa pertama dan bahasa kedua ialah dua kelompok penutur yang mempunyai ketidaksamaan. Ketidaksamaan ini lahir daripada kelainan corak dan proses penguasaan dalam memperelajari aspek nahu sesuatu bahasa. Bertitik tolak daripada peristiwa inilah yang menjadi permulaan kepada penggunaan Bahasa Melayu secara meluas oleh semua kaum yang menetap di Tanah Melayu.

Teori Kognitif Dan Andragogi

Teori Kognitif merupakan teori yang digunakan dalam strategi pembelajaran bahasa (SPB). Pada mulanya kajian-kajian berkenaan SPB Kedua menggunakan pendekatan kajian dahulu kemudian diikuti oleh teori (Skehan, 1989). Ini menunjukkan bahawa pada ketika itu, penyelidikan SPB tidak mempunyai dasar teori yang kukuh. Kewujudan atau kemunculan Teori Pembelajaran Kognitif telah mendorong kebanyakan penyelidik SPB untuk menggunakan teori tersebut sebagai kerangka teoritikal kajian mereka (Griffiths 2003; Lan 2005; Macaro; O' Malley et. al 1987; Oxford 1990; Purpura 1999; Wenden & Rubin 1984). Hal ini kerana, para pengkaji SPB menganggap bahawa SPB tidak banyak berbeza daripada proses kognitif. Manakala Chamot, Barnhardt, EL- Dinary dan Robbins (1990) menegaskan bahawa Teori Kognitif mempunyai peranan yang besar dalam menjelaskan kepentingan SPB dan matlamatnya untuk menjadikan pelajar lebih berautonomi. Terdapat tiga model yang menyenangi Teori Pembelajaran Kognitif iaitu pemprosesan maklumat, teori skema dan konstruktivisme (Chamot et. al 1999).

Teori Kognitif melihat pembelajaran sebagai suatu proses yang aktif dan dinamik iaitu pelajar akan melakukan pemprosesan maklumat. Berdasarkan teori ini pelajar akan menghadapi

persekitaran dan mendapat pelbagai rangsangan secara sedar atau tidak, dan juga sama ada secara sengaja atau tidak sengaja. Rangsangan yang diperoleh akan diproses untuk menghasilkan maklumat yang boleh ditafsir. Sebahagian maklumat akan dihantar ke stor ingatan jangka masa pendek atau juga dikenali sebagai memori bekerja untuk dikodkan bagi mendapatkan makna yang tertentu manakala yang lain akan hilang atau dilupakan. Maklumat yang direkodkan akan disimpan di dalam stor ingatan jangka masa panjang yang terdiri daripada muatan yang besar (Kamarul Shukri & Mohamed Amin, 2010).

Seterusnya maklumat tersebut akan disimpan, diperoleh kembali dan disusun oleh penggerak tindak balas dalam bentuk urutan perlakuan yang akan mengarahkan pelaksana

maklumat memperihalkan tentang kontinum pembelajaran yang bermula daripada proses yang dikawal dan diakhiri dengan proses yang bersifat automatik. Hal ini boleh dilihat di mana pelajar akan menumpukan perhatian pada ciri atau unsur Bahasa secara sedar pada peringkat permulaan pembelajaran (Kamarul Shukri et al, 2010)

Selanjutnya, melalui latihan yang berterusan, pelajar akan dapat membina kebolehan memproses Bahasa dengan penumpuan secara sedar yang semakin berkurangan iaitu bersifat sendiri. Fenomena ini turut berlaku semasa menggunakan strategi pembelajaran. Psikologi kognitif melihat proses pemerolehan maklumat melalui empat peringkat iaitu pemilihan, pemerolehan, pembinaan dan pengintergrasian (Weinstein & Mayer, 1986). Peringkat pemilihan dan pemerolehan menunjukkan berapa banyak yang telah dipelajari dan bagaimana ianya disusun dan diproses (O' Malley & Chamot, 1990). Semasa merentasi keempat-empat tahap tersebut, pelajar akan menggunakan pelbagai strategi pembelajaran Bahasa yang sesuai. Mereka akan mula mencipta hubungan mental, menggunakan imej dan bunyi, menganalisis dan menaakul, meneka dengan menggunakan petunjuk linguistik dan sebagainya.

Kesemua proses ini dilakukan untuk mempercepatkan pemerolehan, penyimpanan, pengingatan, dan penguasaan maklumat (Ehman & Oxford, 1990). Hal ini merupakan antara elemen yang mendefinisikan strategi pembelajaran bahasa. Teori kedua yang digunakan dalam kajian ini adalah Teori Pembelajaran Andragogi. Andragogi merupakan satu ilmu, atau seni dalam membantu mereka yang dewasa dalam proses pembelajaran (Knowles, 1980). Manakala RWK Paterson (1979) pula menganggap pembelajaran dewasa adalah keseluruhan proses pendidikan terancang yang mana kandungan, tahap, dan cara tidak kira formal atau tidak formal yang berlaku di sekolah, kolej mahupun university. Tambahan pula, mereka yang dianggap sebagai golongan dewasa oleh masyarakat adalah individu yang mampu untuk meningkatkan kemahiran, memperkayakan kemahiran dan meningkatkan kelayakan teknikal dan professional, seterusnya mendorong kepada berlakunya perubahan sikap, pembangunan diri, dan melibatkan social, ekonomi, dan kebudayaan dalam kehidupan seharian.

Knowles menganggap teori ini mendukung makna yang berlainan jika dibandingkan dengan teori pembelajaran peringkat kanak-kanak, iaitu Teori Pembelajaran Sosial. Oleh sebab itu, beliau menganggap andragogi adalah bidang dan sains yang membantu golongan dewasa dalam proses pembelajaran. Namun begitu, beliau tidak menyangkal bahawa kedua-dua teori ini saling berkait antara satu sama lain. Knowles (1984) telah memperkenalkan lima andaian yang wujud dalam teori. Antaranya adalah konsep sendiri, pengalaman pembelajaran dewasa,

kesediaan untuk belajar, orientasi dalam pembelajaran, dan motivasi untuk belajar. Manakala empat prinsip atau pegangan yang diaplikasikan dalam teori ini menurut beliau adalah

golongan dewasa perlu terlibat secara tidak langsung atau sebaliknya dalam perancangan dan penilaian yang dibuat, pengalaman termasuklah kesilapan yang dibuat merupakan asas kepada sesuatu bentuk pembelajaran, orang dewasa lebih cenderung atau berminat dalam mempelajari subjek yang mempunyai perkaitan dan kesan dengan pekerjaan atau kehidupan peribadi mereka, dan pembelajaran orang dewasa berpusatkan atau berorientasikan masalah, bukannya kandungan semata-mata (Kearsley, 2010). Teori pembelajaran dewasa atau juga dikenali sebagai andragogi secara umumnya menjelaskan bahawa pembelajaran adalah satu proses berterusan, bersifat sendiri, dan pengalaman sebagai sumber pembelajaran. Bimbingan dan bantuan daripada guru atau fasilitator disediakan apabila diperlukan.

Metodologi

Reka bentuk kajian ini adalah kaedah kuantitatif yang dijalankan ke atas pelajar India tingkatan satu, tiga dan lima di sebuah sekolah kebangsaan di daerah Semenyih, Selangor. Pengkaji menggunakan kajian tinjauan yang bermatlamat untuk mengumpul maklumat mengenai pembolehubah dengan menggunakan soal selidik.

Menurut Chua (2009) dalam Zamri Mahamod et. al (2014), tujuan utama penggunaan soal selidik adalah untuk mendapatkan maklumat bagi menjawab soalan-soalan kajian. Boring soal selidik daripada ‘*Young Learners’ Language Strategy Use Survey*’ (Cohen & Oxford, 2002) telah digunakan dalam kajian ini. Namun boring soal selidik ini telah dibuat pengubahsuaian untuk memenuhi objektif kajian iaitu untuk melihat hubungan penggunaan strategi pembelajaran bahasa yang digunakan oleh pelajar India dengan pencapaian mata pelajaran Bahasa Melayu yang diperolehi. Seterusnya data yang dikutip akan dianalisis secara deskriptif melibatkan pengukuran terhadap peratusan min, dan sisihan piawai bagi strategi pembelajaran bahasa yang digunakan oleh pelajar India dalam pembelajaran Bahasa Melayu. Penggunaan strategi pembelajaran Bahasa yang digunakan diukur berdasarkan lima strategi yang terlibat iaitu mendengar, menulis, membaca, bertutur, dan kosa kata dengan menggunakan ujian Korelasi Pearson.

Keputusan Dan Perbincangan

Berikut merupakan objektif (1) kajian iaitu mengenalpasti strategi mendengar, kosa kata, bertutur, membaca dan menulis Bahasa Melayu yang digunakan oleh pelajar sekolah India sekolah kebangsaan:

Jadual 8.1: Skala Skor Min dan Interpretasi

SKALA MIN	INTERPRETASI
1.00-1.80	Sangat Rendah
1.81-2.60	Rendah
2.61-3.40	Sederhana
3.41-4.20	Tinggi
4.21-5.00	Sangat Tinggi

Sumber: Bahagian Perancangan dan Penyelidikan Dasar Pendidikan, 2012.

Jadual 8.2: Penggunaan Strategi Mendengar Yang Digunakan Pelajar India Dalam Meningkatkan Skor Markah BM Yang Diperoleh.

STRAREGI MIN SP	MEMDENGAR	
Apabila saya tidak memahami apa yang dituturkan, saya akan memintanya bercakap secara perlahan-lahan	3.25	0.59
Untuk memahami apa yang saya dengar, saya akan mengulanginya	2.94	0.81
Untuk memahami makna bunyi saya meminta untuk mengulangi bunyi itu	2.7	1.01
Apabila saya tidak memahami apa yang dituturkan, saya akan bertanyakan soalan	2.7	0.85
Apabila saya tidak memahami apa yang dituturkan, saya akan meneka berdasarkan intonasi	2.58	0.85
Saya mendengar siaran radio menggunakan bahasa Melayu	1.72	0.84

Berdasarkan jadual, kajian mendapati strategi mendengar siaran radio dalam Bahasa Melayu menunjukkan min paling rendah iaitu 1.72 dan sisihan piawai 0.84. Manakala nilai min yang sederhana pula diwakili oleh strategi mendengar dengan meminta seseorang bertutur secara perlahan-lahan iaitu 3.25 dan nilai sisihan piawai 0.59.

Jadual 8.3: Penggunaan Kosa Kata Yang Digunakan Pelajar India Dalam Meningkatkan Skor Markah BM Yang Diperoleh.

STRAREGI KOSA KATA SP	MIN	
Untuk ingat perkataan baru, saya mengelompokkan perkataan ini mengikut golongan kata	2.97	0.89
Untuk ingat perkataan baru, saya akan mengulang perkataan itu	2.65	1.03
Untuk ingat perkataan baru, saya menghafal menggunakan suku kata perkataan	2.55	0.98
saya menggunakan flash card untuk menghafal perkataan baru	2.49	0.72
Untuk ingat perkataan baru, saya menulis perkataan itu dalam bentuk ayat	2.46	0.89
Untuk ingat perkataan baru, saya buat gambaran tentang perkataan itu.	1.93	0.82

Berdasarkan jadual, kajian mendapati strategi kosa kata yang digunakan untuk gambaran untuk mengingat sesuatu perkataan, memperoleh nilai min yang rendah iaitu 1.93 dan sisihan piawai 0.82. Manakala nilai min yang sederhana iaitu 2.97 dan sisihan piawai 0.89 diwakili oleh strategi menghafal perkataan baru dengan mengelompokkan perkataan mengikut golongan kata.

Jadual 8.4: Penggunaan Strategi Bertutur Yang Digunakan Pelajar India Dalam Skor Markah BM Yang Diperoleh.

STRAREGI BERTUTUR SP		MIN
Untuk fasih bertutur, saya membunyikan perkataan BM sehingga lancar	2.77	0.89
Apabila tidak tahu sesuatu perkataan semasa berbual, saya akan guna bahasa ibunda untuk menyatakan kata tersebut	2.73	0.89
Apabila saya tidak tahu sesuatu perkataan semasa berbual, saya akan guna bahasa badan untuk mereka memahaminya	2.7	0.94
Saya merancang dahulu apa yang ingin dituturkan	2.68	0.81
Saya akan memulakan perbualan dengan masyarakat Melayu	2.66	0.94
Saya menggunakan perkataan baru semasa bertutur	2.48	0.81
Untuk fasih bertutur, saya meniru gaya pertuturan penutur asal	2.21	0.78

Berdasarkan jadual, strategi bertutur berdasarkan peniruan gaya pertuturan penutur asal menunjukkan nilai min yang rendah iaitu 2.21 dan sisihan piawai 0.78. Manakala nilai min yang sederhana iaitu 2.77 dan sisihan piawai 0.89 bagi strategi bertutur ialah membunyikan perkataan Bahasa Melayu sehingga lancar.

Jadual 8.5: Penggunaan Strategi Membaca Yang Digunakan Pelajar India Dalam Meningkatkan Skor Markah BM Yang Diperoleh.

STRAREGI MEMBACA SP		MIN
Untuk memahami apa yang dibaca, saya akan melihat gambar dan penerangan kepada gambar terlebih dahulu	3.18	0.82
Untuk memahami apa yang dibaca, saya akan membaca tajuk terlebih dahulu	3.12	0.89
Untuk memahami apa yang dibaca, saya akan baca berulang-ulang kali	3.06	0.90
Untuk memahami apa yang dibaca, saya akan mencari fakta penting	2.97	0.86
Untuk memahami apa yang dibaca, saya akan menggariskan bahagian yang dirasakan penting	2.8	0.98
Untuk memahami apa yang dibaca, saya akan membaca seimbis lalu untuk mendapatkan idea utama	2.65	0.89
Untuk memahami apa yang dibaca, saya akan menandakan perkataan ikut warna tertentu	2.55	0.90
Apabila tidak memahami apa yang dibaca, saya akan rujuk kamus	2.53	0.99

Saya akan cari bahan yang menarik dalam BM untuk dibaca	2.52	1.09
Saya banyak membaca bahan bacaan dalam BM	2.39	1.01

Berdasarkan jadual, kajian menunjukkan nilai min yang rendah diwakili oleh strategi membaca dengan banyak bahan bacaan Bahasa Melayi iaitu 2.39 dan sisihan paiwai 1.01. Manakala strategi membaca dengan melihat gambar beserta penerangan terlebih dahulu, memperoleh nilai min yang sederhana iaitu 3.18 dan sisihan piawai 0.82.

Jadual 8.6: Penggunaan Strategi Menulis Yang Digunakan Pelajar India Dalam Meningkatkan Skor Markah BM Yang Diperoleh.

Straregi Menulis Sp		Min
Apabila saya tidak dapat memikirkan perkataan untuk ditulis, saya akan meminta tolong dari orang lain	2.94	0.91
Saya meminta seseorang untuk memperbetulkan penulisan saya	2.87	0.90
Saya meneliti apa yang ditulis untuk memastikan penulisan itu betul atau salah	2.85	0.89
Saya rancang terlebih dahulu sebelum buat sesuatu penulisan BM	2.77	0.96
Saya akan salin nota dalam BM	2.7	0.98
Saya rujuk kamus untuk membantu dalam penulisan saya bertambah baik	2.62	1.06
Saya akan berlatih tulis huruf dan perkataan baru dalam BM	2.59	1.03
Saya menulis berulang kali untuk memastikan penulisan saya bertambah baik	2.59	0.94
Saya cuba menulis pelbagai jenis teks dalam BM	2.49	1.10
Apabila saya tidak dapat memikirkan perkataan yang sesuai, saya akan menulis dalam bahasa saya	2.38	0.89
Saya menulis surat kepada kawan saya dalam BM	2.00	0.92

Berdasarkan jadual, kajian menunjukkan strategi menulis dengan menulis surat dalam Bahasa Melayu kepada kawan memperoleh nilai min yang rendah iaitu 2.00 dan sisihan piawai 0.95. Manakala nilai min yang sederhana diwakili oleh strategi menulis dengan meminta pertolongan orang lain sekiranya tidak mengetahui tentang perkataan yang hendak ditulis, iaitu 2.94 dan sisihan piawai 0.91.

Implikasi Kajian

Kajian ini menyediakan sokongan yang kukuh untuk membuktikan penggunaan strategi pembelajaran bahasa dalam menguasai Bahasa Melayu telah mempengaruhi pencapaian pelajar

India dalam matapelajaran tersebut. Dapatan kajian ini sewajarnya dijadikan sumber rujukan kepada tenaga pengajar dalam mendorong pembentukan pembelajaran sendiri murid supaya aktif menggunakan SPB untuk mendalami Bahasa Melayu. Menurut teori berorientasikan

kognitif dan andragogi seperti dalam kajian Fa'izah Abd. Manan et. al (2010), seseorang itu mendapat rangsangan secara sedar atau sebaliknya dalam proses pembelajaran mereka. Dalam konteks dunia hari ini, pendidikan tidak hanya tertumpu kepada pemerolehan pengetahuan dan mendapat gred yang baik dalam peperiksaan semata-mata, malah mencakupi usaha kearah peningkatan potensi diri murid untuk mengarahkan pembelajaran mereka sendiri serta berupaya mengatasi cabaran persekitaran pembelajaran Bahasa kedua tersebut. Maka, penggunaan SPB dilihat sebagai sesuatu tindakan yang wajar untuk diketengahkan dalam proses pdpc dan pembelajaran sendiri semasa mendalami pembelajaran Bahasa. Ekoran daripada perubahan medium pendidikan seiring dengan peredaran zaman dan gelombang teknologi dalam bidang pendidikan, maka kebergantungan pelajar kepada guru sudah tidak relevan lagi.

Kesimpulan

Kajian ini merupakan kajian tinjauan yang berfokus kepada penggunaan strategi pembelajaran Bahasa (SPB) pelajar India sekolah menengah di daerah Semenyih dan matapelajaran Bahasa Melayu. Kajian ini bertujuan untuk mengenalpasti SPB yang digunakan dalam peningkatan pencapaian Bahasa Melayu pelajar India. Dapatan kajian telah memberi gambaran penting secara meluas berkenaan SPB yang cenderung digunakan seterusnya hubungannya dengan pencapaian yang diperoleh pelajar India dalam subjek Bahasa Melayu. Data yang diperoleh adalah penting untuk dijadikan asas rujukan kepada pihak berkenaan, terutamanya tenaga pengajar dalam mengasah konsep sendiri setiap murid, untuk memanipulasikan keupayaan masing-masing dan membangunkan SPB seterusnya meningkatkan pencapaian Bahasa Melayu. Selain itu, kajian lepas juga mendapati bahawa mereka yang menggunakan SPB lebih mudah memahami dan mengakses maklumat baru dalam pelajaran bahasa seperti bahasa kedua berbanding mereka yang tidak mengamalkannya. Maka, dengan itu guru perlu lebih aktif untuk mendorong para pelajar supaya lebih berdikari dan mampu untuk mengaplikasikan SPB untuk memudahkan prose pembelajaran mereka sama ada di dalam kelas atau di luar kelas.

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TILAWAH AL-QURAN INTERAKTIF: KEBERKESANANYA SEBAGAI MEDIUM PENGAJARAN DAN PEMBELAJARAN PENDIDIKAN ISLAM DI UITM CAWANGAN KELANTAN

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Abstrak: Kajian ini memfokuskan tilawah al-Quran dan aplikasinya dalam kalangan pelajar di UiTM Cawangan Kelantan. UiTM telah mewajibkan kepada setiap pelajar Muslim di bahagian 01 hingga 03 mengambil kursus kod CTU yang ditawarkan oleh Pusat Pendidikan Islam. Salah satu dari keperluan penilaian kursus CTU ialah bacaan, hafazan dan analisa ayat-ayat al-Quran dari Surah Yasin. Tilawah al-Quran yang diaplikasikan Di UiTM ialah menggunakan kaedah bacaan secara talaqi iaitu setiap pelajar membaca di hadapan pensyarah dalam kelas. Seiring dengan perkembangan teknologi maklumat kini kaedah pembacaan al-Quran perlulah berubah dan seharusnya para pensyarah ACIS memfaatkannya dengan kemudahan teknologi ini ke arah memudah proses pengajaran dan pembelajaran. Kaedah tilawah al-Quran secara interaktif merupakan suatu alternatif terbaik. Pembelajaran interaktif ialah pendekatan pedagogi yang melibatkan hubungan antara pemikiran aktif pelajar dengan kandungan pelajaran yang menekankan perhatian, pengekalan dan tujuan pelajar belajar. Langkah-langkah pembelajaran secara interaktif ini disesuaikan dengan tahap kelancaran pelajar dalam membaca al-Quran dengan dibuat semakan atau penilaian awal terlebih dahulu untuk mengenalpasti samada bacaan pelajar di tahap yang lemah atau lancar. Bagi pelajar yang melepasi tahap tersebut, maka untuk penilaian seterusnya boleh menggunakan pendekatan interaktif dalam tilawah. Manakala bagi pelajar yang di tahap lemah bacaannya perlu menggunakan metode talaqi iaitu secara bersemuka di dalam kelas. Pelajar dibenarkan membuat tilawah ayat-ayat al-Quran yang telah ditetapkan secara atas talian (contoh telefon bimbit) pada masa yang ditetapkan oleh pensyarah. Objektif kajian ini adalah untuk mengukur keberkesanan kaedah interaktif al-Quran dikalangan pelajar semester 01 dan 02. Tilawah interaktif ini telah diaplikasikan kepada beberapa orang pelajar dan hasilnya didapati kaedah ini memudahkan pelajar dan menjimatkan masa pensyarah dalam membuat penilaian tilawah al-Quran.

Kata kunci: Tilawah, Al-Quran, Interaktif, Keberkesanan, Penilaian

Pengenalan

Universiti Teknologi MARA (UiTM) telah mewajibkan para pelajarnya mengambil kursus pendidikan Islam di peringkat Diploma dan Ijazah. Hal ini sangat bertepatan dengan keperluan Islam dan peruntukan undang-undang khususnya Bumiputera Muslim di Malaysia. Sebagai contoh di peringkat Diploma, para pelajar akan mengambil kursus pendidikan Islam pada

bahagian 01, 02 dan 03. Prinsip-prinsip Asas Islam atau CTU101 merupakan Kursus Universiti yang wajib diambil oleh semua pelajar Muslim pada bahagian 01. Kemudiannya disusuli dengan Pemikiran dan Tamadun Islam atau CTU151 di bahagian 02. Akhir sekali di bahagian 03, pelajar akan mengambil pendidikan Islam khusus mengikut fakulti masing-masing seperti Sistem Ekonomi Islam atau CTU241 bagi fakulti Pengurusan Perniagaan. Bagi CTU101 dan CTU151, 30% dari markah penilaian adalah melalui, hafazan, bacaan dan analisis ayat. Kepentingan kaedah interaktif dalam penilaian telah mendorong pengkaji untuk mengenalpasti keberkesanan penggunaan tilawah al-Quran secara interaktif dalam proses pengajaran dan pembelajaran di kalangan pelajar di UiTM cawangan Kelantan.

Kajian ini memfokuskan tilawah al-Quran dan aplikasinya dalam kalangan pelajar di universiti. Teknologi Mara (UiTM) Justeru itu, Akademi Pengajian Islam Kontemporari telah menetapkan salah satu keperluan penilaian kursus CTU ialah analisa al-Quran yang mensyaratkan pelajar menghafaz, membaca (tilawah) serta menganalisa ayat-ayat Al-Quran dari Surah Yasin. Tilawah Al-Quran sebagai salah satu komponen dalam penilaian kerja kursus CTU101 dan CTU151. Peruntukan permarkahan untuk hafazan sebanyak 20%, analisa ayat al-Quran 10%, ujian sebanyak 50% dan kerja kursus 20%. Jumlah keseluruhan penilaian sebanyak 100%.

Objektif Kajian

Mengenalpasti keberkesanan kaedah interaktif al-Quran di kalangan pelajar semester 01 dan 02. Selain itu, ia bertujuan untuk mengukur keberkesanan kaedah ini kepada pensyarah dalam membuat penilaian tilawah al-Quran ke atas pelajar berdasarkan garis panduan yang telah ditetapkan.

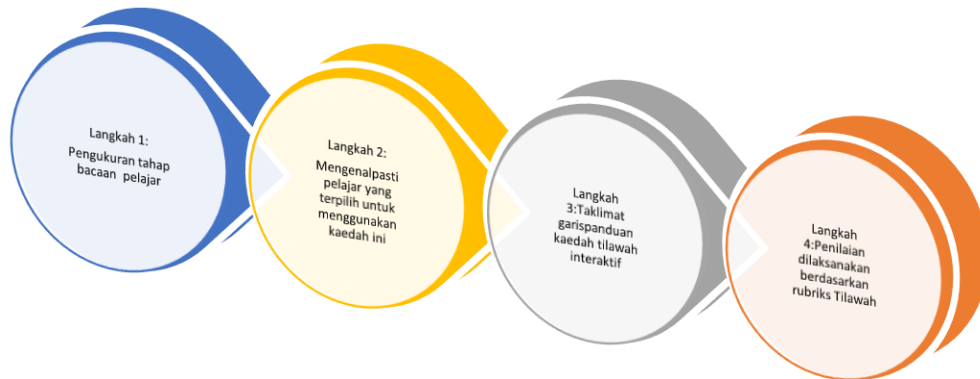
Kajian-Kajian Lepas

Penulis mendapati terdapat banyak buku dan kajian yang dilakukan mengenai pembacaan al-Quran. Di antaranya kajian Ilmiah Dr. Russanani dan Siti Fatimah (2005) dalam skop Keperihatinan dan kekerapan membaca al-Quran di IPT. Hasil penyelidikan mendapati keperihatinan responden membaca al-Quran adalah baik tetapi ia tidak diseimbangkan dengan kekerapan pembacaan al-Quran di mana kekerapan membaca al-Quran berada ditahap lemah. Menurut Fadzilah Siraj & Wan Hussain Wan Ishak (2000) kajiannya berkenaan Pendekatan Interaktif dan Tahap Kebolehan. Hasil penyelidikan menunjukkan penyampaian kaedah pengajaran ini perlulah bergantung kepada tahap kebolehan dan pengetahuan pelajar yang dikenalpasti melalui penilaian yang dibuat dalam jangka masa tertentu. Pendekatan interaktif ini perlulah distruktur dengan baik supaya pelajar dapat belajar dan dinilai dengan menggunakan kaedah pedagogi yang berkesan.

Tilawah interaktif melalui media eletronik secara talian dipercayai akan dapat melahirkan generasi baru yang berfikiran kritis dan kreatif. Pendekatan Interaktif dalam pembelajaran dapat meningkatkan hasil pembelajaran kerana ia dapat menghasilkan data dengan pantas, menjimatkan masa dan proses P&P menjadi lebih menarik. Pendekatan ini bertujuan untuk mengetahui bagaimana pembelajaran tilawah al-Quran dengan memfokuskan penelitian kepada perancangan, proses, dan hasil. Pembelajaran dan pengajaran berasaskan teknologi mempunyai potensi yang baik dan cerah pada masa hadapan selaras dengan kehendak kerajaan

untuk membangunkan lagi infrastruktur teknologi maklumat di negara ini dengan salah satunya memberi penekanan kepada bidang pendidikan.

Carta Aliran Aplikasi Tilawah Interaktif



Tatacara Penilaian Tilawah Interaktif

Langkah Pertama: Pada minggu pertama pertemuan, pensyarah mengukur tahap bacaan pelajar melalui beberapa ayat dari Surah Yasin.

Langkah Kedua: Pensyarah mengenalpasti tahap kelancaran pembacaan pelajar samada di bawah kategori lemah atau lancar. Pensyarah membuat pemilihan hanya pelajar yang lancar sahaja di cadangkan untuk menggunakan kaedah tilawah secara interaktif.

Langkah Ketiga: Pelajar yang layak menggunakan kaedah ini diberi taklimat khusus berkenaan dengan garis panduan melaksanakan tilawah secara interaktif. Aspek-aspek yang terkandung garis panduan ialah berkaitan dengan jadual waktu dan masa yang ditetapkan oleh pensyarah. Langkah Keempat: Pensyarah Melaksanakan penilalain ke atas pelajar berdasarkan rubriks yang telah ditetapkan. Pembahagian skala merangkumi kriteria tahap kelancaran dan tajwid.

Metodologi Kajian

Kaedah Penyelidikan

Kajian ini merupakan kajian lapangan. Oleh itu satu atau beberapa pemboleh ubah bersandar dan pemboleh ubah bebas akan dikaji di kalangan para pelajar Diploma UiTM di kampus Machang. Unit analisis terdiri daripada para pelajar Diploma bahagian 01 yang respons kepada penyelidikan ini dan ia berbentuk kajian rentas.

Populasi kajian terdiri daripada semua pelajar Diploma bahagian 01 dari fakulti Pengurusan Maklumat (IM), Pengurusan Perniagaan (BM), Sains Komputer dan Statistik (CS), Perakaunan

(AC), Seni Reka (AD), dan Pengurusan Pentadbiran dan Polisi (AM) yang mengambil kursus Prinsip-prinsip Asas Islam (CTU101) di UiTM kampus Machang. Kajian ini menggunakan persampelan berstrata diambil dari kumpulan yang berbeza dari sampel populasi kesemua fakulti di atas. Apabila kebenaran dari pengurusan UiTM kampus Machang diperolehi, maka satu prosedur persampelan rawak nisbah berstrata yang meliputi kesemua fakulti telah digunakan. Pihak pensyarah yang terlibat telah membantu pemilihan pelajar dan seterusnya diberikan penerangan tentang borang soal selidik yang akan diedarkan tersebut.

Soal Selidik

Satu set borang soal selidik berkaitan kajian diedarkan oleh kumpulan penyelidik. Soal selidik ini mempunyai tiga bahagian. Bahagian A adalah mengenai profil responden atau pelajar di UiTM kampus Machang, Bahagian B tentang faktor-faktor yang mempengaruhi pembelajaran al-Quran dan Bahagian C pula berkaitan persepsi terhadap pembacaan al-Quran secara interaktif. Ringkasan bahagian dan nombor soalan ditunjukkan di Jadual 1.

Bahagian	Perkara	Nombor Soalan
A	Profil Responden	1 - 9
B	Faktor-Faktor Yang Mempengaruhi Pembelajaran Al-Quran	10 - 40
C	Persepsi Terhadap Pembacaan Al-Quran Secara Interaktif	41 - 47

Jadual 1: Komponen Borang Soal Selidik

Teknik Analisis Data

Data dari kajian ini akan dianalisis menggunakan pakej Statistical Package for Social Sciences (SPSS) versi 24.0. Oleh itu taburan frekuensi dan peratusan data nominal akan digunakan untuk menggambarkan persampelan. Keputusan taburan akan dibentangkan melalui jadual kekerapan dan carta. Keputusan yang akan diambil berdasarkan kriteria ini ialah kesahihan dan kepentingan sesuatu data ditentukan oleh kekerapan dan nilai peratusan responden yang memperakukan kebenaran data tersebut. Bagi mengukur kesahihan data interval, analisis faktor akan digunakan. Melalui analisis ini pemboleh ubah-pemboleh ubah tidak dikategorikan sebagai bersandar atau tidak bersandar, sebaliknya seluruh hubungan yang saling berkait di kalangan pemboleh ubah akan dikaji. Analisis ini akan mengurangkan bilangan pemboleh ubah yang saling berkait kepada beberapa faktor atau dimensi yang munasabah bagi tujuan analisis yang selanjutnya. Seterusnya teknik kebolehpercayaan Cronbach's Alpha digunakan bagi mengukur kebolehpercayaan faktor-faktor tersebut. Kebolehpercayaan akan diterima jika nilai Alpha adalah 0.60 atau lebih. Kesemua faktor tersebut dikelompokkan dan dinamakan sebagai pemboleh ubah baharu. Interkolerasi di kalangan pemboleh ubah akan diuji melalui prosedur Kolerasi Spearman rank order.

Bagi menguji hipotesis 1, Kolerasi Spearman rank order akan digunakan untuk melihat hubungan di antara faktor-faktor yang mempengaruhi bacaan al-Quran. Seterusnya bagi menguji hipotesis 2, Ujian-t Sampel Bebas dan Oneway ANOVA digunakan untuk membandingkan persepsi terhadap persepsi terhadap pembacaan al-Quran secara interaktif di kalangan para pelajar.

- Analisis Faktor Eksploratori

KMO	Bartlett's Test of Sphericity
0.810	.000

Jadual 2: Hasil Analisis Faktor Eksploratori

Jadual di atas menunjukkan hasil analisis faktor eksploratori. Nilai *Kaiser-Meyer-Olkin* (KMO) yang diperolehi melebihi 0.7 iaitu 0.810. Ujian *Sphericity Bartlett* adalah tepat memandangkan nilai 0.000 adalah kurang daripada $\alpha = 0.05$.

Pembolehubah	Bil. Item	Item	Loading Faktor
Faktor 1	4	B24	0.741
		B25	0.719
		B26	0.752
		B27	0.744
Faktor 2	4	TrB14	0.642
		TrB15	0.630
		TrB20	0.661
		TrB21	0.669
Persepsi	4	C2	0.624
		C3	0.790
		C4	0.803
		C5	0.753

Jadual 3: Pembolehubah

Jadual di atas menunjukkan terdapat 3 pembolehubah. Bilangan item untuk pembolehubah Faktor 1 mempunyai 4 item, Faktor 2 mempunyai 4 item, dan Persepsi juga mempunyai 4 item. Semua item untuk setiap pembolehubah mempunyai nilai loading faktor melebihi 0.60.

- Analisis Diskriptif

Pembolehubah	Perkara	Frekuensi	Peratus (%)
Jantina	Lelaki	26	19.1
	Perempuan	110	80.9
Penginapan	Kolej pelajar	130	95.6
	Bukan kolej pelajar	6	4.4

Kelulusan akademik	SPM	134	98.5
	STPM	1	0.7
	Sijil lain	1	0.7
Pendidikan Islam	Formal	12	8.8
	Tidak formal	124	91.2
Jangka masa dalam sistem pendidikan Islam	1 – 3 tahun	15	11.0
	4 – 5 tahun	50	36.8
	Lebih dari 5 tahun	71	52.2
Pengalaman bekerja	Ada	62	45.6
	Tiada	74	54.4

Jadual 4: Analisis Diskriptif

Jadual di atas menunjukkan bahawa majoriti responden adalah perempuan iaitu 80.9% manakala peratusan lelaki adalah 19.1%. Terdapat 95.6% responden yang tinggal di kolej pelajar sementara responden yang tinggal di luar kolej adalah 4.4%. Kebanyakan responden mempunyai kelayakan akademik SPM iaitu 98.5%. Bagi kelayakan STPM dan kelayakan akademik yang lain masing-masing hanya 0.7%. Peratusan responden yang mempunyai pendidikan Islam formal adalah 8.8%, selebihnya tidak mempunyai pendidikan Islam formal adalah 91.2%. Seterusnya, peratusan bagi jangka masa responden dalam sistem pendidikan Islam 1 hingga 3 tahun adalah 11.0%, diikuti dengan 4 hingga 5 tahun adalah 36.8%, dan lebih daripada 5 tahun adalah 52.2%. Responden yang mempunyai pengalaman bekerja adalah 45.6% manakala yang tidak mempunyai pengalaman bekerja adalah 54.4%.

- **Alpha Cronbach**

Pembolehubah	Bil. Item	Alpha Cronbach
Faktor 1	4	0.801
Faktor 2	4	0.601
Persepsi	4	0.782

Jadual 5: Alpha Cronbach

Nilai Alpha cronbach yang boleh diterima oleh Nunnally et al. (1994) adalah 0.60 dan ke atas. Jadual di atas menunjukkan nilai alpha cronbach bagi setiap pembolehubah di atas melebihi 0.60.

- **Ujian T-test Jantina**

	Ujian Levene		T-test		
	F	Sig	t	df	Sig
Faktor 1	3.678	0.057	0.337	134	0.737

Faktor 2	5.657	0.019	0.877	134	0.387
Persepsi	0.508	0.477	0.511	134	0.597

Jadual 6: Ujian T-Test: Jantina

Berdasarkan ujian Levene, nilai signifikan p untuk Faktor 1 dan Persepsi adalah lebih besar daripada 0.05. Ini bermakna kesamaan varians adalah sama. Manakala nilai signifikan p untuk Faktor 2 adalah lebih kecil daripada 0.05. Ini bermakna kesamaan varians adalah tidak sama. Untuk Faktor 1, nilai signifikan ialah 0.737 lebih besar daripada 0.05. Oleh itu, kita dapat simpulkan bahawa tidak ada perbezaan yang signifikan antara lelaki dan perempuan. Bagi Faktor 2, nilai signifikan ialah 0.387 lebih besar daripada 0.05. Oleh itu, dapat disimpulkan bahawa tidak ada perbezaan yang signifikan antara lelaki dan perempuan. Seterusnya bagi pembolehubah Persepsi, nilai signifikan adalah 0.597 lebih besar daripada 0.05. Oleh itu, dapat disimpulkan bahawa tidak ada perbezaan yang signifikan antara lelaki dan perempuan.

	Ujian Levene		T-test		
	F	Sig	t	df	Sig
Faktor 1	1.326	0.252	0.931	134	0.354
Faktor 2	1.164	0.282	0.739	134	0.461
Persepsi	0.315	0.575	0.406	134	0.685

Jadual 7: Ujian T-test: Penginapan

Berdasarkan ujian Levene, nilai signifikan p untuk semua pembolehubah lebih besar daripada 0.05. Ini menunjukkan kesamaan varians adalah sama. Untuk Faktor 1, nilai signifikan adalah 0.354 lebih besar daripada 0.05. Oleh itu, kita dapat membuat kesimpulan bahawa tidak ada perbezaan yang signifikan antara kolej pelajar dan bukan kolej pelajar. Bagi faktor 2, nilai signifikan adalah 0.461 lebih besar daripada 0.05. Oleh itu, kita dapat simpulkan bahawa tidak terdapat perbezaan yang signifikan antara kolej pelajar dan bukan kolej pelajar. Bagi Persepsi pula, nilai signifikan ialah 0.685 lebih besar daripada 0.05. Oleh itu, kita dapat membuat kesimpulan bahawa tidak terdapat perbezaan yang signifikan antara kolej pelajar dan bukan kolej pelajar.

Pendidikan Islam

	Ujian Levene		T-test		
	F	Sig	t	df	Sig
Faktor 1	1.183	0.279	0.776	134	0.439
Faktor 2	0.054	0.817	0.298	134	0.766
Persepsi	1.331	0.251	0.305	134	0.761

Jadual 8: Ujian T-test: Pendidikan Islam

Berdasarkan ujian Levene, nilai signifikan p untuk semua pembolehubah adalah lebih besar daripada 0.05. Ini menunjukkan kesamaan varians adalah sama. Bagi Faktor 1, nilai signifikan

ialah 0.439 lebih besar daripada 0.05. Oleh itu, kita dapat simpulkan bahawa tidak ada perbezaan yang signifikan antara pendidikan Islam formal dan tidak formal. Bagi Faktor 2, nilai signifikan ialah 0.766 lebih besar daripada 0.05. Oleh itu, dapat disimpulkan bahawa tidak ada perbezaan yang signifikan antara pendidikan Islam formal dan tidak formal. Seterusnya bagi pembolehubah Persepsi, nilai signifikan adalah 0.761 lebih besar daripada 0.05. Oleh itu, dapat disimpulkan bahawa tidak ada perbezaan yang signifikan antara pendidikan Islam formal dan tidak formal.

Pengalaman Bekerja					
	Ujian Levene		T-test		
	F	Sig	t	df	Sig
Faktor 1	0.274	0.601	0.124	134	0.901
Faktor 2	1.457	0.229	0.238	134	0.812
Persepsi	0.108	0.743	1.584	134	0.116

Jadual 9: Ujian T-test: Pengalaman Kerja

Berdasarkan ujian Levene, nilai signifikan p untuk semua pembolehubah adalah lebih besar daripada 0.05. Ini menunjukkan kesamaan varians adalah sama. Bagi Faktor 1, nilai signifikan ialah 0.901 lebih besar daripada 0.05. Oleh itu, kita dapat simpulkan bahawa tidak ada perbezaan yang signifikan antara ada pengalaman bekerja dan tiada. Bagi Faktor 2, nilai signifikan ialah 0.812 lebih besar daripada 0.05. Oleh itu, dapat disimpulkan bahawa tidak ada perbezaan yang signifikan antara ada pengalaman bekerja dan tiada. Seterusnya bagi pembolehubah Persepsi, nilai signifikan adalah 0.116 lebih besar daripada 0.05. Oleh itu, dapat disimpulkan bahawa tidak ada perbezaan yang signifikan antara ada pengalaman bekerja dan tiada.

- **ANOVA sehalu Kelulusan Akademik**

		Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Faktor 1	Antara kumpulan	0.927	2	0.464	1.896	0.154
	Dalam kumpulan	32.527	133	0.245		
	Jumlah	33.454	135			
Faktor 2	Antara kumpulan	0.004	2	0.002	2.238	0.111
	Dalam kumpulan	0.105	133	0.001		
	Jumlah	0.109	135			

Persepsi	Antara kumpulan	0.846	2	0.027	0.095	0.909
	Dalam kumpulan	25.014	133	0.286		
	Jumlah	25.860	135			

Jadual 10: ANOVA Sehala: Kelulusan Akademik

Bagi Faktor 1 nilai signifikan p adalah 0.154 lebih besar daripada 0.05, oleh itu tidak terdapat perbezaan yang signifikan dalam min Faktor 1 antara kumpulan kelayakan akademik. Untuk Faktor 2, nilai signifikan p ialah 0.111 lebih besar daripada 0.05. Oleh itu, tidak terdapat perbezaan yang signifikan dalam min Faktor 2 antara kumpulan kelayakan akademik. Bagi pembolehubah Persepsi, nilai signifikan p ialah 0.909 lebih besar daripada 0.05. Oleh itu, tidak terdapat perbezaan yang signifikan dalam min Persepsi antara kumpulan kelayakan akademik.

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		Sum of Squares	Degree of Freedom	Mean Square	F	Sig
Faktor 1	Antara kumpulan	0.020	2	0.010	0.040	0.961
	Dalam kumpulan	33.434	133	0.251		
	Jumlah	33.454	135			
Faktor 2	Antara kumpulan	0.003	2	0.001	1.617	0.202
	Dalam kumpulan	0.106	133	0.001		
	Jumlah	0.109	135			
Persepsi	Antara kumpulan	0.770	2	0.385	1.374	0.257
	Dalam kumpulan	37.277	133	0.280		
	Jumlah	38.047	135			

Jadual 11: ANOVA Sehala: Jangka Masa Dalam Sistem Pendidikan Islam

Bagi Faktor 1 nilai signifikan p adalah 0.961 lebih besar daripada 0.05, oleh itu tidak terdapat perbezaan yang signifikan dalam min Faktor 1 antara kumpulan jangka masa dalam sistem pendidikan Islam. Untuk Faktor 2, nilai signifikan p ialah 0.202 lebih besar daripada 0.05. Oleh itu, tidak terdapat perbezaan yang signifikan dalam min Faktor 2 antara kumpulan kumpulan jangka masa dalam sistem pendidikan Islam. Bagi pembolehubah Persepsi, nilai signifikan p ialah 0.257 lebih besar daripada 0.05. Oleh itu, tidak terdapat perbezaan yang signifikan dalam min Persepsi antara kumpulan kumpulan jangka masa dalam sistem pendidikan Islam.

• **Korelasi**

		Faktor 1	Faktor 2	Persepsi
Faktor 1	Pearson correlation	1	0.397	0.427
	Sig (2-tailed)	.	0.000	0.000

	N	136	136	136
Faktor 2	Pearson correlation	0.397	1	0.348
	Sig (2-tailed)	0.000	.	0.000
	N	136	136	136
Persepsi	Pearson correlation	0.427	0.348	1
	Sig (2-tailed)	0.004	0.000	.
	N	136	136	136

Jadual 12: Kolerasi

Terdapat korelasi yang signifikan secara statistik antara semua pembolehubah dalam kajian ini kerana nilai signifikan p bagi setiap pembolehubah adalah kurang daripada 0.05.

Hasil Keberkesanan Tilawah al-Quran Interaktif

Pensyarah telah melakukan penilaian tilawah secara interaktif kepada beberapa orang pelajar dari pelbagai fakulti di UiTM Kelantan. Proses penilaian melalui kaedah ini telah berjalan dengan lancar sebagaimana yang telah dijadualkan. Melalui pemerhatian, pelajar memberi maklumbalas yang positif dan kaedah ini memudahkan pelajar melaksanakan tilawah dengan lebih yakin, selasa dan tanpa menghadapi banyak kekangan.

Pensyarah dapat menyelesaikan bacaan pelajar dengan lebih awal dan membuat penilaian dengan lebih mudah dan cepat berbanding penilaian secara bertalaqqi. Ini memberi ruang kepada pensyarah memberi tumpuan kepada pelajar yang lemah dalam pembacaan al-Quran. Melalui medium ini, penulis merumuskan bahawa kaedah ini memudahkan pelajar dan pensyarah dalam penilaian tilawah al-Quran. Malah mendapat penerimaan yang baik dan menarik minat pelajar untuk membaca al-Quran. Tahap pencapaian tilawah al-Quran dikalangan pelajar juga menunjukkan peningkatan dari semasa ke semasa.

Kesimpulan

Pembacaan Al-Quran adalah suatu proses pembelajaran sepanjang hayat (*long life learning*) bagi seorang Muslim. Proses tilawah al-Quran dapat diteruskan pada bila-bila masa melalui kaedah ini. Hasil kajian ini dapat melancarkan lagi pelaksanaan pengajaran dan pembelajaran ctu101 dan ctu151.

Justeru itu, para pensyarah perlulah bersifat proaktif dan sanggup mempelbagaikan kaedah dalam pengajaran dan pembelajaran seiring dengan transformasi telekomunikasi yang begitu pantas dan telah menjadi gaya hidup generasi kini. Diharapkan tilawah interaktif boleh menjadi alternatif kepada kaedah tradisional serta digunapakai dalam pembelajaran pendidikan Islam khususnya CTU101 & CTU151 di UiTM Cawangan Kelantan. Diharapkan tilawah interaktif boleh menjadi alternatif kepada kaedah tradisional serta digunapakai dalam pembelajaran pendidikan Islam khususnya CTU101 & CTU151 di UiTM cawangan Kelantan.

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KESEDIAAN GURU BAHASA KADAZANDUSUN TERHADAP PENGUNAAN PAKEJ PERISIAN DALAM PENGAJARAN DAN PEMBELAJARAN, SATU TINJAUAN DIBEBERAPA BUAH SEKOLAH RENDAH DAERAH TAMPARULI SABAH

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Abstrak: Kajian ini bertujuan untuk mengetahui kesediaan guru bahasa Kadazandusun terhadap penggunaan pakej perisian kursus sebagai media dalam pengajaran dan pembelajaran. Objektif kajian menjurus kepada kemahiran, sikap, kesediaan dan strategi yang digunakan oleh guru bahasa Kadazandusun dalam melaksanakan PdP berasaskan teknologi komputer. Kajian ini melibatkan 60 orang guru bahasa Kadazandusun. Data yang diperolehi dianalisis menggunakan SPSS 23.0. Manakala reka bentuk kajian yang digunakan ialah kaedah tinjauan deskriptif dengan menggunakan borang soal selidik yang mengandungi 32 item. Alat statistik yang digunakan ialah min dan sisihan piawai. Dapatan kajian menunjukkan darjah persetujuan adalah positif dari segi tahap kemahiran guru terhadap asas penggunaan ICT dalam proses PdP (min = 3.50). Dapatan kajian juga menunjukkan sikap yang positif terhadap penggunaan pakej perisian kursus (min = 3.87). Manakala dapat kajian juga menunjukkan bahawa kesediaan guru yang amat positif terhadap penggunaan media tersebut (min = 3.74) dan positif dari segi pengaplikasian strategi pengajaran semasa proses PdP (min = 3.75). Kesimpulannya, secara keseluruhan kajian ini mendapati bahawa kesediaan guru bahasa Kadazandusun adalah positif terhadap penggunaan pakej perisian kursus yang berasaskan teknologi komputer sebagai media dalam PdP. Implikasi kajian, walaupun guru bersikap positif terhadap penggunaan media tersebut tetapi memerlukan kerjasama dari semua pihak khususnya Kementerian Pendidikan Malaysia, penggubal kurikulum dan guru-guru bagi memperbaiki atau memastikan tahap kemahiran dan keberkesanan latihan kemahiran dalam kalangan guru-guru yang terlibat dapat dipertingkatkan dari masa ke semasa.

Katakunci: Pakej Perisian Kursus, Kadazandusun, Kesediaan, Kemahiran, Sikap, Strategi, Dan Pdp.

Abstract: This study aims to find out the readiness of Kadazandusun language teachers to the use of course software package as a medium in teaching and learning. The objective of the study is to address the skills, attitudes, readiness and strategies used by Kadazandusun language teachers in implementing PdP based on computer technology. This study involved 60 Kadazandusun language teachers. The data were analyzed using SPSS 23.0. While the design used is descriptive survey method using questionnaires consisting of 32 items. Statistical tools used are mean and standard deviation. The findings show that the degree of agreement is positive in terms of the level of teacher's skill in the use of ICT in the PdP process (min = 3.50).

The findings also showed a positive attitude toward the use of course software packages (mean = 3.87). While the study also showed that the readiness of the teacher was very positive towards the use of the media (min = 3.74) and positive in applying the teaching strategy during the PdP process (min = 3.75). In conclusion, the overall study found that the readiness of Kadazandusun language teachers was positive for the use of course software packages based on computer technology as media in PdP. Research implications, although teachers are positive about the use of the media but require cooperation from all parties, especially the Ministry of Education, curriculum developers and teachers to improve or ensure the level of skills and effectiveness of skills training among teachers involved can be improved from time to time current.

Keywords: *Course Software Package, Kadazandusun, Readiness, Skills, Attitude, Strategy, And Pdp.*

Pengenalan

Pendidikan di Malaysia telah mengalami gelombang reformasi yang begitu pesat sesuai dengan tuntutan era teknologi maklumat. Anjakan paradigma dan pengubahsuaian pada kurikulum adalah bertujuan untuk membina dan mengembangkan kuasa berfikir guru dan murid dengan memberi penekanan kepada proses kognitif dalam isi pelajaran dan pengetahuan. Proses kognitif kurikulum dikembangkan melalui isi kandungannya yang dipelbagaikan dari segi pendekatan dan strategi berfikir serta mempunyai kualiti intelek yang tinggi. Isi pelajaran dan pengetahuan yang mendasari sesuatu aktiviti pengajaran pembelajaran akan dapat merangsang pemikiran serta mengukuhkan daya fikir dan celik akal pelajar.

Sehubungan itu, pengajaran dan Pembelajaran bahasa Kadazandusun dalam sistem pendidikan Malaysia juga mempunyai banyak tujuan khususnya di negeri Sabah. Antaranya ialah agar pelajar yang mengambil subjek ini mampu menggunakan bahasa tersebut untuk berkomunikasi dengan baik, menghayati dan mengamalkan nilai murni, sikap positif, semangat patriotik dan perasaan cinta akan negara dan seterusnya dapat meneruskan warisan budaya Kadazandusun selari dengan peningkatan pendidikan di Malaysia. Langkah ini adalah selaras dengan objektif pengajaran dan pembelajaran bahasa Kadazandusun agar pelajar boleh bertutur dalam bahasa itu dan menyambung warisan tradisi dan budaya turun temurun mereka.

Bahasa Kadazandusun adalah istilah yang diguna pakai bagi pembakuan bahasa dalam rumpun dusunik. Istilah ini digunakan secara meluas di seluruh negeri Sabah setelah pelaksanaan pengajaran dan pembelajaran bahasa Kadazandusun dimulakan pada 17 Februari 1997 di sekolah rendah bermula pada murid Tahun Empat. Dengan terlaksananya pengajaran bahasa Kadazandusun sebagai satu mata pelajaran maka pelbagai usaha telah dilaksanakan oleh Pusat Perkembangan Kurikulum untuk memantapkan lagi pengajaran dan pembelajaran bahasa tersebut. Ini termasuklah memberi latihan jangka masa pendek secara berperingkat kepada guru-guru yang terlibat. Juga usaha untuk menerbitkan buku-buku yang berkaitan dan tidak terkecuali juga usaha dalam membina atau membangunkan pakej perisian berasaskan multimedia yang telah dibangunkan oleh Kementerian Pendidikan dan Bahagian Teknologi Pendidikan di negeri Sabah (Norjietta Julita Taisin, 2012).

Berdasarkan kepada hakikat tersebut, guru Bahasa Kadazandusun juga seharusnya bersedia untuk menggunakan pakej perisian sebagai media pengajaran. Justeru penggunaan pakej

perisian sebagai media pengajaran dan pembelajaran juga berkait rapat dengan kesediaan guru-guru berkenaan. Menurut Heinich (2009), Penggunaan multimedia dapat meningkatkan minat serta merangsang minda murid pada zaman siber ini telah dianggap dan diakui sebagai pemangkin proses pengajaran dan pembelajaran.

Pernyataan Masalah

Pendekatan pengajaran yang digunakan oleh guru pada masa kini ialah gemar menggunakan cara tradisional. Ini menyebabkan pengajaran dan pembelajaran menjadi tidak menyeronokkan dan menjadikan suasana pembelajaran menjadi bosan. Ini selaras dengan kajian Norjieta Julita Taisin, (2004) yang melihat kesediaan guru bahasa dalam penggunaan komputer mendapati guru-guru lebih mengetahui tentang komputer dan bukannya kebolehan menggunakan komputer.

Justeru, Sekiranya guru tidak bersedia, maka segala program yang akan dijalankan oleh pihak Kementerian Pelajaran yang melibatkan teknologi baru seperti pelaksanaan sekolah bestari tidak akan dapat dijayakan dengan berkesan. Demikian juga halnya dengan pengajaran bahasa Kadazandusun. Dalam penelitian ini, pakej perisian didefinisikan sebagai satu bahan pengantara bagi membekalkan dan menyampaikan maklumat yang melibatkan penggunaan ICT.

Objektif Kajian

Kajian ini bertujuan untuk melihat tahap kesediaan guru terhadap penggunaan teknologi maklumat berasaskan komputer bagi pengajaran dan pembelajaran bahasa Kadazandusun. Kajian ini tertumpu kepada aspek tahap kesediaan dari segi pengetahuan dan sikap guru dalam pengajaran dan pembelajaran Bahasa Kadazandusun:

- Menentukan kesediaan Bahasa Kadazandusun terhadap penggunaan pakej perisian kursus dalam proses pengajaran dan pembelajaran .
- Mengenalpasti sikap guru bahasa Kadazandusun terhadap penggunaan pakej perisian kursus dalam meningkatkan keberkesanan pengajaran dan pembelajaran.
- Mengenal pasti sama ada terdapat perbezaan antara kesediaan penggunaan pakej perisian dalam pengajaran dan pembelajaran dengan sikap dan kemahiran guru Sains dan Matematik mengikut pengalaman mengajar.

Kajian Literatur

Kajian berkaitan Kesediaan Guru Terhadap Penggunaan Teknologi Pembelajaran Berbantuan Komputer (PBK).

Kajian Ahmad & Yusup (2004), mendapati bahawa penggunaan CD-ROM perlu dipertingkatkan kerana pihak KPM membekalkan setiap guru yang terlibat dengan CD pembelajaran. Dalam kajian mereka 68 % respondennya menggunakan CD-ROM (pakej perisian) dalam proses P&P.

Dalam buku Pembangunan Pendidikan 2001 -2010, menyatakan bahawa 'Kementerian Pendidikan Malaysia' akan memastikan tenaga pengajar merupakan kumpulan professional terlatih, bertanggungjawab dan berupaya melaksanakan P&P dengan berkesan serta

menggunakan pedagogi terkini berasaskan ICT. Seterusnya, kenyataan ‘Cabaran KPM untuk memastikan semua guru dapat mengintegrasikan ICT dalam proses P&P’ (KPM,2001).

Tamrin Anuar (2003), menyatakan bahawa sebagai langkah permulaan, pihak KPM cuba menerapkan penggunaan perisian multimedia (pakej perisian kursus) dalam P&P di dalam empat subjek iaitu Sains, Matematik, Bahasa Melayu dan Bahasa Inggeris. Pelaksanaan dasar bermula tahun satu, tingkatan satu dan enam bawah dan akan berterusan tahun-tahun berikutnya. Berdasarkan bajet 2003 kerajaan telah memperuntukkan hampir RM 5 billion untuk tempoh tujuh bulan bagi menyediakan prasarana pendidikan khususnya di dalam penggunaan teknologi maklumat dalam P&P. Menurut Hii Sii Ching dan Toh Seong Chong (2001), persembahan multimedia untuk pengajaran dan pembelajaran boleh dibina supaya pelajar boleh belajar berdasarkan minat, kebolehan gaya pembelajaran tersendiri.

Kajian Ismail (2002), mendapati bahawa bebanan tugas sekolah tidak menghalang niat guru-guru untuk mengikuti kursus komputer. Kajian Mohd.Sahandri *et al.* (2001) mendapati guru-guru dibebankan dengan terlalu banyak tugas yang tidak berbentuk akademik atau mengajar terlalu banyak subjek yang berbeza menghilangkan komitmen mereka dalam penggunaan pembelajaran berbantuan komputer (PBK).

Kajian Julita Norjieta Taisin (2017), mendapati bahawa tahap kesediaan guru terhadap penggunaan pakej perisian kursus sebagai media dalam proses P&P mendapati bahawa nilai min keseluruhan 3.96 telah jelas menunjukkan bahawa guru bersedia dalam apa juga keadaan untuk menggunakan, menyediakan, mengikuti kursus dan memilih media yang sesuai berkaitan dengan penggunaan pakej perisian tersebut. Beliau menyatakan bahawa cabaran KPM untuk memastikan semua guru dapat mengintegrasikan ICT dalam proses P&P hampir akan tercapai.

Kajian mengenai Sikap Guru Terhadap Penggunaan Teknologi Komputer Dalam Proses P&P.

KPM (2002), menyatakan bahawa bidang Matematik merupakan pemangkin ke arah penguasaan sains dan teknologi, maka itu menerusi Kementerian Pendidikan, kerajaan telah mengambil langkah dengan memperkenalkan penggunaan teknologi multimedia dalam proses P&P yang bertujuan untuk mengubah gaya pembelajaran tradisional Matematik kepada satu dimensi baru yang lebih kreatif dan inovatif dengan harapan dapat memperkukuhkan penguasaan pelajar. Maka selaras dengan itu, guru yang terlibat telah disarankan agar merancang dan melaksanakan aktiviti P&P yang melibatkan pelajar secara aktif bagi mencapai objektif pengajaran .

Afzaal *et.al.* (2002), berpendapat bahawa sikap yang positif terhadap penggunaan komputer merupakan petanda kepada penerimaan teknologi komputer sebagai alat pembelajaran di kalangan pelajar secara umumnya. Dapatan kajian ini juga selaras dengan kajian-kajian lepas (Roblyer, 1885 ; Hasimah & Raffie 1994; Stewart ,1994; dan Mohd.Arif, Jasmy & Rossafri, 2004 ;) mendapati dengan penggunaan pakej perisian kursus berasaskan TMK, dapat meningkatkan motivasi pelajar. Dapatan ini turut disokong dengan dapatan kajian Norhayati & Siew (1998) bahawa melalui kaedah PPBK, proses P&P akan menjadi lebih mudah, menarik dan tidak membosankan. Selain dari itu, kajian Mohd.Arif, Jasmy & Rossafri (2004) juga adalah selaras dengan kajian ini, di mana dapatan kajian mereka mendapati:

- Pelajar berasa seronok menggunakan perisian PPBK
- Pelajar mula menimba banyak pengalaman dan pengetahuan baru
- Pelajar mula meningkatkan minatnya terhadap mata pelajaran sejarah
- Penggunaan imej dan video meningkatkan minat dalam penerokaan maklumat
- Penggunaan muzik latar membangkitkan motivasi pelajar
- Penghargaan dan peneguhan memberikan motivasi yang tinggi.

Oleh yang demikian, dapat dikatakan bahawa penggunaan teknologi komputer dalam proses P&P berpotensi dalam membantu pelajar meningkatkan pencapaian akademik.

Kajian Berkaitan faktor Demografi (Jantina, Umur Pengalaman mengajar, pengalaman asas komputer, pengalaman menghadiri kursus peningkatan komputer)

Jantina

Kajian Chen (1986), mendapati lelaki menunjukkan lebih kadar penglibatan dan lebih berminat terhadap komputer. Namun demikian, kajian melibatkan penggunaan komputer yang tidak melibatkan pengaturcaraan, Sains dan Matematik terdapat kurang perbezaan dalam literasi komputer mengikut jantina (Chen, 1986; Linn 1985). Kajian mengenai pemprosesan perkataan, lelaki dan wanita tidak menunjukkan perbezaan yang signifikan (Berker & Sterling, 1987). Perbezaan jantina terhadap penggunaan komputer didapati berkurangan dengan pengalaman menggunakan komputer (Siann & Durndell, 1988). Manakala Kay (1989) mendapati bahawa terdapat bukti yang berlainan pada perbezaan jantina berkaitan sikap terhadap komputer, khasnya apabila faktor-faktor demografi seperti umur, pengalaman dan latihan kursus diambil kira. Namun demikian, beliau mendapati lelaki mempunyai pengalaman literasi komputer yang lebih tinggi berbanding dengan wanita dan membuat kesimpulan bahawa literasi yang rendah dalam kalangan wanita boleh menghalang penggunaan komputer dalam bilik darjah.

Menurut Gold (1996), bersetuju bahawa wanita membawa gaya pengurusan literasi komputer yang tersendiri. Sementara itu, kajian Sacks, Bellissimo & Mergendoller (1993) ke atas pelajar mendapati sikap dan perilaku terhadap komputer dalam kalangan pelajar lelaki adalah secara relatif stabil, korelasi yang kuat antara ujian pra /ujian pos ditunjukkan. Manakala sikap dan perilaku pelajar perempuan kurang stabil. Sikap pelajar perempuan bertambah baik selepas kursus diberikan manakala sikap pelajar lelaki kekal. Walau bagaimanapun tidak terdapat perbezaan jantina secara menyeluruh dalam penggunaan komputer sebenar.

Umur

Terdapat pelbagai keputusan yang berbeza mengenai hubungan umur dan tahap penggunaan komputer. Seseengah penyelidik melaporkan pelajar siswazah yang lebih tua menunjukkan secara signifikan kurang keresahan terhadap penggunaan komputer berbanding dengan pelajar yang lebih muda (Becker & Sterling, 1987). Kajian lain pula tidak mendapati hubungan yang signifikan antara umur dengan keresahan penggunaan komputer, keyakinan atau keseronokan (McInemer *et al*, 1994). Beliau juga mendapati pelajar melebihi umur 23 tahun menunjukkan kebolehan yang lebih tinggi dalam penggunaan komputer berbanding dengan pelajar berumur 18 hingga 23 tahun.

Pengalaman Asas komputer.

Arenz & Lee (1990), mendapati pengalaman komputer adalah berkaitan secara positif dengan tahap kesediaan, sikap dan minat terhadap komputer. Lebih banyak pengalaman, sikap menjadi lebih positif. Dengan pengalaman, kerisauan dan takut akan berkurang dan keyakinan bertambah. Manakala Arndt, Clevenger & Meiskey (1985), mendapati bahawa pengalaman komputer mempunyai pengaruh sedarhana terhadap penggunaan komputer. Siann dan Durnell (1988), mendapati perbezaan jantina dalam literasi komputer berkurangan dengan pertambahan pengalaman komputer. Kajian Omar (1992) pula, mendapati terdapat hubungan yang signifikan antara pengalaman komputer pelajar dengan sikap mereka terhadap komputer.

Kajian Berkaitan Pengalaman Menghadiri Kursus atau Latihan Peningkatan Penggunaan Komputer.

Guru yang keluar atau tamat dari maktab atau universiti, tidak bersedia dalam semua aspek teknologi pendidikan. Mereka masih memerlukan kemahiran yang khusus dalam menyusun dan mengubahsuai pendekatan pengajaran dengan alat teknologi pendidikan. Manakala guru-guru terlatih yang ada di sekolah-sekolah pula telah dilatih tanpa pendedahan dengan teknologi baru. (Pusat Teknologi dan Media USM : 1985).

Proses penggunaan teknologi dalam P&P adalah satu proses yang berterusan. Guru-guru masa kini berada di atas salah satu titik di atas kontinum tersebut dan mereka hendaklah digerakkan agar bergerak menuju ke penghujung kontinum tersebut. Maka menjadi tanggungjawab oleh semua pihak, terutamanya di KPM untuk memastikan perkara ini berlaku, jika benar kita jujur dalam merealisasikan Dasar ICT negara. (Norizan & Raja Maznah, 2004).

Rosenberg (2001), menggariskan bahawa latihan komputer adalah perlu bagi para guru kerana mereka yang bertugas tidak mendapat latihan komputer yang formal. Menurut Joyce dan Showers (1980) pula, latihan harus merangkumi teori, demonstrasi, amalan, maklumbalas dan aplikasi bilik darjah untuk memastikan keberkesannya. Smitha (2001), berpendapat tanpa pendedahan dan kemahiran yang secukupnya, guru-guru masih teragak-agak untuk menggunakan integrasi komputer dengan penuh keyakinan. Kenyataan ini turut disokong oleh Martin dan Shoho (2000), bahawa kemampuan mengurus integrasi komputer dalam kalangan guru-guru boleh ditingkatkan melalui pengalaman serta program kursus atau latihan yang spesifik.

Menurut Metcalf (1998), latihan adalah kritikal kerana ia memberikan guru kemahiran-kemahiran yang spesifik untuk bekerja dengan teknologi. Ciri-ciri ini boleh mempengaruhi kejayaan pelaksanaan integrasi komputer. Sebaliknya jika latihan berkenaan tidak memadai pada persepsi guru, maka penggunaan komputer secara meluas terutama dalam P & P tidak terjamin. Oleh itu, Veenman, Van Tulder & Voeten (1994), berpendapat darjah kepuasan yang ditunjukkan oleh guru terhadap latihan atau kursus yang diikuti juga merupakan faktor penyumbang bagi memastikan kesan latihan kursus berkenaan dapat diaplikasi dalam bilik darjah.

Terdapat berbagai cara melaksanakan ICT dalam pengajaran dan pembelajaran. Pelaksanaan biasanya dijalankan secara berperingkat atau mengikut fasa. Menurut Kendall (2001), UNESCO telah mencadangkan empat pendekatan untuk membangunkan ICT di kalangan guru iaitu:-

- Peringkat 'Emerging' (Pengenalan) iaitu memberi tumpuan kepada mengenal fungsi teknikal dan penggunaan ICT dan pengetahuan tentang impak ICT

terhadap masyarakat dan sekolah. Guru menggunakan aplikasi ‘Microsoft Word’ untuk membuat nota pelajaran, mencari maklumat dalam CD Rom atau internet dan berhubung dengan rakan menggunakan e-mel.

- Peringkat ‘Applying’ (Aplikasi) iaitu guru menggunakan ICT untuk meningkatkan proses pengajaran dan pembelajaran dalam mata pelajaran yang diajar menggunakan pelbagai alat dan sumber ICT. Guru mengintegrasikan ICT untuk mengubah reka bentuk pengajaran atau menggabungkan kaedah lama dengan kaedah yang baru. Guru juga menggunakan ICT dalam program latihan.
- Peringkat ‘Integrating’ (Integrasi) iaitu ICT digunakan sepenuhnya untuk meningkatkan proses pengajaran dan pembelajaran dan pengurusan pembelajaran. Guru menjadi aktif, kreatif dan inovatif merancang dan mengurus pembelajaran. Guru dan pelajar menggunakan multimedia untuk persembahan dan kerja projek. Guru menggunakan bahan pembelajaran web dan menjadi ahli dalam kumpulan profesional. Guru mencuba beberapa kaedah pengajaran menggunakan ICT.
- Peringkat ‘Transforming’ (Tranformasi) iaitu guru sudah mahir dan yakin menggunakan ICT dalam pengajaran dan pembelajaran dan dalam hidup seharian. Pengajaran bertukar menjadi fokus pelajar. Pelajar bertanggungjawab terhadap pembelajarannya. Guru menjadi rakan pelajar untuk belajar atau dalam erti kata lain guru menjadi pembimbing di sisi pelajar.

Kajian Tajip Tassan (2010), tempoh / masa latihan /kursus yang diberi oleh pihak sekolah kepada guru-guru, responden telah menyatakan pendapat antara lainnya:

- Pada pendapat saya seharusnya tempoh latihan kemahiran dipanjangkan untuk memantapkan kemahiran serta keyakinan guru terhadap penggunaan komputer dalam proses P&P.
- Saya tidak berpuashati dengan tempoh masa kursus yang diadakan secara berperingkat-peringkat kerana tidak memberi kesan kepada saya.

Metodologi

Kajian ini menggunakan reka bentuk kajian kuantitatif iaitu jenis tinjauan. Instrumen menggunakan borang soal selidik. Analisis data menggunakan SPSS versi. 2.0. Sampel kajian terdiri daripada guru-guru yang mengajar Bahasa Kadazandusun.

Dapatan Kajian

Kesediaan Guru Bahasa Kadazandusun Terhadap Penggunaan Pakej Perisian Kursus Dalam Proses P&P

Konstruk kesediaan penggunaan pakej perisian kursus di kalangan sampel terdiri daripada 7 item. Jadual 1.1 menunjukkan analisis data dan min keseluruhan bagi kesediaan sampel terhadap penggunaan pakej perisian kursus.

Jadual 1.1 menunjukkan analisis statistik deskriptif terhadap item-item dari nombor 9 hingga 15 untuk melihat kesediaan sampel terhadap penggunaan pakej perisian sebagai media dalam proses P&P. Dapatan menunjukkan bahawa item 10 “Saya bersedia untuk membeli pakej perisian kursus sekiranya berkaitan dengan keperluan pengajaran” mencatat nilai min tertinggi, 3.44, tahap tinggi. Di ikuti oleh item 9, 12 dan 15 yang juga mencatat min di tahap sangat tinggi, iaitu min 3.29, 3.28 dan 3.22. Manakala item 11, 14 dan 13 masing-masing mencatatkan min di tahap tinggi, iaitu min 3.15, 3.07 dan 2.97. Berdasarkan kepada maklum

balas sampel terhadap ke tujuh-tujuh item yang telah dikemukakan dalam konstuk ini, secara keseluruhan, kesediaan sampel terhadap penggunaan pakej perisian kursus adalah positif kerana purata min keseluruhan bagi konstruk ini mempunyai nilai 3.20, iaitu tahap tinggi.

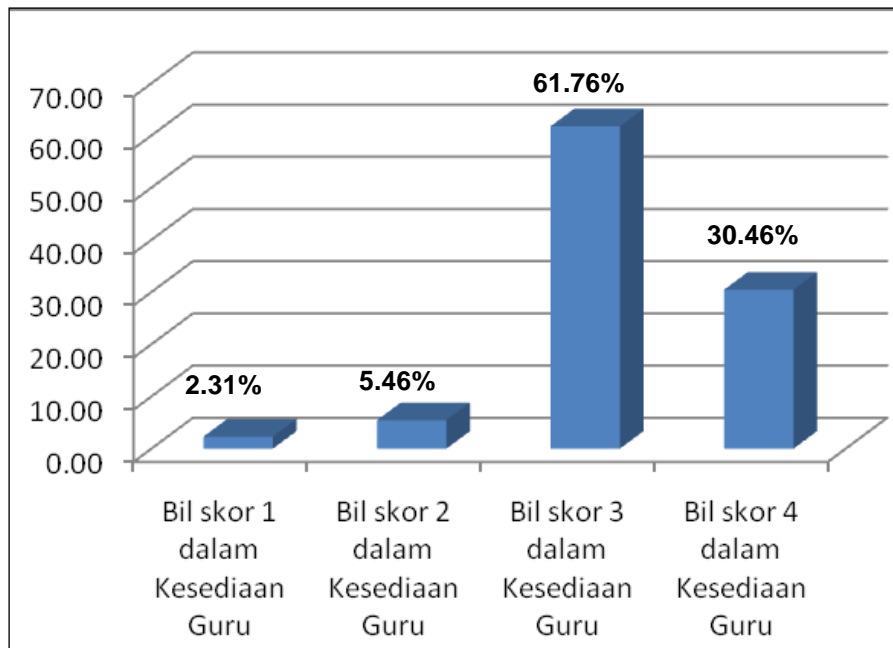
Jadual 1.1 : Analisis Data Tentang Kesediaan Sampel Terhadap Penggunaan Pakej Perisian Kursus

Item	Pernyataan Item	Jum Skor	Min	Sisihan Piawai	Tahap
9.	Saya bersedia untuk menggunakan pakej perisian dalam proses P&P.	224	3.29	0.670	Tinggi
10.	Saya bersedia untuk membeli pakej perisian kursus sekiranya berkaitan dengan keperluan pengajaran saya	234	3.44	0.678	Sangat Tinggi
11.	Saya bersedia memilih pakej perisian yang bersesuaian dengan keperluan P&P saya.	214	3.15	0.629	Tinggi
12.	Saya bersedia mengikuti kursus membina bahan berasaskan pakej perisian untuk keperluan P&P.	223	3.28	0.643	Tinggi
13.	Bebanan tugas lain di sekolah tidak menghalang untuk saya menggunakan pakej perisian kursus dalam P&P	202	2.97	0.712	Tinggi
14.	Saya bersedia mencuba lebih awal pakej perisian kursus sebelum P&P dimulakan.	209	3.07	0.555	Tinggi
15.	Saya bersedia mengikuti kursus penggunaan komputer pada bila-bila masa yang ditetapkan.	219	3.22	0.484	Tinggi
	Purata	218	3.20	0.491	Tinggi

* N = 68

Dapatan menunjukkan bahawa hanya satu, iaitu item 10 daripada 7 item (item 9 hingga item 15) mempunyai min di tahap sangat tinggi, di mana item 10 “Saya bersedia untuk membeli pakej perisian kursus sekiranya berkaitan dengan keperluan pengajaran saya” mencatat nilai min tertinggi, 3.44.

Merujuk kepada Carta 1.2, hasil kajian juga menunjukkan lebih 92.00% sampel telah memberi respon darjah persetujuan “amat setuju” dan “setuju” terhadap item-item “Kesediaan Guru Bahasa Kadazandusun Terhadap Penggunaan Pakej Perisian Kursus Dalam Proses P&P”.



Carta 4.3 : Peratus Keseluruhan Darjah Persetujuan Sampel (Kesediaan Guru)

Sikap Guru Bahasa Kadazandusun Terhadap Penggunaan Pakej Perisian Kursus dalam Meningkatkan Keberkesanan Proses P&P

Jadual 1.3 menunjukkan analisis deskriptif bagi data sikap sampel terhadap penggunaan pakej perisian kursus dalam proses P&P. Item keseluruhan dalam komponen ini terdiri dari 9 item yang menjurus kepada soalan kajian tentang sikap sampel terhadap penggunaan pakej perisian kursus dalam meningkatkan keberkesanan proses pengajaran dan pembelajaran.

Jadual 1.3 : Analisis Data bagi Sikap Sampel Terhadap Penggunaan Pakej Perisian Kursus

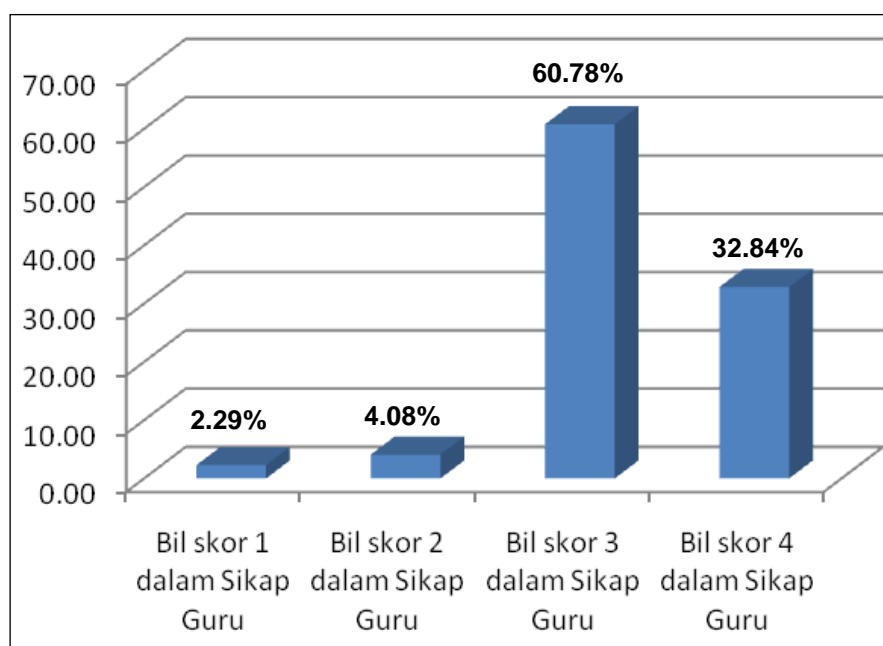
Item	Pernyataan Item	Jum Skor	Min	Sisihan Piawai	Tahap
16.	Penggunaan pakej perisian kursus memudahkan saya untuk menyampaikan P&P kepada murid.	228	3.35	0.664	Tinggi
17.	Penggunaan pakej perisian kursus mampu membantu saya melaksanakan P&P dengan lebih berkesan.	223	3.28	0.643	Tinggi
18.	Penggunaan pakej perisian kursus membolehkan saya meningkatkan lagi kefahaman pelajar tentang apa yang dipelajari.	225	3.31	0.718	Tinggi
19.	Penggunaan pakej perisian kursus dalam P&P memudahkan pelajar menguasai isi kandungan pelajaran yang diajar.	221	3.25	0.583	Tinggi
20.	Penggunaan pakej perisian kursus membolehkan saya mempelbagaikan lagi kaedah P&P dalam kelas.	219	3.22	0.569	Tinggi
21.	Saya menggunakan pakej perisian kursus sebagai salah satu sumber rujukan dalam P&P.	212	3.12	0.723	Tinggi

22.	Penggunaan pakej perisian kursus membolehkan saya menjadi lebih kreatif dalam proses P&P	223	3.28	0.642	Tinggi
23.	Penggunaan pakej perisian kursus mampu memandu pengajaran saya sehingga akhir P&P dalam bilik darjah.	213	3.13	0.644	Tinggi
24.	Penggunaan pakej perisian kursus mampu membantu saya untuk menggalakkan aktiviti inkuiri penemuan.	220	3.24	0.601	Tinggi
	Purata	220	3.24	0.527	Tinggi

* N = 68

Dapatan menunjukkan bahawa kesemua 9 item (item 16 hingga item 24) mempunyai min di tahap tinggi, iaitu min antara 3.11 hingga 3.35. Item 16 “Penggunaan pakej perisian kursus memudahkan saya untuk menyampaikan P&P kepada murid” mencatat nilai min tertinggi, 3.35. Di ikuti oleh item 18, 17, 22, 19, 24, 20, 23 dan 21 yang juga mencatat min di tahap tinggi, iaitu min 3.31, 3.28, 3.28, 3.25, 3.24, 3.22, 3.13 dan 3.12. Berdasarkan kepada maklum balas sampel terhadap kesemua 9 item yang telah dikemukakan dalam konstruk ini, secara keseluruhan, kesediaan sampel terhadap penggunaan pakej perisian kursus adalah positif kerana purata min keseluruhan bagi konstruk ini mempunyai nilai 3.24, iaitu tahap tinggi

Merujuk kepada Carta 1.4, hasil kajian juga menunjukkan lebih 93.00% sampel telah memberi respon darjah persetujuan “amat setuju” dan “setuju” terhadap item-item “Sikap Guru Bahasa Kadazandusun Terhadap Penggunaan Pakej Perisian Kursus dalam Meningkatkan Keberkesanan Proses P&P”.



Carta 4.4 : Peratus Keseluruhan Darjah Persetujuan Sampel (Sikap Guru)

Adakah Terdapat Perbezaan Yang Signifikan Dari Segi Kediaan Bahasa Kadazandusun Terhadap Penggunaan Pakej Perisian Dalam Proses Pengajaran Dan Pembelajaran Dengan Pengalaman Mengajar?

Berdasarkan Jadual 4.9, dapatan kajian menggunakan ujian ANOVA sehala menunjukkan tidak terdapat perbezaan yang signifikan di antara kumpulan [$F=2.176$, $p>0.05$ iaitu 0.099] antara kesediaan guru Bahasa Kadazandusun terhadap penggunaan pakej perisian dalam proses pengajaran dan pembelajaran dengan pengalaman mengajar.

Jadual 4.9 : Analisis Varians Sehala Kesediaan Guru Bahasa Kadazandusun Terhadap Penggunaan Pakej Perisian dalam Proses P&P dengan pengalaman mengajar

	SS	df	MS	F	p
Antara Kumpulan	1.497	3	0.499	2.176	0.099
Dalam Kumpulan	14.679	64	0.229		
Jumlah	16.176	67			

Aras signifikan $p<0.05$

Berdasarkan ujian *Post-Hoc* ANOVA Tukey HSD Jadual 4.9, di mana kesediaan guru Bahasa Kadazandusun sebagai pemboleh ubah bersandar, dapatan kajian mendapati tidak ada pasangan pemboleh ubah tak bersandar pilihan pengalaman mengajar dalam subjek berkenaan yang berbeza yang mempunyai perbezaan min yang menghampiri signifikan $p<0.05$.

Jadual 4.10 : Dapatan Ujian Post Hoc (ANOVA) Tukey HSD Untuk Mengetahui Pasangan Kumpulan Pengalaman Mengajar Dalam Subjek Berkenaan Yang Berbeza Secara Signifikan

Multiple Comparisons

Pemboleh Ubah Bersandar: Kesediaan Guru Terhadap Penggunaan Pakej Perisian

(I) Pengalaman mengajar dalam subjek berkenaan	(J) Pengalaman mengajar dalam subjek berkenaan	Mean Difference (I-J)	Sig. (p)
1 – 4 tahun	5 – 10 tahun	0.116	0.897
	11 – 15 tahun	0.361	0.144
	16 tahun ke atas	0.066	1.000
5 – 10 tahun	11 – 15 tahun	0.246	0.363
11 – 15 tahun	16 tahun ke atas	0.355	0.171
16 tahun ke atas	5 – 10 tahun	0.109	0.916

Aras signifikan $p < 0.05$

Berdasarkan soalan kajian, dapatan kajian ini telah mengenal pasti bahawa tidak terdapat perbezaan yang signifikan dari segi kesediaan guru Bahasa Kadazandusun terhadap penggunaan pakej perisian dalam proses pengajaran dan pembelajaran dengan pengalaman mengajar.

Adakah Terdapat Perbezaan Yang Signifikan Dari Segi Sikap Guru Bahasa Kadazandusun Terhadap Penggunaan Pakej Perisian Dalam Proses Pengajaran Dan Pembelajaran Dengan Pengalaman Mengajar?

Berdasarkan Jadual 4.11, dapatan kajian menggunakan ujian ANOVA sehala menunjukkan tidak terdapat perbezaan yang signifikan di antara kumpulan [$F=1.783$, $p>0.05$ iaitu 0.159] antara sikap guru Bahasa Kadazandusun terhadap penggunaan pakej perisian dalam proses pengajaran dan pembelajaran dengan pengalaman mengajar.

Jadual 4.11 : Analisis Varian Sehala Sikap Guru Bahasa Kadazandusun Terhadap Penggunaan Pakej Perisian dalam Proses P&P dengan pengalaman mengajar

	SS	df	MS	F	p
Antara Kumpulan	1.438	3	0.479	1.783	0.159
Dalam Kumpulan	17.203	64	0.269		
Jumlah	18.641	67			

Aras signifikan $p<0.05$

Berdasarkan ujian *Post-Hoc* ANOVA Tukey HSD Jadual 4.12, di mana sikap guru Bahasa Kadazandusun sebagai pemboleh ubah bersandar, dapatan kajian mendapati tidak ada pasangan pemboleh ubah tak bersandar pilihan pengalaman mengajar dalam subjek berkenaan yang berbeza yang mempunyai perbezaan min yang menghampiri signifikan $p<0.05$.

Jadual 4.12 : Dapatan Ujian Post Hoc (ANOVA) Tukey HSD Untuk Mengetahui Pasangan Kumpulan Pengalaman Mengajar Dalam Subjek Berkenaan Yang Berbeza Secara Signifikan

Multiple Comparisons
Pemboleh Ubah Bersandar: Sikap Guru Terhadap Penggunaan Pakej Perisian

(I) Pengalaman mengajar dalam subjek berkenaan	(J) Pengalaman mengajar dalam subjek berkenaan	Mean Difference (I-J)	Sig. (p)
1 – 4 tahun	5 – 10 tahun	0.127	0.893
	11 – 15 tahun	0.385	0.154
	16 tahun ke atas	0.046	0.963
5 – 10 tahun	11 – 15 tahun	0.258	0.390
11 – 15 tahun	16 tahun ke atas	0.288	0.408
16 tahun ke atas	5 – 10 tahun	0.031	0.998

Aras signifikan $p < 0.05$

Berdasarkan soalan kajian, dapatan kajian ini telah mengenal pasti bahawa tidak terdapat perbezaan yang signifikan dari segi sikap guru Bahasa Kadazandusun terhadap penggunaan pakej perisian dalam proses pengajaran dan pembelajaran dengan pengalaman mengajar.

Rumusan

Secara keseluruhannya, hasil kajian ini menunjukkan kesediaan positif responden terhadap penggunaan pakej perisian kursus sebagai media yang berasaskan teknologi komputer dalam proses P&P. Responden sentiasa bersedia dalam apa juga keadaan terhadap penggunaan media tersebut termasuklah mengikuti kursus pada bila-bila masa. Kesediaan responden terhadap penggunaan media tersebut dalam meningkatkan keberkesanan pengajaran dan pembelajaran dengan purata min keseluruhan 3.20 menunjukkan kesediaan yang amat positif. Ini bermakna penggunaan media tersebut telah memberi kesan yang positif dalam membantu proses P&P mereka. Kajian ini turut mengenal pasti bahawa terdapat hubungan yang signifikan antara kesediaan penggunaan pakej perisian dengan sikap dan kemahiran guru Bahasa Kadazandusun dalam proses pengajaran dan pembelajaran di sekolah-sekolah rendah daerah Tamparuli, Sabah. Walau bagaimanapun dari segi kemahiran asas penggunaan ICT perlu dititikberatkan kerana guru-guru masih menunjukkan sikap yang sederhana terutama sekali dari segi pengendalian dan fungsi perkakasan komputer. Beberapa cadangan diketengahkan sebagai penyokong untuk mengatasi atau mengurangkan kekangan tersebut khasnya kepada guru-guru bahasa Kadazandusun, kepada pihak sekolah, Kementerian Pendidikan dan seterusnya kajian lanjutan.

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INSTRUMEN GLOSARI: KAJIAN KESAN PENGGUNAAN DALAM PEMBELAJARAN PEMIKIRAN DAN TAMADUN ISLAM DI UiTM CAWANGAN KELANTAN

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Abstrak. *Pemikiran dan Tamadun Islam (CTU151) merupakan kursus wajib yang diambil oleh semua pelajar yang mengikuti program Diploma Bahagian 2 di UiTM. Kursus ini menjelaskan konsep tamadun Islam dan sumbangannya kepada peradaban dunia, Islam di Alam Melayu, 269actor kekeluargaan, kemasyarakatan dan kenegaraan Islam seterusnya cabaran yang dihadapi oleh dunia Islam hari ini (Diskripsi Kursus CITU UiTM). Dapatan mendapati pelajar menghadapi kesukaran untuk menguasai subjek ini berdasarkan keputusan kursus CTU151 bagi setiap semester menunjukkan bahawa tahap pencapaian pelajar berada di tahap sederhana. Bagi mengatasi masalah tersebut pensyarah Akademi Pengajian Islam Kontemporari (ACIS) UiTM Cawangan Kelantan telah memperkenalkan kaedah penggunaan glosari bagi memudahkan para pelajar memahami dan menguasai mata pelajaran tersebut. Kajian ini telah menggunakan kaedah kuantitatif iaitu dengan mengedarkan 269actor kaji selidik penggunaan kaedah glosari dalam pembelajaran yang diagihkan kepada semua pelajar diploma bahagian 2 (2017/2018) UiTM cawangan Kelantan sebanyak 254 sampel dan menerima semula sebanyak 162 sampel. Soal selidik ini dianalisis menggunakan perisian SPSS versi 24.0 dengan menggunakan analisis t-test, anova dan kolerasi. Hasil didapati 269actor yang dikaji berkait rapat dalam menentukan tahap pemahaman pelajar dalam subjek pemikiran dan tamadun Islam. Kajian ini dapat membantu pelajar memahami dan menguasai subjek ini dengan lebih baik, seterusnya dapat memenuhi keperluan pembelajaran pada masa kini.*

Kata kunci: *Instrumen, Glosari, Penambahbaikan, Pembelajaran*

Pendahuluan

Pembaharuan dunia pengajaran & pembelajaran tamadun dan peradaban merupakan aktiviti dan proses yang terpenting bagi memberikan impak yang besar ke atas suasana P&P subjek tersebut. Pembaharuan teknik P&P ini amat perlu demi kelestarian dan juga tarikan kepada para pelajar untuk terus mendalami dan mempelajari sejarah dan tamadun. Meminggirkan subjek ini adalah merugikan bangsa itu sendiri kerana mereka tidak akan dapat mengambil iktibar dan belajar dari pengalaman peradaban lampau dalam menghindari sesuatu kemungkinan yang perlu diketahui khususnya dalam proses pembinaan masa hadapan yang lebih global dan interaktif.

Memahami subjek tamadun khususnya tamadun Islam amat kompleks dengan pelbagai istilah yang dicampur dari bahasa Arab dan Inggeris. Inovasi dan pendekatan yang pelbagai diperlukan bagi menjadikan pengajaran dan pembelajaran tamadun diminati selaras dengan matlamatnya sebagai asas pembentukan warganegara yang patriotik. Memahami glosari dan istilahnya adalah langkah awal yang perlu dilakukan dalam menguasai subjek tersebut. Pertanyaan dari masyarakat khususnya pelajar berkaitan isu-isu dan istilah tamadun memerlukan sebuah buku yang dapat memberi panduan umum khususnya kepada pelajar dan orang awam. Glosari juga sebagai sumber bahan rujukan untuk membantu pelajar dalam proses pembelajaran.

Menurut Kamus Dewan edisi ke-empat, glosari bermaksud senarai atau daftar perkataan atau istilah dalam bidang tertentu yang diberikan penjelasan, penerangan atau huraian tentang maknanya. Sebuah glosari biasanya hanya mengandungi perkataan atau istilah dalam sesuatu bidang pengetahuan yang khusus yang disusun mengikut abjad.

Objektif Kajian

Mengenal pasti keberkesanan kaedah penggunaan glosari dalam pengajaran dan pembelajaran subjek Tamadun Islam di kalangan pelajar semester 2 di UiTM cawangan Machang Kelantan. Selain itu, mengukur keberkesanan kepada pensyarah dalam memberi kefahaman kepada pelajar berdasarkan topik-topik yang telah ditetapkan dalam silibus CTU151.

Latar Belakang Silibus Pemikiran Dan Tamadun Islam (CTU151)

Pemikiran dan Tamadun Islam (CTU151) merupakan kursus wajib yang mesti diambil oleh semua pelajar yang mengikuti program Diploma Semester 2 di Tahun pertama di UiTM. Kursus ini menjelaskan konsep tamadun Islam, perkembangan serta pengaruh dan sumbangannya kepada peradaban dunia. Kursus ini juga menjelaskan tentang pemikiran, isu dan cabaran dunia Islam kontemporari. Silibus subjek ini mengandungi topik berkaitan Konsep Tamadun Islam, Nilai-nilai Universal Dalam Tamadun Islam, Perkembangan Tamadun Islam, Pemikiran Tamadun Islam dan Islam di Alam Melayu. Hasil pembelajaran kursus ini, diharapkan pelajar dapat menghurai dan membuat penyampaian mengenai sumbangan dan kesan pemikiran dan tamadun Islam kepada peradaban dunia. Selain itu, diharapkan pelajar dapat membuat pentaksiran secara bertulis melalui perbincangan mengenai pemikiran dan tamadun Islam. Pelajar juga di harapkan dapat membuat pelaporan bertulis hasil perbincangan mengenai sumbangan pemikiran dan tamadun Islam kepada peradaban dunia (Maklumat Kursus CTU151:12 Mac 2018).

Kemahiran yang dapat dipindahkan melalui pengajaran dan pembelajaran subjek ini adalah pelajar dapat menjelaskan konsep ketamadunan dan pembangunan. Di samping itu, pelajar dapat mengaplikasi etika dan moral profesional dan mewujudkan pembelajaran secara berterusan serta memberi panduan dalam pengurusan asas kehidupan Muslim. Panduan strategi pengajaran, pembelajaran dan penilaian berdasarkan pembelajaran yang berasaskan penerokaan (*discovery-based learning*), pembelajaran secara sendiri (*engaged learning*) dan penilaian formatif (Maklumat Kursus CTU151:12 Mac 2018).

Kaedah Pengajaran

Kaedah pengajaran merupakan satu proses penting dalam pendidikan dan ia sebagai penentu kepada kejayaan sesuatu pengajaran yang dilaksanakan. Seseorang guru yang pakar dalam sesuatu matapelajaran, mungkin akan menghadapi kegagalan dalam pengajarannya, kerana ia tidak menguasai kaedah yang digunakan untuk memberi kefahaman kepada pelajar. Reigeluth dan Carr-Chellman (2009) menjelaskan bahawa pengajaran merupakan proses bagi membantu pelajar membina pengetahuan dan juga apa sahaja aktiviti yang bertujuan untuk menjana pembelajaran.

Proses pengajaran dan pembelajaran tidak terhad kepada kaedah-kaedah tertentu sahaja. Perbezaan kaedah adalah bergantung kepada sesuatu matapelajaran yang diajar. Dalam menggunakan apa-apa pendekatan sekalipun pensyarah perlulah menyampaikan pelajaran menurut kecenderungan dan peringkat kematangan pelajar.

Pemikiran dan Tamadun Islam (CTU151) merupakan kursus wajib yang mesti diambil oleh semua pelajar yang mengikuti program diploma semester 2 di UiTM. Kaedah pengajaran yang digunakan dalam kursus ini adalah dalam bentuk kuliah, perbincangan, simulasi dan tugas.

Metodologi Kajian

Kaedah Penyelidikan

Pendekatan kuantitatif digunakan dalam kajian ini. Populasi kajian adalah pelajar yang sedang mengikuti pengajian di UiTM Cawangan Kelantan. Untuk memastikan sampel responden yang dipilih sesuai dengan matlamat kajian, teknik persampelan kebarangkalian rawak mudah digunakan. Oleh itu satu atau beberapa pembolehubah bersandar dan pembolehubah bebas dikaji di kalangan para pelajar Diploma UiTM di kampus Machang. Unit analisis terdiri daripada para pelajar Diploma bahagian 02 yang respon kepada penyelidikan ini dan ia berbentuk kajian rentas. Populasi kajian terdiri daripada semua pelajar Diploma bahagian 02 dari fakulti Pengurusan Maklumat (IM), Pengurusan Perniagaan (BM), Sains Komputer dan Statistik (CS), Perakaunan (AC), Seni Reka (AD), dan Pengurusan Pentadbiran dan Polisi (AM) yang mengambil kursus Pemikiran dan Tamadun Islam (CTU151) di UiTM kampus Machang.

Pengumpulan Data

Kutipan data dilakukan menggunakan borang soal selidik. Setiap item soalan dirangka dan kemudiannya dilakukan pra ujian bagi memastikan kebolehpercayaannya. Set borang soal selidik berkaitan kajian diedarkan oleh kumpulan penyelidik. Soal selidik ini mempunyai tiga bahagian. Bahagian A adalah mengenai profil responden atau pelajar di UiTM kampus Machang, Bahagian B tentang faktor-faktor yang mempengaruhi pembelajaran Pemikiran dan Tamadun Islam dan Bahagian C pula berkaitan persepsi pelajar terhadap penggunaan glosari dalam pembelajaran Pemikiran dan Tamadun Islam. Menurut Angell J. R (1906), persepsi ditakrifkan sebagai kesedaran tentang perkara-perkara penting yang ada sekarang.

Kajian rintis sebanyak 30 soal selidik telah dijalankan untuk memeriksa kesahan dan kebolehpercayaan soalan-soalan yang dimasukkan dalam soal selidik. Setelah meninjau maklum balas daripada kajian perintis, beberapa pindaan akan dibuat sebelum pengedaran soal selidik. Soal selidik itu telah diedarkan kepada pelajar-pelajar diploma bahagian 02 dari pelbagai fakulti Kampus Machang UiTM Kelantan. Proses pengumpulan data telah dilakukan pada bulan September 2017.

Teknik Analisis

Data dari kajian ini akan dianalisis menggunakan pakej *Statistical Package for Social Sciences* (SPSS) version 24.0. Oleh itu taburan frekuensi dan peratusan data nominal akan digunakan untuk menggambarkan persampelan. Keputusan taburan akan dibentangkan melalui jadual kekerapan dan carta. Keputusan yang akan diambil berdasarkan kriteria ini ialah kesahihan dan kepentingan sesuatu data ditentukan oleh kekerapan dan nilai peratusan responden yang memperakukan kebenaran data tersebut.

Bagi mengukur kesahihan data selang (*interval data*), analisis faktor penerokaan (*exploratory factor*) akan digunakan. Melalui analisis ini pembolehubah-pembolehubah tidak dikategorikan sebagai bersandar atau tidak bersandar, sebaliknya seluruh hubungan yang saling berkait di kalangan pembolehubah akan dikaji. Analisis ini akan mengurangkan bilangan pembolehubah yang saling berkait (*inter correlated*) kepada beberapa faktor atau dimensi yang munasabah bagi tujuan analisis yang selanjutnya. Seterusnya teknik kebolehpercayaan Cronbach's Alpha digunakan bagi mengukur kebolehpercayaan (*reliability*) faktor-faktor tersebut. Kebolehpercayaan akan diterima jika nilai Alpha adalah 0.60 atau lebih. Kesemua faktor tersebut dikelompokkan dan dinamakan sebagai pembolehubah baharu (*new variable*).

Hasil Kajian

Analisis Faktor Eksploratori

KMO	Bartlett's Test of Sphericity
0.865	.000

Jadual di atas menunjukkan hasil analisis faktor eksploratori. Nilai *Kaiser-Meyer-Olkin* (KMO) yang diperolehi melebihi 0.7 iaitu 0.865. Ujian *Sphericity Bartlett* adalah tepat memandangkan nilai 0.000 adalah kurang daripada $\alpha = 0.05$.

Pembolehubah	Bil. Item	Item	Loading Faktor
Faktor Dalaman	9	B2	0.640
		B4	0.607
		B11	0.685
		B12	0.872
		B13	0.897
		B14	0.782
		B15	0.792
		B21	0.784
		B22	0.758

Faktor Luaran	4	B1	0.656
		B3	0.800
		B6	0.748
		B7	0.762
Persepsi	6	C1	0.819
		C2	0.809
		C4	0.758
		C5	0.635
		C7	0.717
		C8	0.779

Jadual di atas menunjukkan terdapat 3 pembolehubah. Bilangan item untuk pembolehubah Faktor Dalam mempunyai 9 item, Faktor Luaran mempunyai 4 item, dan Persepsi juga mempunyai 6 item. Semua item untuk setiap pembolehubah mempunyai nilai loading faktor melebihi 0.60.

Analisis Diskriptif

Pembolehubah	Perkara	Frekuensi	Peratus (%)
Jantina	Lelaki	34	21.0
	Perempuan	128	79.0
Umur	18	1	0.6
	19	142	87.7
	20 ke atas	19	11.7
Fakulti	BM	78	48.1
	CS	14	8.6
	IM	51	31.5
	AM	19	11.7
Tempat tinggal	Bandar	68	42.0
	Luar bandar	94	58.0
Keputusan Sejarah SPM	A	48	29.6
	B	77	47.5
	C	36	22.2
	D	1	0.6

Jadual di atas menunjukkan bahawa majoriti responden adalah perempuan iaitu 79.0% manakala peratusan lelaki adalah 21.0%. Kebanyakan responden berumur 19 tahun iaitu

87.7%. Responden yang berumur 20 tahun ke atas adalah 11.7% dan hanya 0.6% yang berumur 18 tahun. Seterusnya, peratusan responden dari fakulti BM adalah 48.1%, fakulti CS

adalah 8.6%, fakulti IM adalah 31.5%, dan fakulti AM pula adalah 11.7%. Terdapat 42.0% responden yang tinggal di bandar sementara responden yang tinggal di luar bandar adalah 58.0%. Peratusan responden yang memperoleh A dalam matapelajaran Sejarah semasa SPM adalah 29.6%, diikuti B adalah 47.5%, C adalah 22.2%, dan hanya 0.6% yang memperoleh D dalam matapelajaran tersebut.

Alpha Cronbach

Pembolehubah	Bil. Item	Alpha Cronbach
Faktor Dalaman	9	0.883
Faktor Luaran	4	0.780
Persepsi	6	0.818

Nilai Alpha cronbach yang boleh diterima oleh Nunnally et al. (1994) adalah 0.60 dan ke atas. Jadual di atas menunjukkan nilai alpha cronbach bagi setiap pembolehubah di atas melebihi 0.60.

ANOVA Sehala Ø Umur

		Sum Squares	of Degree Freedom	of Mean Square	F	Sig
Faktor Dalaman	Antara kumpulan	0.357	2	0.179	0.706	0.495
	Dalam kumpulan	40.214	159	0.253		
	Jumlah	40.571	161			
Faktor Luaran	Antara kumpulan	0.171	2	0.086	0.289	0.749
	Dalam kumpulan	47.179	159	0.297		
	Jumlah	47.351	161			
Persepsi	Antara kumpulan	0.138	2	0.069	0.300	0.741
	Dalam kumpulan	36.556	159	0.230		
	Jumlah	36.694	161			

Bagi Faktor dalaman nilai signifikan p adalah 0.495 lebih besar daripada 0.05, oleh itu tidak terdapat perbezaan yang signifikan dalam min Faktor dalaman antara kumpulan umur. Untuk Faktor luaran, nilai signifikan p ialah 0.749 lebih besar daripada 0.05. Oleh itu, tidak terdapat

perbezaan yang signifikan dalam min Faktor luaran antara kumpulan umur. Bagi pembolehubah Persepsi, nilai signifikan p ialah 0.741 lebih besar daripada 0.05. Oleh itu, tidak terdapat perbezaan yang signifikan dalam min Persepsi antara kumpulan umur.

Ø Fakulti

		Sum Squares	of Degree Freedom	of Mean Square	F	Sig
Faktor Dalaman	Antara kumpulan	1.878	3	0.626	2.556	0.057
	Dalam kumpulan	38.693	158	0.245		
	Jumlah	40.571	161			
Faktor Luaran	Antara kumpulan	1.311	3	0.437	1.500	0.217
	Dalam kumpulan	46.040	158	0.291		
	Jumlah	47.351	161			
Persepsi	Antara kumpulan	3.091	3	1.030	4.844	0.003
	Dalam kumpulan	33.603	158	0.213		
	Jumlah	36.694	161			

Bagi Faktor dalaman nilai signifikan p adalah 0.057 lebih besar daripada 0.05, oleh itu tidak terdapat perbezaan yang signifikan dalam min Faktor dalaman antara kumpulan fakulti. Untuk Faktor luaran, nilai signifikan p ialah 0.217 lebih besar daripada 0.05. Oleh itu, tidak terdapat perbezaan yang signifikan dalam min Faktor luaran antara kumpulan fakulti. Bagi pembolehubah Persepsi, nilai signifikan p ialah 0.003 lebih kecil daripada 0.05. Oleh itu, terdapat perbezaan yang signifikan dalam min Persepsi antara kumpulan fakulti.

Ø Keputusan matapelajaran Sejarah dalam SPM

		Sum Squares	of Degree Freedom	of Mean Square	F	Sig
Faktor Dalaman	Antara kumpulan	0.343	3	0.114	0.449	0.718
	Dalam kumpulan	40.228	158	0.255		
	Jumlah	40.571	161			

Faktor Luaran	Antara kumpulan	2.605	3	0.868	3.066	0.030
	Dalam kumpulan	44.746	158	0.283		
	Jumlah	47.351	161			
Persepsi	Antara kumpulan	0.873	3	0.291	1.284	0.282
	Dalam kumpulan	35.821	158	0.227		
	Jumlah	36.694	161			

Bagi Faktor dalaman nilai signifikan p adalah 0.718 lebih besar daripada 0.05, oleh itu tidak terdapat perbezaan yang signifikan dalam min Faktor dalaman antara kumpulan keputusan matapelajaran Sejarah dalam SPM. Untuk Faktor luaran, nilai signifikan p ialah 0.030 lebih kecil daripada 0.05. Oleh itu, terdapat perbezaan yang signifikan dalam min Faktor luaran antara kumpulan keputusan matapelajaran Sejarah dalam SPM. Bagi pembolehubah Persepsi, nilai signifikan p ialah 0.282 lebih besar daripada 0.05. Oleh itu, tidak terdapat perbezaan yang signifikan dalam min Persepsi antara kumpulan keputusan matapelajaran Sejarah dalam SPM.

Korelasi

		Faktor 1	Faktor 2	Persepsi
Faktor Dalaman	Pearson correlation	1	0.326	0.006
	Sig (2-tailed)	.	0.000	0.940
	N	162	162	162
Faktor Luaran	Pearson correlation	0.326	1	0.006
	Sig (2-tailed)	0.000	.	0.939
	N	162	162	162
Persepsi	Pearson correlation	0.006	0.006	1
	Sig (2-tailed)	0.940	0.939	.
	N	162	162	162

Terdapat korelasi yang signifikan secara statistik antara Faktor dalaman dan Faktor luaran kerana nilai signifikan p adalah kurang daripada 0.05. Manakala tidak terdapat korelasi yang signifikan secara statistik antara Persepsi dengan Faktor dalaman dan Faktor luaran kerana nilai signifikan p adalah lebih daripada 0.05.

Keberkesanan Kaedah Glosari Dalam Pengajaran dan Pembelajaran

Hasil pemerhatian terhadap kajian yang telah dilakukan, keberkesanan penggunaan kaedah glosari dalam pengajaran dan pembelajaran telah menarik minat pelajar dalam memudah cara pembelajaran serta dapat meningkatkan kefahaman pelajar dalam mata pelajaran Tamadun

Islam. Penggunaan klausa-klausa kata beserta dengan pemahaman istilah-istilah dapat membantu para pelajar melancarkan pembelajaran mereka. Contohnya, ketika melakukan kuiz di dalam kelas, para pensyarah hanya perlu mengeluarkan “key word” atau kata kunci kepada para pelajar, mereka mampu menceritakan satu persatu istilah yang berkaitan dengan kata kunci tersebut.

Setelah kaedah penggunaan glosari diaplikasi dalam pengajaran dan pembelajaran Tamadun Islam di UiTM Machang, didapati berlakunya peningkatan pencapaian markah ujian dan penilaian akhir pelajar dalam subjek tersebut. Ini kerana majoriti pelajar (sebelum kaedah glosari) memperolehi skor B+ dan terdapat sebilangan kecil pelajar yang lemah dan gagal dalam peperiksaan.

Selain itu, pelajar juga dapat menguasai subjek Tamadun Islam dan menunjukkan minat terhadap subjek ini apabila mereka dapat memahami istilah-istilah yang digunakan di dalamnya dan seterusnya dapat memudahkan para pensyarah di dalam proses penyampaian tanpa menghadapi banyak kekangan.

Kesimpulan

Hasil daripada penggunaan kaedah glosari mampu untuk meningkatkan daya ingatan serta kefahaman pelajar terhadap matapelajaran Tamadun Islam. Pelajar juga mudah untuk mengikuti silibus pembelajaran berdasarkan bab-bab yang meliputi keseluruhan tajuk dengan mudah. Kaedah glosari merupakan kaedah yang tidak membosankan untuk para pelajar dalam mengikuti beberapa matapelajaran berasaskan fakta. Selain daripada itu, hasil daripada penggunaan kaedah glosari ini, ia mampu meningkatkan graf pencapaian pelajar serta mampu mencapai 100 % pencapaian lulus dengan cemerlang.

Penghargaan

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FAKTOR KAJAYAAN PENIAGA ACEH DALAM BIDANG PERUNCITAN DI BANDAR BARU BANGI, SELANGOR

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Abstrak: Perkembangan sektor peruncitan di Malaysia pada hari adalah ditahap memuaskan dan masih perlu dipertingkatkan lagi supaya sektor ini lebih seimbang. Peniaga Melayu kini kurang berminat untuk menceburkan diri dalam bidang peruncitan kerana mempunyai saingan yang tinggi dengan bangsa lain dan yang paling mencabar sekali adalah saingan dari pasaraya yang kian membangun. Peningkatan bilangan pasar runcit peniaga Aceh yang konsisten sangat memberi persaingan kepada peruncit bumiputra. Justeru itu kajian ini adalah bertujuan untuk mengkaji faktor kejayaan peniaga Aceh yang sangat hebat dalam sektor peruncitan dan boleh dikatakan berjaya. Kajian ini merupakan satu kajian kualitatif. Seramai 4 peruncit kecil di kawasan Bangi dipilih sebagai peserta kajian. Sementara protokol temubual telah digunakan sebagai instrumen pengumpulan data. Setelah dianalisis, data kajian mendapati bahawa faktor kejayaan peniaga Aceh adalah berkaitan dengan faktor dalaman dan faktor luaran. Implikasi kajian ini adalah bakal usahawan perlu mempunyai pengalaman yang diperlukan, konsisten dan tidak berputus asa dalam menempuhi segala rintangan dan cabaran dalam perniagaan peruncitan. Dapatan kajian ini penting untuk membantu golongan peniaga runcit meningkatkan prestasi perniagaan mereka walaupun terdapat persaingan daripada peniaga Aceh. Kajian ini merumuskan bahawa peniaga runcit melayu boleh bersaing dengan perniagaan Aceh yang ada kini sekiranya faktor kejayaan mereka dijadikan panduan dan model.

Kata kunci: Usahawan Melayu, peniaga Aceh, dan peruncitan.

Abstract: The expansion of Malaysia's retail sector in the day was satisfactory and still needs to be improved so that the sector is more balanced. Malay traders are now less interested in venturing into retailing because they have a high level of competition with other races and the most challenging one is the rivalry of a growing supermarket. The increase in the number of retail markets for Acehnese traders is consistent with competition for bumiputra retailers. Hence this study is aimed at studying the success factors of Aceh's great entrepreneurs in the retail sector and can be said to be successful. This study is a qualitative study. A total of 4 small retailers in the Bangi area were selected as study participants. While the interview protocol has been used as a data collection instrument. After analyzing the data, the study found that the success factors of Acehnese traders were related to internal factors and external factors. The implication of this study is that entrepreneurs need to have the experience they need, consistency and not give up on all the obstacles and challenges in the retail business. The findings of this study are important to help retail traders improve their business performance despite competition from Aceh traders. This study concludes that Malaysian retailers can compete with existing Aceh businesses if their success factor is a guideline and model.

Key Words: Malay Entrepreneurs, Aceh Traders, And Retailers.

Pengenalan

Dunia perniagaan adalah satu dunia yang penuh dengan cabaran dan rintangan. Golongan yang ingin menceburkan diri dalam dunia perniagaan haruslah sudah mengetahui dan mengenali pelbagai rintangan dan halangan yang akan ditempuhi kelak. Sebahagian peniaga yang berjaya dalam menempuhi rintangan dan halangan akan mengecapi kesenangan daripada hasil perniagaan mereka. Untuk mengekalkan kejayaan bagi setiap perniagaan, peniaga atau usahawan seharusnya terus mewujudkan motivasi dan disiplin diri yang tinggi serta mencari sebanyak mungkin pengalaman dan selok-belok ilmu tentang dunia perniagaan. Tambahan pula masa depan perniagaan peruncitan kini telah diancam oleh kewujudan pelbagai bentuk perniagaan terutamanya kedatangan peniaga Aceh yang hebat dalam dunia perniagaan. Hal ini telah menyebabkan perniagaan runcit bumiputra kurang diberi perhatian memandangkan pengurusan peniaga Aceh yang lebih tersusun dan banyak pilihan barangan. Ini merupakan satu ancaman kepada peruncit bumiputra untuk memajukan perniagaan mereka walaupun tidak dapat bertanding sepenuhnya dengan pelbagai kemudahan oleh peniaga Aceh (Utusan 8 Januari 2016). Tujuan kajian ini adalah untuk memperhalusi dan mengupas bagaimana kejayaan peniaga Aceh dalam memulakan perniagaan. Apakah faktor yang paling penting dalam skop perniagaan peniaga Aceh dan bagaimana perniagaan mereka boleh bertahan dan boleh memonopoli perniagaan pasar runcit di Bandar Baru Bangi Selangor sehingga boleh mengalahkan peniaga Bumiputra dan peniaga Cina. Oleh yang demikian, pengkaji ingin menjalankan sebuah kajian tentang faktor penyumbang kejayaan di kalangan peniaga Aceh yang berada di kawasan Bandar Baru Bangi Selangor. Dalam kajian ini, pengkaji menganalisis dengan mendalam tentang faktor penyumbang kejayaan peniaga Aceh serta amalan dalam aktiviti perniagaan mereka.

Penyataan Masalah

Saban hari kita dapat melihat perniagaan orang Aceh di Bandar Baru Bangi sangat pesat dan membangun dan semakin bertambah bilangannya. Peniaga Aceh bukan sahaja berniaga di Bandar Baru Bangi Selangor sahaja malah terdapat hampir di setiap negeri di Malaysia. Ini dapat kita perhatikan ada sahaja peniaga Aceh menjalankan perniagaan. Perniagaan mereka sangat kukuh dan tidak goyah walaupun apa pun dugaan yang mendatang. Situasi ini dapat dibuktikan kerana mereka ada yang telah berniaga belasan tahun. Kesempurnaan dan kehebatan Orang Aceh berniaga menyebabkan ramai peniaga tempatan mendapat tamparan yang hebat. Perniagaan orang Aceh sangat diminati kerana harga yang mereka tawarkan juga adalah lebih murah daripada peniaga tempatan. Ada juga kes di mana peniaga bangsa Cina dan India juga terpaksa angkat kaki daripada terus berniaga selepas peniaga Aceh membuka kedai runcit berhampiran kedai mereka. Semasa kajian ini dijalankan, hampir tidak ada rujukan formal atau kajian berkaitan tentang pertumbuhan peniaga runcit di kalangan orang Aceh. Oleh itu pengkaji merujuk pada terbitan akhbar Utusan 8 Januari 2016 bertajuk Aceh monopoli peruncitan dan Harian Metro 13 Julai 2009 yang membuat tinjauan di beberapa kawasan di Gombak, terutama di Sungai Tua, Kampung Changkat, Taman Kamariah, Batu 5 Gombak serta sekitar Taman Kosas, Ampang dan Kampung Cheras Baru, mendapati kebanyakan kedai runcit didominasi masyarakat berkenaan. Isu berkenaan ini bukan sahaja menjadi masalah kaum bumiputra malahan yang menariknya peniaga Aceh menjadi persaingan hebat kepada peniaga dari kalangan bangsa Cina dan India (Mamak). Selain itu, melalui pemerhatian pengkaji mendapati di Bandar Baru Bangi sahaja terdapat lebih kurang 35 kedai peniaga runcit Aceh.

Justeru itu, kajian ini dijalankan untuk mengenalpasti faktor-faktor kejayaan peniaga Aceh untuk dijadikan satu panduan kepada peniaga runcit bumiputra pada masa akan datang.

Kesimpulannya, peningkatan populasi peniaga Aceh bukan sahaja mewujudkan persaingan kepada peruncit bumiputra tetapi memberi kesan kepada semua bangsa di Malaysia. Oleh itu perbincangan berkaitan sektor peruncitan tidak seharusnya berfokus kepada peruncit bumiputra sahaja tetapi melihat dari aspek kepada peniaga Aceh itu sendiri bagaimana mereka berjaya. Justeru itu, kajian seperti penulisan ini dapat menjelaskan secara komprehensif perubahan dalam sektor peruncitan akibat kemasukan peruncit peniaga Aceh di Bandar Baru Bangi dan kawasan lain dan boleh dijadikan panduan kepada peniaga tempatan.

Kajian Literatur

Peniaga Melayu dalam perniagaan masih lagi menggunakan cara tradisional walaupun tidak semua. Hal ini mengakibatkan peniaga Melayu ketinggalan dan tidak dapat bertahan lama dalam pasaran. Menurut kajian pasaran yang dijalankan oleh Md. Ali et. all (2009) menunjukkan bahawa sesetengah peruncit kecil diancam dengan penutupan disebabkan peruncit asing dan peruncit moden yang menjalankan perniagaan dalam kawasan mereka. Pemodenan peruncit kecil boleh meningkatkan jualan sehingga 30 peratus, seperti yang ditunjukkan dalam projek perintis yang dijalankan di dua kedai tempatan.

Dalam kajian Buerah (2011) ada mengatakan tentang faktor kritikal kelemahan usahawan bumiputra adalah dipengaruhi oleh latar belakang dan pengalaman individu, sikap, nilai dan etika keusahawanan, pengetahuan dan kemahiran pengurusan, program pendidikan dan pembangunan keusahawanan dan desakan 'birokrasi' dan persekitaran. Jadi pemasalahan kajian ini boleh diselesaikan dengan mengikut gaya perniagaan peniaga Aceh yang pesat membangun. Menurut laporan Ketua Pegawai Eksekutif Perbadanan Usahawan Nasional Berhad (PUNB), dari tahun 2000 hingga 2005 sebanyak 13 peratus daripada usahawan bumiputra gagal dalam perniagaan. Daripada jumlah tersebut 65 peratus gagal adalah disebabkan disiplin dan intergriti yang lemah manakala 35 peratus gagal adalah kerana masalah perniagaan yang diceburi termasuklah bidang peruncitan (Norainiada, 2016)

Peruncitan adalah sumber rezeki yang diperolehi dari sejak dulu lagi. Semua kaum mempunyai kemahiran tersendiri dalam menguruskan perniagaan ini. Aktiviti ini amat luas iaitu melibatkan entiti perniagaan kecil sehingga bersaiz besar. Peruncitan sering dikaitkan dengan konsep penjualan barangan kepada pengguna akhir (Baron et. al, 1991). Kotler (2003), menyatakan bahawa peruncitan sebagai aktiviti penjualan produk dan perkhidmatan kepada pengguna akhir dan melibatkan penggunaan untuk persendirian dan bukannya perniagaan. Ali et. all. (2010) menyatakan bahawa peruncit terbahagi kepada peruncit besar dan peruncit kecil. Peruncit besar adalah peruncit yang beroperasi pada skala besar meliputi pasar raya, pasar raya besar dan sebagainya (Reutterer & Teller, 2009). Pasar raya akan melakukan apa sahaja demi kepuasan pelanggan mereka dan peruncit tradisional di negara-negara membangun juga tidak mengabaikan tentang aspek ini. Mereka bersaing dari aspek keselesaan pengguna untuk mendapatkan barangan yang dikehendaki. Keselesaan pengguna merujuk kepada masa, jarak tempat pembelian, dan kemudahan yang disediakan yang memudahkan pengguna dalam mencapai kehendak mereka.

Kajian yang telah dijalankan oleh Chin (2006) pula adalah berkaitan dengan kajian cabaran dan prospek perniagaan runcit, di mana objektif kajian adalah mengenalpasti masalah dan

cabaran peruncit, mengkaji kesan pasar raya besar ke atas industri peruncitan tempatan, megenalpasti bentuk bantuan yang diterima oleh peruncit dan mencadangkan beberapa perancangan strategi untuk mengelakkan peruncit tempatan daripada ancaman pasar raya terutama dari negara luar. Seramai 50 orang peruncit dipilih secara rawak dari Kampar, Perak untuk menjawab satu set soal selidik. Perisian SPSS digunakan untuk menganalisis data yang dikumpul. Hasil analisis menunjukkan prestasi perniagaan mempunyai hubungan signifikan dengan kekurangan modal, persaingan sengit, kekurangan promosi dan perubahan citarasa pengguna. Kebanyakan peruncit dipengaruhi oleh pertumbuhan pasar raya besar yang pesat. Hanya bantuan kewangan daripada agensi swasta dapat memuaskan hati peruncit, manakala bantuan lain adalah tidak mencukupi. Untuk bertanding dengan pasar raya besar, peruncit tempatan perlu menawarkan produk dan perkhidmatan bagi meningkatkan daya saing mereka.

Kajian yang dijalankan oleh Md Mohar et. all (2000) mendapati wujud perbezaan antara usahawan Melayu dan cina serta faktor-faktor yang mempengaruhi pembangunan usahawan di kalangan mereka. Dapatan kajian juga menunjukkan bahawa usahawan yang berjaya dari bangsa Cina dan juga bangsa Melayu telah memberikan markah (penilaian) yang tinggi berkenaan aspek psikologi seperti pencapaian dan kecenderungan dalam mengambil risiko. Menurut Collins (2002), usahawan Cina kini semakin berkembang di Australia. Menurut beliau usahawan Cina lebih berminat memulakan perniagaan baru daripada mengambil alih perniagaan yang sedia ada. Kebanyakan usahawan Cina telah berkahwin dan oleh itu mereka menjadikan keluarga mereka sebagai sumber utama tenaga barunya. Ini kerana mereka lebih mempercayai ahli keluarganya dalam menjalankan perniagaan kerana dapat memberikan komitmen yang tinggi.

Metodologi

Kajian ini melibatkan empat orang perniaga Aceh yang berpengalaman dalam bidang perniagaan lebih dari lima tahun pengalaman. Peserta kajian adalah dipilih berdasarkan kaedah persampelan bertujuan (*purposive sampling*) iaitu pemilihan peserta kajian berdasarkan persampelan yang dapat memberi maklumat mendalam. Profil peserta kajian secara terperinci dipaparkan dalam jadual 1.

Jadual 1 Profil peserta Kajian Perniaga Aceh Berdasarkan Ciri Perniaga

Peserta Kajian (Nama Samaran)	Jantina	Umur (Tahun)	Pengalaman
Naza (Peserta Kajian 1)	Lelaki	38	8
Safriadi (Peserta Kajian 2)	Lelaki	35	10
Ramadhan (Peserta Kajian 3)	Lelaki	32	7
Bram (Peserta Kajian 4)	Lelaki	37	8

Berdasarkan profil peserta kajian dalam jadual 1 di atas. Peserta kajian terdiri daripada empat orang perniaga lelaki yang mempunyai pengalaman yang luas dalam bidang perniagaan. Nama peserta kajian yang digunakan di atas adalah nama samaran. Peserta kajian juga diwakili dengan nombor kod PK1, PK2, PK3 dan PK4 bagi tujuan memudahkan analisis data. Empat

orang peniaga dalam kajian ini adalah Naza dari kedai1, Safriadi dari kedai2, Ramadhan dari kedai3 dan Bram dari kedai4. Keempat-empat ini adalah perniaga yang mempunyai pengalaman yang luas dan melebihi 5 tahun dalam bidang perniagaan peruncitan.

Kesemua peserta kajian yang dipilih adalah peniaga yang berniaga di Bandar Baru Bangi dan mempunyai pengalaman yang luas dalam bidang perniagaan runcit. Semua kedai yang dipilih adalah kedai yang mempunyai pusing ganti pelanggan yang tinggi dan mempunyai lot kedai yang tersendiri. Apa yang diperhatikan kebanyakan kedai peniaga Aceh di Bandar Baru Bangi tidak memerlukan dua lot kedai. Cukup hanya satu kedai sahaja tetapi sarat dengan barang jualan.

Instrumen kajian yang digunakan adalah protokol temu bual dan pemerhatian. Melalui kaedah temu bual, pengkaji dapat meneroka pandangan individu secara mendalam serta subjek kajian bebas mengeluarkan pandangan (Nurulhuda dan Ramlee 2009). Corak ini telah dijadikan sebagai panduan untuk menyusun dan menganalisis data. Othman (2007) maklumat biasanya dikumpul melalui proses yang dipanggil pemerhatian peserta yang biasanya menggunakan teknik pemerhatian, temu bual (sama ada secara formal atau tidak formal), analisis dokumen, penelitian sejarah hidup dan penulisan diari. Ketiga-tiga kaedah pengukuran ini adalah sebagai kaedah triangulasi data kualitatif tersebut. Menurut Cohen et al. (2007) tujuan kaedah triangulasi digunakan adalah untuk mendapatkan pandangan yang lebih holistik berhubung dengan sesuatu fenomena yang kompleks.

Analisis temu bual dengan peserta kajian mendapati beberapa faktor contohnya faktor dalaman dan faktor luaran yang mempengaruhi kejayaan peniaga Aceh. Terdapat tiga faktor dalaman yang akan dibincangkan iaitu demografi, sifat dan ciri kopetensi. Setiap faktor dalaman ini akan dihuraikan dengan lebih mendalam oleh peserta kajian mengikut kemahiran dan pengalaman mereka dalam bidang peruncitan. Manakala faktor luaran pula berkaitan dengan kejayaan dan kelancaran dalam perniagaan peniaga Aceh. Terdapat tiga faktor luaran yang akan dibincangkan iaitu peluang, sumber dan ciri perniagaan. Setiap faktor luaran ini akan dihuraikan dengan lebih mendalam oleh peserta kajian mengikut kemahiran dan pengalaman mereka dalam bidang peruncitan.

Dapatan Kajian Dan Pperbincangan Faktor Dalaman

Pengalaman dalam sektor berniaga merupakan faktor penting membentuk minat berniaga sejak dari kecil, namun ada juga peniaga Aceh yang lahir dari bukan berasal daripada keluarga berniaga. Dapatan secara temu bual ini mendapati seorang daripada empat orang usahawan berasal daripada keluarga di mana ibu bapa mereka adalah peniaga manakala tiga orang lagi tidak dari keluarga yang berniaga, di mana hanya melakukan kerja kebun dan pertanian sahaja. Kesusahan dalam kehidupan yang dilalui oleh seseorang boleh memberi satu pendorong serta keazaman yang tinggi dan kesungguhan dalam setiap usaha yang dilakukan. Kesemua peserta kajian mempercayai bahawa mereka sebenarnya yang mengawal apa yang berlaku kepada diri mereka, Apa yang mereka usahakan itu yang akan mereka terima, bukannya daripada nasib, peluang atau takdir. Peserta kajian sendiri yang menentukan kejayaan perniagaan mereka sama ada terus gagal atau beroleh kejayaan. Ini kerana berdasarkan kepada maklumat temu bual dan pemerhatian yang diperoleh, didapati kesemua peserta kajian bersetuju dengan subtema dimana faktor dalaman mendorong peserta berjaya dalam bidang perniagaan.

Jadual 3 Rumusan Faktor Dalaman Yang Mempengaruhi Kejayaan Peniaga Aceh

Naza	Safriadi	Ramadhan	Bram
<p>Faktor Demografi</p> <ul style="list-style-type: none"> Bukan faktor utama kerana untuk menguruskan dengan lebih baik banyak faktor lain kerana faktor lain lah yang boleh membuat perniagaan lebih lancar <p>Faktor Sifat</p> <ul style="list-style-type: none"> Memberi kelebihan jika seseorang peniaga memiliki faktor ini kerana tidak semua peniaga mempunyai sifat berani dalam mengambil risiko dan mempunyai keyakinan diri yang tinggi. <p>Faktor Kopetensi</p> <ul style="list-style-type: none"> Kemahiran yang sangat berguna dalam menguruskan sesebuah perniagaan supaya lebih lancar 	<p>Faktor Demografi</p> <ul style="list-style-type: none"> Tidak begitu penting berbanding dengan faktor lain kerana ramai peniaga yang berjaya walaupun latar belakang keluarga tidak ada yang mewarisi perniagaan. <p>Faktor Sifat</p> <ul style="list-style-type: none"> Sangat penting supaya peniaga berani membuat keputusan dan keputusan yang dibuat menjadi seseorang itu lebih yakin. <p>Faktor Kopetensi</p> <ul style="list-style-type: none"> Faktor menjadikan sesuatu perniagaan itu lebih maju pada masa akan datang. Peniaga akan lebih yakin jika kemahiran pengurusan dikuasai dan perniagaan akan berjalan dengan lebih baik. 	<p>Faktor Demografi</p> <ul style="list-style-type: none"> Faktor yang perlu ada kepada semua peniaga tetapi bukannya satu perkara wajib kerana ramai yang berjaya walaupun faktor ini tidak sempurna. <p>Faktor Sifat</p> <ul style="list-style-type: none"> Faktor ini memainkan peranan yang penting kerana ia melatih seseorang itu bersifat berani dan yakin dalam mengambil risiko. <p>Faktor Kopetensi</p> <ul style="list-style-type: none"> Faktor yang sangat diperlukan berbanding dengan faktor lain kerana faktor ini menjadikan perniagaan seseorang itu lebih terurus. 	<p>Faktor Demografi</p> <ul style="list-style-type: none"> Sangat penting untuk menjadikan seseorang itu lebih matang dan dewasa dalam membuat keputusan di samping semangat yang lahir pada diri sendiri. <p>Faktor Sifat</p> <ul style="list-style-type: none"> Sangat perlu kepada semua peniaga kerana ia lebih memberi dorongan kepada peniaga supaya lebih berani dan yakin. <p>Faktor Kopetensi</p> <ul style="list-style-type: none"> Faktor ini sangat diperlukan untuk semua peniaga kerana ia membuat pengurusan perniagaan berjalan dengan lancar dan tersusun.

Faktor demografi adalah berkaitan dengan usia usahawan, jantina, peringkat pendidikan, pengalaman kerja dan latar belakang kerja. Peserta Kajian keempat mengakui beliau bukan berasal dari keluarga berniaga tetapi pengalaman dalam bidang perniagaan menyebabkan beliau berminat untuk berniaga sendiri.

*“...saya mula berniaga sendiri secara kecil-kecilan. Pengalaman banyak
buatkan saya lebih berani untuk berniaga...dulu saya banyak kerja jadi kuli-
kuli saja....semua kerja saya boleh buat...”*

(PK4)

Pengakuan yang dibuat oleh peserta kajian menunjukkan bahawa peserta kajian dahulu banyak mencari pengalaman secara bekerja dengan orang lain secara pekerja suruhan sahaja selepas itu peserta kajian sudah berani berniaga secara kecil-kecilan. Hasil dari pengalaman bekerja sebagai pekerja suruhan menyebabkan peserta kajian lebih mengetahui selok belok dalam perniagaan peruncitan. Dapatan kajian ini melengkapkan kenyataan Norita Deraman, Nizamuddin, Oemar Hamdan (2005), keseluruhannya usahawan mempunyai ciri pengalaman dan lokus kawalan dalaman yang tinggi.

Faktor sifat adalah melibatkan berani mengambil risiko, keyakinan diri dan keperluan pencapaian. Dalam perniagaan faktor sifat adalah penting tambahan berkaitan dengan keberanian mengambil risiko. Berani dalam mengambil risiko adalah perkara yang sangat dititikberatkan supaya dapat meminimumkan kerugian atau masalah yang akan dihadapi. Selain itu, sikap usahawan sendiri dalam menangani risiko dalam perniagaan mereka juga boleh memberi impak dalam perniagaan yang mereka ceburi. Sekiranya mereka dapat menangani risiko dengan sebaiknya berkemungkinan keuntungan akan diperolehi melebihi yang dijangkakan. Kesemua peserta kajian bersetuju dan sependapat mengatakan walaupun risiko merupakan masalah dalam perniagaan mereka, tetapi mereka melihat risiko yang berlaku sebagai pembuka peluang kepada perniagaan mereka dan menjadikan risiko sebagai pendorong dalam perniagaan mereka. Sikap positif dalam menangani risiko akan menyebabkan seseorang usahawan itu berfikiran lebih matang dan lebih konsisten di dalam perniagaannya.

*“Kalau kita tak berani ambil risiko lebih baik jangan niaga sebab banyak
masalah dalam niaga ni...ada saja problemnya... tapi bila dah selalu
selesaikan masalah kita jadi seronok dan berani...dah tak takut da...rilek saja
hahaha...”* (PK3)

Pengakuan peserta kajian di atas menunjukkan bahawa berani dalam mengambil risiko merupakan salah satu faktor penting dalam menjalankan perniagaan dan seterusnya dapat membentuk kejayaan dalam perniagaan yang diceburi. Peserta kajian juga ada mengatakan bila selalu menangani risiko kita akan lebih seronok dan berani. Hal ini selaras sepertimana yang ditegaskan oleh Cunningham dan Lischeron (1991), mengambil risiko merupakan antara ciri utama yang perlu bagi seorang usahawan.

keyakinan diri adalah merupakan faktor yang sangat penting sebelum melakukan apa-apa perniagaan. Faktor ini akan memberi impak atau kesan kepada perniagaan yang diceburi oleh usahawan itu sendiri. Jika satu-satu keputusan itu diambil dalam keadaan was-was atau tidak yakin boleh menyebabkan pencapaian tidak memberansangkan. Dapatan ini disokong oleh Hasnah Ali, Norhafizah Abdul Razak dan Sanep Ahmad (2010), keyakinan kepada diri sendiri merupakan faktor yang signifikan dalam mempengaruhi kejayaan mereka. Setiap responden yakin terhadap perniagaan mereka. Mereka mempercayai perniagaan yang diceburi mereka memberi keuntungan dan mendapat sambutan kerana perniagaan peruncitan adalah satu perniagaan yang sangat diperlukan penduduk setempat dan barangan mentah atau barangan basah tidak dijual disemua kedai. Dapatan menunjukkan persamaan dari keempat-empat orang peserta kajian menyatakan yakin dengan perniagaan yang dijalankan kerana ia merupakan satu

jualan barangan keperluan harian. Menurut McLarty (2005) keusahawanan antara graduan di East Anglia mendapati keyakinan diri merupakan sesuatu yang semulajadi dalam diri usahawan. Punca usahawan kurang yakin adalah disebabkan persaingan luar antara usahawan lain.

“...barangan basah ni satu keperluan...kena yakin semua orang mesti cari...jadi kita kenalah jaga kualiti...kena sungguh-sungguh tak boleh main-main” (PK1)

Faktor ciri kopotensi merupakan satu elemen yang menjadi salah satu faktor utama dalam kejayaan perniagaan Aceh dalam sektor peruncitan. Faktor ini melibatkan kemahiran pengurusan, kemahiran keusahawanan dan kemahiran interpersonal. Penglibatan perniagaan Aceh dalam sektor ini adalah tidak lain dan tidak bukan adalah untuk meneruskan kehidupan mereka dan mencapai impian mereka untuk menjadi seorang peniaga yang berjaya. Kesemua peserta kajian bersetuju bahawa setiap kemahiran mempunyai kelebihan tersendiri. Salah seorang peserta kajian mengatakan bila dah menguasai kemahiran-kemahiran ini peniaga akan lebih yakin kemudian perniagaan akan berjalan dengan lebih baik. Tambahan lagi pengurusan kedai akan menjadi semakin lancar, semua masalah akan dapat diselesaikan tanpa sebarang masalah. Kesemua peserta kajian bersetuju sekiranya kemahiran Interpesonal dikuasai, pelanggan akan datang kembali dan secara tak langsung mereka akan dapat pelanggan tetap. Bercakap baik-baik adalah sangat digalakkan, tidak boleh tinggi suara dengan pelanggan.

“... kalau kita tahu kemahiran bercakap kedai akan berjalan dengan lancar, orang ramai akan suka datang ke kedai kita. Apa yang penting jangan cakap kuat-kuat, jangan cakap kasar-kasar dengan pelanggan, esok mereka akan datang lagi. Kalau kita marah mereka lepas tu mereka tak datang lagi sapa yang susah. Kita juga yang rugi. Semua masalah akan selesai kalau kita cakap baik-baik...(PK2)

Faktor Luaran

Faktor luaran adalah untuk mengetahui faktor berkaitan yang mempengaruhi kejayaan dan kelancaran dalam perniagaan peniaga Aceh. Terdapat tiga faktor luaran yang akan dibincangkan iaitu peluang, sumber dan ciri perniagaan.

Jadual 4 Rumusan Faktor Luaran Yang Mempengaruhi Kejayaan Peniaga Aceh

Naza	Safriadi	Ramadhan	Bram
<p>Faktor Peluang</p> <ul style="list-style-type: none"> Faktor ini sangat penting kerana sehebat mana pun perniagaan tetapi kalau faktor peluang tidak stabil perniagaan akan lingkup. 	<p>Faktor Peluang</p> <ul style="list-style-type: none"> Faktor yang diperlukan ada kepada semua peniaga dan satu perkara wajib didahulukan kerana ia menstabilkan dalam jangka masa yang lama. 	<p>Faktor Peluang</p> <ul style="list-style-type: none"> Sangat penting berbanding dengan faktor lain kerana ramai peniaga yang berjaya kerana mengutamakan faktor ini. <p>Faktor Sumber</p>	<p>Faktor Peluang</p> <ul style="list-style-type: none"> Sangat penting untuk menjadikan perniagaan seseorang itu lebih maju dan konsisten dalam waktu yang lama.

Faktor Sumber

- Sangat perlu kepada semua peniaga kerana ia membuat perniagaan lebih stabil dan boleh bertahan jika masalah melanda.

Faktor Usia Perniagaan

- Memberi satu kelebihan jika seseorang peniaga menguasai faktor ini kerana ia melibatkan lokasi yang menarik, teknologi yang canggih dan saiz perniagaan yang besar.

Faktor Sumber

- Faktor ini penting tetapi bukan utama kerana ramai yang berjaya tidak mendapat sokongan dari keluarga dan kerajaan.

Faktor Usia Perniagaan

- Faktor ini menjadi seseorang peniaga itu agak selesa dan stabil jika membandingkan dengan peniaga yang tidak ada faktor ini.
- Peniaga akan lebih yakin jika lokasi yang dimiliki adalah kawasan yang strategik.

- Sangat penting supaya peniaga boleh bertahan jika perniagaan mereka merudum jatuh

- Tidak semua mempunyai sokongan dari keluarga dan kerajaan tapi tetap boleh berjaya.

Faktor Usia Perniagaan

- Faktor yang sangat diperlukan kerana ia dapat memberi lebih keuntungan kepada peniaga dan mampu menjana pendapatan yang lumayan.

Faktor Sumber

- Memberi kelebihan jika seseorang peniaga memiliki dana yang banyak dan mendapat moral yang tinggi dari kaum keluarga dan rakan. Peniaga yang memiliki faktor ini akan lebih konsisten berbanding dengan yang tidak mempunyai faktor ini.

Faktor Usia Perniagaan

- Penting untuk semua peniaga kerana ia menjadikan perniagaan seseorang itu lebih stabil dan kukuh.

Faktor peluang terbahagi kepada tiga bahagian iaitu persekitaran pasaran, hubungan rangkaian dan kestabilan politik. Faktor ini memainkan peranan yang penting untuk kestabilan perniagaan terutamanya kestabilan politik. Persekitaran pasaran disini adalah berkaitan dengan sekeliling persekitaran tempat berniaga adakah strategik atau pun tidak. Manakala hubungan rangkaian yang dimaksudkan adalah hubungan yang dijalinan sesama ahli perniagaan yang dapat membantu sewaktu ada permasalahan. Berikut adalah pandangan keempat-empat peserta kajian dalam menguraikan faktor peluang.

Peserta kajian menyatakan faktor ini adalah sangat penting kerana sehebat mana pun perniagaan tetapi kalau faktor peluang tidak stabil perniagaan akan lingkup. Hal ini kerana pada pendapat beliau politik akan menstabilkan negara dan secara tak langsung jika politik stabil ekonomi juga akan stabil dan membuatkan masyarakat mempunyai kewangan yang kukuh. Selain itu, peserta kajian juga mengatakan sesebuah perniagaan perlulah mempunyai persekitaran yang beresuaian

“...kita berniaga memang bergantung dengan pada kestabilan politik. Kalau politik tak bagus nanti negara pun susah, jadi kita pun susah hendak berniaga. Lagi satu kalau nak berniaga perlulah tempat yang sesuai. Bengkel motor tempat yang banyak motor jadi kedai runcit mestilah tempat yang ada ramai orang... (PK2)

Faktor sumber adalah mewakili empat pecahan iaitu sumber dana darimanakah dana diperolehi, sokongan keluarga, adakah keluarga memberi sokongan dan bimbingan. Sokongan Kerajaan, adakah kerajaan membantu dan memberi dana atau galakan untuk memulakan perniagaan. Akhir sekali ialah ciri perniagaan yang berkaitan dengan jenis perniagaan yang dijalankan.

Peserta kajian mengatakan sangat perlu kepada semua peniaga kerana ia membuat perniagaan lebih stabil dan boleh bertahan jika masalah melanda. Beliau mengatakan begini kerana bagi pendapat mereka dana adalah yang utama untuk membuka perniagaan, tanpa dana kedai tidak akan berjalan dengan lancar dan pelanggan akan lari jika barangan tidak mencukupi. Peserta kajian juga mengatakan sokongan kuat dari keluarga membolehkan beliau berjaya setakat ini. Sewaktu memulakan perniagaan dana ditampung dari kampung dan saudara, ini menyatakan sokongan dari keluarga yang kuat.

“...modal dan dana mesti kena sentiasa ada untuk buat belanja beli barang. Kadang-kadang tidak cukup keluarga yang bagi buat tambah-tambah. Keluarga memang bagi sokongan untuk terus berniaga...” (PK1)

Peserta kajian menegaskan bahawa faktor ini sangat penting supaya peniaga boleh bertahan jika perniagaan mereka merundum jatuh. Dana kewangan adalah penting dalam menguruskan sesuatu perniagaan tidak kiralah perniagaan runcit atau perniagaan lain. Bagi beliau dana adalah nyawa untuk kedai terus konsisten dan stabil menguntungkan. Peserta kajian juga berkata keluarga mereka beri juga sokongan dan modal untuk menambah dana.

“...untuk mula-mula niaga dari gaji simpan jadi modal lepas tu baru buka kedai, perlu juga sokongan dan dana dari keluarga di kampung, tak boleh sendiri. Sokongan dana dari kerajaan tiada dan tapi kawan-kawan yang dah berjaya ada...” (PK3)

Faktor ciri perniagaan adalah faktor yang penting. Hal ini kerana setiap perniagaan mempunyai usia matang tersendiri, lagi matang usia perniagaan lagi stabil perniagaan tersebut. Faktor ciri perniagaan adalah berkaitan dengan usia perniagaan, perancangan perniagaan, saiz perniagaan, penggunaan teknologi, pemasaran dan lokasi operasi perniagaan.

Menurut peserta kajian faktor ini menjadi seseorang peniaga itu agak selesa dan stabil jika membandingkan dengan peniaga yang tidak ada faktor ini. Kebiasaannya peniaga akan lebih yakin jika lokasi yang dimiliki adalah kawasan yang strategik dan berada di kawasan tumpuan ramai kerana secara tak langsung peniaga bertanggung pasti akan ada pelanggan yang ingin membeli dalam masa yang cepat dan ingin membeli barangan yang sedikit yang tidak mahu membazir masa pergi ke pasaraya.

“...ya benar, jika kedai berada di kawasan yang strategik dan tempat ramai orang kita tidak perlu susah-susah lagi sebab orang pasti akan datang. Tak payah cari pelanggan, pelanggan datang cari kita. Biasanya orang tak mahu pergi pasaraya sebab jauh lepas tu nak beli barang sikit jadi pelanggan akan datang sini juga sebab lokasi kita berada di tengah-tengah. Buat apa pergi jauh-jauh sebab harga sama saja... (PK2)

Kejayaan sesebuah perniagaan peruncitan itu tidak hanya terletak kepada kualiti produk yang di jual sahaja, malah ada banyak faktor lain yang boleh mempengaruhi sesebuah perniagaan peruncitan itu terus melakukan jualan yang memberangsangkan. Jualan yang laris mungkin sahaja berpunca daripada harga yang di tawarkan oleh si penjual dengan harga berpatutan, layanan penjual yang mesra pelanggan dan tawaran menarik. Tetapi lokasi juga memainkan peranan yang penting untuk pembeli selalu datang ke kedai. Lokasi perniagaan peruncitan adalah sangat mustahak supaya perniagaan yang di jalankan akan menerima pembeli dengan mudah dan selesa. Dalam kajian ini 4 orang peserta kajian mengatakan lokasi yang dipilih adalah lokasi yang mudah dilihat. Menurut mereka yang punya pengalaman dalam membangunkan perniagaan peruncitan, jika kita mahu mendapatkan pelanggan dengan kadar yang segera dan berterusan, pilihlah lokasi perniagaan yang berhampiran dengan laluan lalu lintas utama. Laluan ini biasanya akan membuatkan kedai kita akan di lihat ramai orang 24 jam sehari. Ini berbeza jika kita memilih lokasi di kawasan tertentu di mana kedai kita hanya di lihat orang ketika waktu tertentu sahaja.

“lokasi berniaga perlulah tempat ramai orang nampak barulah nanti ada orang datang.... Lagi satu kena pilih kedai depan-depan...” (PK3)

Dua dari peserta kajian pula mengatakan lokasi yang menarik perlulah dipilih dekat dengan target pasaran. Target pasaran yang dimaksudkan adalah berhampiran dengan tempat tumpuan ramai contohnya berhampiran dengan asrama pekerja kilang atau kawasan perumahan. Lagi padat sesuatu lokasi itu lagi ramai pelanggan yang akan datang kerana mereka semua perlukan bahan basah untuk memasak.

“macam kami berniaga suka pilih berhampiran dengan asrama kilang sebab mereka semua rajin memasak....selalu beli bahan masak...” (PK2)

Keempat-empat peserta kajian bersetuju untuk mengatakan lokasi yang tidak mempunyai parkir yang luas bukan faktor utama larisnya sesuatu kedai kerana yang paling penting produk yang dijual. Hal ini dapat kita simpulkan pelanggan tetap akan datang walaupun kedai terletak dikawasan sempit dan tidak mempunyai parkir yang luas.

Untuk perniagaan peruncitan pemasaran tidaklah seperti perniagaan lain. Hal ini kerana produk yang dijual tidak perlu dibuat promosi seperti pasaraya. Walaupun pemasaran di televisyen dan radio tidak dibuat, pengguna boleh mengetahui produk yang dihasilkan dan dijual dan seterusnya boleh menjadi pelanggan tetap kedai tersebut. Semua peserta kajian mengatakan untuk perniagaan runcit tidak perlu membuat promosi di dalam radio, televisyen, internet, risalah dan lain-lain kerana kunci untuk pelanggan datang adalah dengan cara memberi servis dan produk terbaik.

“...tidak perlu masuk radio... pelanggan akan datang lagi kalau kita bagi servis yang baik. harga yang tak mahal...kedai bersih dan selesa...”

(PK1)

Seorang lagi peserta kajian menggunakan pemasaran sendiri bagi melakukan produk yang dihasilkan.

“...mula-mula berniaga dulu...kita letak banner dan banting untuk pelanggan datang...bila pelanggan dah tahu, tak perlu lagi semua tu”

(PK4)

Pengakuan peserta kajian, di atas menunjukkan bahawa pemasaran dalam perniagaan peruncitan bukan merupakan aset penting yang boleh menyumbang kepada kejayaan sesebuah perniagaan. Oleh itu, pemasaran tidaklah sepenting layanan atau servis kerana kebiasaan perniagaan peruncitan mempunyai pelanggan harian yang sama seperti ibu-ibu dan pekerja kilang. Jadi untuk perniagaan peruncitan tidak serasi dengan kenyataan Zaidatol et. all (1997) yang menyatakan terdapat banyak syarikat yang muflis kerana pemiliknya tidak mempunyai pengetahuan yang cukup dalam menangani pasaran yang sentiasa berubah.

Implikasi Kajian

Melalui kajian ini ada beberapa implikasi yang dapat dibuat seperti yang utama sekali dalam memulakan perniagaan bakal peruncitan perlu menguasai faktor dalaman dan faktor luaran. Usahawan juga perlu menyediakan modal pusingan dan pengurusan pada peringkat awal penubuhan pada peringkat yang paling kritikal iaitu bersedia dengan semua keadaan jika berlaku masalah nanti. Kejayaan usahawan dalam perniagaan dapat dilihat daripada kebanyakan usahawan yang berjaya iaitu usahawan tersebut berjaya melepasi tempoh kritikal ini. Oleh itu, badan-badan yang bertanggungjawab seperti TEKUN, MARA, SMIDEC dan jabatan lain perlu menyedari dengan memberi bantuan kepada usahawan bumiputera dengan menyediakan beberapa model program keusahawanan yang bersesuaian yang dapat membantu seseorang kepada usahawan yang berkaliber dan berdaya saing. Selain daripada itu, pendidikan keusahawanan perlu dititikberatkan dari awal, kerana pendidikan ini bagi melahirkan generasi bumiputera yang mempunyai budaya serta pemikiran untuk menjadi usahawan yang hebat selepas meninggalkan alam pembelajaran di universiti.

Melalui kajian ini kita bolehlah mengikuti cara-cara yang berkesan dari peniaga Aceh dalam perniagaan peruncitan, hal ini kerana peniaga aceh boleh dikata peniaga yang memonopoli dalam sektor peruncitan. Hal ini disokong oleh Utusan 8 Januari 2016 yang mengatakan peniaga Aceh seperti cendawan tumbuh selepas hujan apabila mereka dapat memonopoli di ibu negara dan pinggir-pinggir bandar. Jadi kerajaan perlulah membuat satu model yang berkaitan dengan faktor-faktor kejayaan peniaga Aceh dalam memperkenalkan usahawan yang berminat dalam perniagaan sektor ini. Menurut Norasmah (2002), seseorang usahawan boleh dilahirkan melalui didikan dan latihan dan bukan hanya bergantung kepada bakat serta sifat semula jadi yang ada dalam diri individu. Jadi kita perlu mencontohi bangsa yang berjaya dalam perniagaan supaya kita dapat keuntungan seperti mereka.

Kesimpulan

Berdasarkan perbincangan di atas berkaitan dengan faktor-faktor kejayaan peniaga Aceh dalam sektor peruncitan jelas menunjukkan hubungan yang signifikan. Oleh yang demikian, suatu langkah yang berkesan perlu dilakukan bagi mengubah paradigma dan cara berfikir usahawan Bumiputera khususnya dalam menceburkan diri dalam bidang ini. Demi mencapai kejayaan, para usahawan perlu cekal dalam menghadapi sebarang masalah yang berlaku termasuklah sanggup berdepan dengan kekangan-kekangan dalam menjalankan perniagaan dan menganggapnya sebagai satu cabaran dan perlu berusaha memikirkan bagaimana cara untuk menyelesaikannya seperti peniaga Aceh. Oleh itu, bagi mengatasi usahawan bumiputra kandas dalam perniagaan peruncitan kerajaan atau badan yang bertanggungjawab perlulah membuat satu jalan penyelesaian yang berpandukan budaya perniagaan orang Aceh yang hebat dalam perniagaan ini. Usahawan bumiputra sangat memerlukan perancangan dan pelaksanaan strategi tertentu untuk mendapatkan kelebihan daripada pesaing-pesaing yang luar termasuklah pasaraya. Persaingan yang sihat membolehkan peningkatan kepada kejayaan usahawan bumiputra. Untuk menjadi seorang yang hebat dalam perniagaan usahawan sendiri perlu membimbing diri bagi mencapai objektif utama untuk menceburi bidang perniagaan peruncitan.

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PEMEROLEHAN KATA NAMA BAHASA JEPUN MELALUI PENCERITAAN DIGITAL

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Abstrak: *Kajian ini merupakan kajian kes yang mengkaji proses pemerolehan kata nama bahasa Jepun melalui Penceritaan Digital (Digital Storytelling). Penceritaan Digital merupakan kaedah mencipta dan menyampaikan cerita dengan menggunakan peralatan teknologi. Matlamat kajian ini untuk mengenal pasti kata nama yang terhasil dan menganalisis proses pemerolehan kata nama bahasa Jepun ketika pembikinan Penceritaan Digital. Seramai 9 orang pelajar dari sebuah universiti tempatan di Malaysia yang mempelajari bahasa Jepun sebagai subjek elektif dipilih menjadi sampel kajian. Kajian ini berdasarkan pendekatan Technological Pedagogical Content Knowledge (TPCK) dan pendekatan 'Social Constructivist' dan juga proses pembikinan Penceritaan Digital Teehan (2006). Data berbentuk kualitatif dikumpul melalui pemerhatian, rakaman dan data teks hasil kerja pelajar (Pemetaan Konsep, Papan Cerita, Skrip Naratif, Penyuntingan). Hasil dapatan mendapati kata nama paling banyak terhasil ketika proses Pemetaan Konsep. Selain itu, penemuan baru dalam sistem pembelajaran dan pengajaran melalui Penceritaan Digital membolehkan pendekatan TPCK dapat dijalankan bagi mengatasi masalah penguasaan bahasa Jepun terutamanya kata nama.*

Kata kunci: Penceritaan Digital, Pemerolehan kata nama bahasa Jepun, *Social Constructivist*, *Technological Pedagogical Content Knowledge* (TPCK), Pemetaan Konsep.

Pendahuluan

Dalam konteks di Malaysia, mempelajari bahasa asing sebagai bahasa ketiga (B3) dalam era pemodenan ini bukan perkara yang luar biasa, bahkan amat digalakkan. Keadaan ini juga menyebabkan kedudukan bahasa Jepun sebagai bahasa asing di Malaysia berkembang, sehingga kini berdasarkan tinjauan Japan Foundation (2013) pada tahun 2009 terdapat hanya 124 buah institusi yang mengajar bahasa Jepun berbanding pada tahun 2012 terdapat 196 buah institusi yang menawarkan bahasa Jepun di seluruh Malaysia. Namun, mempelajari bahasa Jepun sebagai bahasa asing bukan satu perkara yang mudah terutamanya di dalam persekitaran yang tidak menggalakkan penggunaan bahasa tersebut, sekali gus ianya membantutkan proses pemerolehan bahasa (pemerolehan bahasa asing) itu terutamanya dari segi pemerolehan kata nama. Pemerolehan bahasa asing atau bahasa ketiga boleh dikaitkan dengan pemerolehan bahasa kedua (B2). Puteri Roslina (2004) mengaitkan pemerolehan bahasa pertama dengan pemerolehan bahasa ibunda dan pemerolehan bahasa asing dikaitkan dengan bahasa kedua (B2). Menurut Siti Hajar Abdul Aziz (2009) dan Ellis (1997)

pemerolehan bahasa kedua sebagai sebarang bahasa yang dipelajari selepas bahasa pertama atau bahasa ibunda (bahasa asli) yang mana merujuk cara seseorang mempelajari bahasa, sama ada ia berlaku di dalam mahupun di luar kelas.

Berikutan itu pengkaji berpendapat, satu kaedah pengajaran dan pembelajaran (PdP) yang menggalakkan proses pemerolehan berlaku perlu dijalankan. Azman (2010) menyatakan bahawa antara masalah yang dihadapi oleh pelajar dalam pembelajaran bahasa asing di institut pengajian tinggi ialah masalah kaedah, pendekatan dan kokurikulum dalam kelas. Dewasa ini, penggunaan kaedah tradisional sahaja dalam pengajaran dan pembelajaran tidak mencukupi, lebih-lebih lagi dalam abad ke-21 yang memerlukan pelajar mempunyai “*21st Century Skills*”. Antara kemahiran itu adalah “*Technology Literacy*” iaitu kebolehan untuk menggunakan komputer dan teknologi lain untuk menambahbaik pembelajaran, produktiviti dan prestasi. Berikutan dengan itu, teknik pengajaran kini perlu mengambilkira perkara tersebut.

Sehubungan dengan itu, pengkaji merasakan Penceritaan Digital (*Digital Storytelling*) merupakan kaedah pengajaran yang perlu ditonjolkan berikutan kaedah ini mengaplikasikan teknologi dan dikatakan mempunyai banyak manfaat. Menurut Reinders (2011) Penceritaan Digital merupakan satu aktiviti yang menarik untuk kelas bahasa dan Robin (2008) menyatakan Penceritaan Digital telah wujud sejak beberapa tahun yang lalu dan merupakan alat pengajaran dan pembelajaran yang berkesan ia juga melibatkan guru dan pelajar. Menurut beliau lagi, Penceritaan Digital merupakan aplikasi teknologi yang sesuai untuk membantu guru-guru mengatasi masalah penggunaan teknologi secara produktif di dalam kelas. Menariknya Penceritaan Digital dikatakan berkesan untuk proses pemerolehan bahasa dan pembelajaran bahasa ketiga (L3) atau bahasa asing kerana ia memberi banyak peluang kepada pelajar untuk memperolehi kosa kata dan struktur ayat yang baru (Rance-Rooney, 2009). Secara dasarnya, Penceritaan Digital merupakan kaedah mencipta dan menyampaikan cerita secara moden dengan menggunakan peralatan teknologi. Robin (2008) menjelaskan, Penceritaan Digital membolehkan pengguna komputer menjadi seorang pencerita yang kreatif melalui proses-proses seperti membuat rangka cerita, memasukkan plot-plot gambar atau video dan menulis satu cerita yang menarik. Proses seperti rakaman audio, klip video dan teks akan dihasilkan dengan menggunakan komputer dengan gabungan muzik agar ianya boleh dimainkan menggunakan komputer, dimuat naik atau disimpan dalam bentuk DVD.

Objektif Kajian

Kajian ini bertujuan mengkaji proses pemerolehan kata nama bahasa Jepun melalui Penceritaan Digital. Justeru itu, kajian ini berfokus kepada objektif seperti berikut:

- 1) Mengetahui jumlah kata nama yang terhasil melalui empat proses pembikinan Penceritaan Digital
- 2) Menganalisis proses pemerolehan kata nama ketika pembikinan Penceritaan Digital.

Batasan Kajian

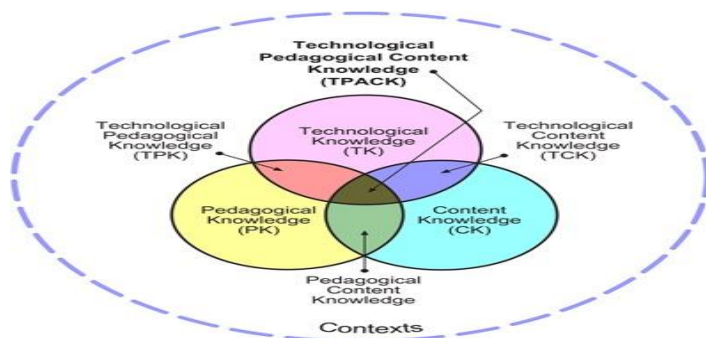
Kajian ini memfokuskan kepada aspek pemerolehan kata nama bahasa Jepun dalam pembikinan Penceritaan Digital. Analisis hanya dibuat ketika proses pembikinan di waktu pembelajaran dalam kelas iaitu dalam tempoh 5 jam sahaja tanpa mengambilkira pembelajaran di luar kelas. Kajian ini juga, tidak mengfokuskan kesesuaian konteks penggunaan (appropriate) atau bertepatan (accurate) bagi kata nama yang diperolehi.

Kerangka kajian

Kajian ini bersandarkan kerangka *Technological Pedagogical Content Knowledge* (TPCK) oleh Mishra dan Koehler (2006) yang diubahsuai mengikut kesesuaian kajian seperti mana kerangka TPCK yang diubah suai oleh Normann (2011). Disamping itu juga, mengambilkira kaitan '*Social Constructivist*' dalam TPCK melalui Penceritaan Digital.

Technological Pedagogical Content Knowledge (TPCK)

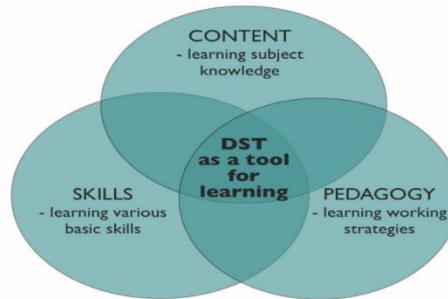
Mishra dan Koehler (2006) yang menyatakan secara praktiknya, TPCK adalah gabungan elemen *content knowledge* (pengetahuan kandungan), *pedagogical knowledge* (pengetahuan pedagogi) dan *technological knowledge* (pengetahuan teknologi) seperti Rajah 1.



Rajah 1: Kerangka TPCK: Mishra & Koehler (2006)
(dimuat turun daripada <http://tpack.org/>)

Menurut Mishra & Koehler (2006) TPCK memfokuskan kepada merancang (*content*) serta mengajar secara efektif (*pedagogical*) menggunakan teknologi (*technological*). Dengan kata lain, TPCK menetengahkan interaksi dan hubungan antara kandungan (mata pelajaran yang diajar), pedagogi (proses atau kaedah pengajaran yang digunakan), dan teknologi, sama ada ia dari alat tulis seperti pensil dan papan hitam, komputer dan peralatan digital canggih yang lain. Keadaan ini menunjukkan bahawa kerangka TPCK oleh Mishra dan Koehler (2006) ini lebih menjurus kepada pengajaran, iaitu menggalakkan tenaga pengajar menggabungkan ketiga-tiga elemen pengetahuan iaitu kandungan, pedagogi dan teknologi dalam pengajaran mereka bagi mewujudkan satu suasana pengajaran yang baik.

Walaubagaimanapun, Normann (2011) yang menggunakan kerangka Teori TPCK dalam kajian beliau telah mengubahsuai kerangka TPCK oleh Mishra dan Koehler (2006) bagi melihat kerangka TPCK dalam konteks pelajar.



Rajah 2: Model TPCK yang diubahsuai: Normann (2011)

Normann (2011) membentuk model TPCK yang dibahagikan kepada 3 bahagian seperti Rajah 2.2 di atas dengan menggunakan Penceritaan Digital (*DST*) sebagai alat pembelajaran. Dari segi kandungan (*content*) ia merujuk kepada pelajar yang menggunakan Penceritaan Digital dan bagaimana mereka membentangkan pengetahuan kandungan bahasa kedua. Pedagogi (*Pedagogy*) merujuk kepada strategi pembelajaran iaitu dalam konteks Penceritaan Digital sebagai strategi pembelajaran. Ini merangkumi aspek-aspek seperti pelajar mencari maklumat dari pelbagai sumber untuk menulis skrip dan bagaimana penceritaan digital berfungsi sebagai strategi untuk menyambung dan membina pengetahuan daripada sumber-sumber yang mereka dapat. Bulatan yang terakhir iaitu kemahiran (*skills*) merujuk kepada kemahiran yang diperolehi pelajar, sama ada pelajar hanya memperolehi kemahiran teknologi atau memperolehi juga kemahiran bertutur dan menulis.

Social Constructivist

Proses membina cerita digital melalui perisian teknologi melibatkan interaksi dan kolaborasi berlandaskan konsep '*social constructivist*' dalam pembelajaran bahasa (Vygotsky, 1978). Menurut konsep '*social constructivist*', pembelajaran adalah lebih daripada penggunaan ilmu pengetahuan yang baharu. Individu mencipta dan berkongsi maksud melalui interaksi mereka dengan orang lain dan persekitaran. Malahan tidak hanya bergantung kepada penerimaan maklumat daripada tenaga pengajar, pelajar juga melibatkan diri dalam proses pembelajaran secara perkongsian dan penciptaan ilmu secara bersama. (Duffy & Cunningham, 1996; Lantolf, 2000). Secara tidak langsung, maksud akan dibentuk dan pengetahuan akan dicipta secara kolektif melalui proses yang interaktif seperti perbincangan, rundingan dan perkongsian. (Higgs & McCarthy, 2005). Melalui penglibatan

secara sosial, pelajar yang mempunyai kemahiran dan ilmu pengetahuan yang beraras tinggi akan membantu pelajar yang berkemahiran rendah dalam tugas bersama (Vygotsky, 1978). Suasana pembelajaran yang bersifat kolaboratif membolehkan pelajar untuk mengembangkan

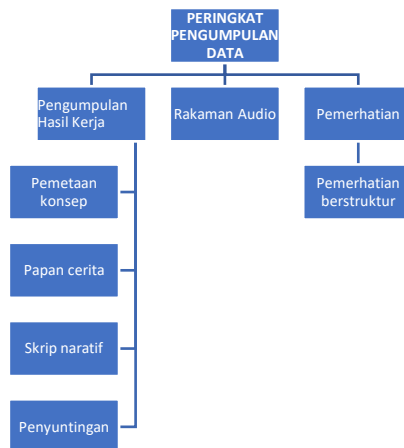
lagi kemahiran linguistik dan kognitif semasa proses perbincangan. Apabila dilihat daripada perspektif seorang konstruktivis, penggunaan kerangka TPCK melalui Penceritaan Digital dapat memberi potensi yang besar dalam pembelajaran bahasa kedua sekaligus membantu dalam proses pemerolehan bahasa.

Metodologi

Kajian ini merupakan kajian deskriptif yang menggunakan kajian kes sebagai reka bentuk kajian. Penyelidikan adalah berbentuk kualitatif namun persembahan data juga akan dibuat menggunakan statistik mudah seperti pengiraan kekerapan. Kajian melibatkan sembilan orang pelajar dan dibahagikan kepada tiga kumpulan. Pelajar diminta membuat satu projek berkumpulan yang memerlukan mereka membuat satu cerita dalam bentuk digital menggunakan perisian yang sedia ada di pasaran (Lihat Lampiran 1). Tajuk diberi berdasarkan silibus dan ketika proses pembikinan Penceritaan Digital, pelajar bebas menggunakan internet, modul, buku, kamus dan alat bantu pembelajaran lain sebagai rujukan. Manakala proses pembikinan Penceritaan Digital ini dijalankan mengikut kerangka Teehan (2006) yang membahagikan proses pembikinan Penceritaan Digital kepada 11 perkara (Lihat Lampiran 2). Tumpuan utama dalam kajian ini ialah iaitu proses memulakan projek melalui kaedah Pemetaan Konsep, penghasilan Papan Cerita, menulis Skrip Naratif dan Penyuntingan (Lihat Lampiran 2) kerana dalam proses-proses tersebut pelajar akan memainkan peranan aktif secara keseluruhannya. Tempoh masa bagi proses-proses tersebut ialah 5 jam dan dibuat dalam kelas.

Proses Pengumpulan Data

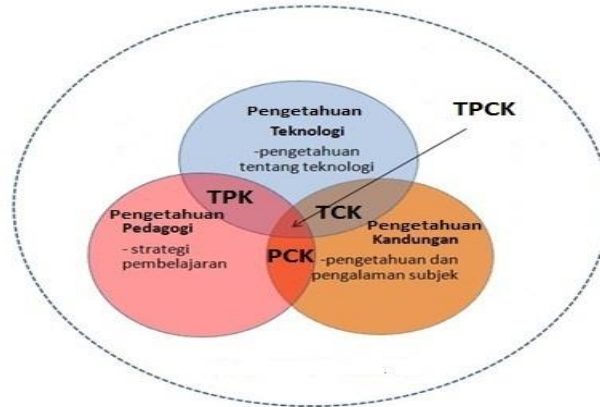
Dalam kajian ini, data-data dikumpul mengikut prosedur pengumpulan data seperti Rajah 3 dengan mengambil kira kerangka TPCK,



Rajah 3: Prosedur Pengumpulan Data

Proses Penganalisan Data Pemerhatian dan Rakaman Audio

Data pemerhatian dan transkripsi yang dipilih hasil rakaman audio dianalisis bersama berpandukan kerangka TPCK seperti Rajah 4 seperti berikut:



Rajah 4 Model TPCK: Proses Penganalisan Data
(Disesuaikan dengan Kerangka Mishra dan Koehler, 2006; Normann, 2011)

Hasil dapatan yang diperoleh daripada pemerhatian, strategi-strategi yang digunakan oleh subjek untuk memperoleh leksikal kemudiannya dikumpul dan dikenal pasti. Seterusnya, strategi itu dipadankan dengan hasil dapatan dari petikan yang dipilih melalui kaedah rakaman audio. Kemudian, proses penganalisan berdasarkan kerangka TPCK dibuat melalui proses pengkategorian seperti pengetahuan 'Kandungan', pengetahuan 'Pedagogi' dan pengetahuan 'Teknologi' (Lihat Rajah 4). Lanjutan daripada itu, hubungkait atau pertindihan antara pengetahuan dilihat bagi menentukan sama ada berada di bulatan *Technological Pedagogical Content Knowledge* (TPCK), *Technological Pedagogical Knowledge* (TPK), *Technological Content Knowledge* (TCK) atau *Pedagogical Content Knowledge* (PCK). Selanjutnya menganalisis perkaitannya dengan pendekatan 'Social Constructivist' dalam pembelajaran bahasa.

Analisis dan Dapatan Kajian

Bagi mencapai Objektif Kajian 1, data yang dikumpul melalui hasil kerja subjek, iaitu melalui kaedah Pemetaan konsep, penghasilan Papan Cerita, Skrip Naratif dan Penyuntingan yang terkandung di dalam proses pembikinan Penceritaan Digital oleh Teehan (2006) dianalisis dan dijelaskan seperti Jadual 1 dan Jadual 2.

Kategori Golongan Kata (Leksikal)		Silibus			Bukan dari silibus		
		K1	K2	K3	K1	K2	K3
Kata Nama	Pemetaan Konsep	10	12	20	15	28	12
	Papan Cerita	5	4	3	4	4	1
	Skrip Naratif	3	1	5	1	0	0
	Penyuntingan	0	0	0	0	0	0

K1= Kumpulan 1 K2= Kumpulan 2 K3= Kumpulan 3

Jadual 1: Penggunaan Kata nama Pertama kali bagi keempat-empat Proses ketika Pembikinan Penceritaan Digital

Jadual 1 merupakan Kata nama Pertama Kali (kata nama yang wujud atau digunakan untuk pertama kali sepanjang pembikinan Penceritaan Digital). Berdasarkan Jadual 1, didapati kata nama banyak terhasil ketika proses Pemetaan Konsep iaitu 42 kata nama dari silibus (kata nama yang telah dipelajari) dan 55 terhasil bukan dari silibus, jumlah kedua-duanya adalah 97. Berdasarkan Jadual 1, jumlah keseluruhan kata nama yang terhasil melalui empat proses pembikinan adalah 63 kata nama dari silibus dan 65 dari bukan silibus.

Kategori Golongan Kata (Leksikal)		Silibus			Bukan dari silibus		
		K1	K2	K3	K1	K2	K3
Kata Nama	Pemetaan Konsep	11	14	11	4	0	13
	Papan Cerita	18	40	27	7	24	19
	Skrip Naratif	47	17	62	13	21	43
	Penyuntingan	26	18	34	13	14	21

K1= Kumpulan 1 K2= Kumpulan 2 K3= Kumpulan 3

Jadual 2: Penggunaan Kata nama Berulang bagi keempat-empat Proses ketika Pembikinan Penceritaan Digital

Jadual 2 menunjukkan Kata nama Berulang (kata nama yang telah digunakan atau berulang penggunaannya sepanjang pembikinan Penceritaan Digital). Jumlah Kata nama Berulang dari silibus digunakan sebanyak 325, manakala bukan dari silibus berjumlah 192 yang menjadikan jumlah keseluruhan Kata nama Berulang yang digunakan adalah sebanyak 517 bagi ketiga-tiga kumpulan.

Proses Pemerolehan Kata nama ketika Pembikinan Penceritaan Digital

Berdasarkan data pemerhatian dan rakaman suara yang telah ditranskripsikan, beberapa petikan di pilih. Analisis akan dibuat berdasarkan kerangka TPCK yang telah diubahsuai seperti Rajah 4 terdahulu dan melihat perkaitannya dengan pendekatan 'Social Constructivist' dalam pembelajaran bahasa, sekaligus dapat menjawab Objektif Kajian 2 iaitu menganalisis proses pemerolehan kata nama ketika pembikinan Penceritaan Digital. Ia dapat dianalisis berdasarkan contoh petikan seperti berikut.

Petikan 1 (Rakaman dari K1)

P3 (K1): Badminton, tengok *translation jap*.

P2 (K1): Dalam *google translate* ni... *badominton*

P1 (K1): Betul ke?...ye lah, aku tengok dalam *dictionary* pada *phone* ni pun tulis *badominton*

Berdasarkan Petikan 1, P1, P2 dan P3 (K1) memperolehi kata nama *badominton* (badminton) dengan menggunakan strategi menggunakan internet dan penggunaan aplikasi dalam telefon pintar. Berdasarkan kerangka TPCK, kata nama *badominton* yang diperolehi, adalah pengetahuan 'Kandungan' dan strategi yang digunakan pula melibatkan pengetahuan 'Pedagogi' serta pengetahuan 'Teknologi' seperti yang diterangkan dalam proses

penganalisisan data (Lihat Rajah 4). Keadaan ini menunjukkan proses memperoleh kata nama *badominton* berlaku melalui pertindihan di antara pengetahuan 'Kandungan', pengetahuan 'Pedagogi' dan juga pengetahuan 'Teknologi'. Proses pemerolehan ini berada dalam bulatan *Technological Pedagogy Content Knowledge* (TPCK) (Lihat Rajah 4). Selain daripada itu, pertindihan pengetahuan berikut menyebabkan interaksi dan kolaborasi berlandaskan 'Social Constructivist' (Lihat perbincangan berkaitan di kerangka kajian) berlaku iaitu dalam Petikan 1 subjek berinteraksi dengan rakan untuk memperoleh kata nama *badominton* (badminton). Tegasnya perkaitan antara kerangka TPCK dan *Social Constructivist* menyebabkan pemerolehan leksikal berlaku.

Penutup

Berdasarkan Jadual 1 didapati bahawa Kata nama Pertama Kali banyak yang terhasil ketika proses memulakan projek melalui Pemetaan Konsep. Hal ini disebabkan oleh kaedah Pemetaan Konsep memerlukan pelajar untuk sumbang saran (*brainstorming*) permulaan cerita mereka. Tambahan pula, objektif teknik Pemetaan Konsep itu sendiri bertujuan untuk menghasilkan idea bagi mengembangkan cerita mereka dan kaedah ini hanya memerlukan pelajar menyenaraikan poin-poin utama untuk membentuk struktur ayat yang kompleks pada proses seterusnya (Teehan, 2006). Selain itu, berdasarkan jumlah kata nama yang terhasil dalam Jadual 1 dan Jadual 2, rumusan dapat dibuat bahawa proses pemerolehan kata nama telah berlaku. Proses pemerolehan kata nama ini berlaku melalui strategi-strategi yang digunakan yang berpandukan perkaitan antara pengetahuan yang terdapat di dalam kerangka TPCK (Lihat Rajah 4) dan interaksi dan kolaborasi berlandaskan 'Social Constructivist'. Selain itu, penemuan baru dalam sistem pembelajaran dan pengajaran melalui Penceritaan Digital membolehkan pendekatan TPCK dapat dijalankan bagi mengatasi masalah penguasaan bahasa Jepun terutamanya kata nama.

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Lampiran 1: Perisian untuk Pembikinan Penceritaan Digital

Proses	Perisian / Teknologi
1. Memulakan Projek melalui Kaedah Pemetaan Konsep	<i>Inspiration</i> (http://www.inspiration.com/)
2. Penghasilan Papan Cerita	<i>Atomic Learning's StoryBoard Pro</i> (http://www.atomiclearning.com/storyboardpro)
3. Menulis Skrip Naratif	Program <i>word processing</i> iaitu <i>Microsoft Word</i>
4. Menghasilkan Video Penceritaan Digital (Penyuntingan)	<i>PhotoStory3 (Windows)</i> atau <i>Windows MovieMaker</i>

Lampiran 2: Proses Pembikinan Penceritaan Digital (jadual ini disesuaikan dengan kerangka Teehan: 2006)

Proses	Tugas
1) Membentuk Kumpulan	Sebelum subjek memulakan projek Penceritaan Digital, guru menerangkan aktiviti dan perisian yang akan digunakan untuk menyiapkan Penceritaan Digital.
2) Menunjukkan dan Mengajar Perisian	
3) Menunjukkan Contoh Video Penceritaan Digital	
4) Memberi Tugas	
5) Meletakkan Matlamat (<i>Rubric</i>)	

6) Memulakan Projek melalui Kaedah Pemetaan konsep (<i>Concept Mapping</i>)	Pelajar menetapkan hala tuju penceritaan (<i>storytelling</i>) dan konsep penceritaan yang akan dihasilkan
7) Penghasilan Papan Cerita (<i>Storyboard</i>)	Penghasilan Papan Cerita adalah proses dimana pelajar merangka cerita iaitu penceritaan awal, pertengahan, akhir dan juga menentukan muzik, video, gambar, teks, jalan cerita yang sesuai bagi menyelesaikan projek Penceritaan Digital ini.
8) Menulis Skrip Naratif	Pelajar diminta menulis skrip berbentuk naratif
9) Menghasilkan Penceritaan (Penyuntingan) Video Digital	Penghasilan produk iaitu video Penceritaan Digital akan menjadi tumpuan dan dilakukan dalam kelas. Pada bahagian ini pelajar akan menyunting gambar, suara, video dan teks di perisian, merupakan bahagian akhir pembikinan Penceritaan Digital.
10) Tayangan dan Pembentangan Hasil Akhir Video Penceritaan Digital	
11) Penilaian dan Refleksi	

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